

UNIT	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will í	VOCABULARY	# OF DAYS NEEDED FOR MASTERY	INST. BEGIN	ASSESSMENT TYPE (classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES
<b>Instrumental Music 9-12</b> <b>Performing</b>	<b>Performing on instruments alone and with others, a varied repertoire of music</b>	<ul style="list-style-type: none"> <li>-Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath or stick control</li> <li>-Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</li> <li>-Perform with expression and technical accuracy on at least one wind or percussion instrument a repertoire of instrumental literature with a level of difficulty of 2 on a scale of 1 to 6</li> <li>-Perform music representing diverse genres and cultures, with expression appropriate for the work being performed</li> </ul>	<b>From Resources</b>	<b>On-going</b>	<b>On-going</b>	<b>Observation</b>  <b>Individual and Group Demonstration</b>  <b>Self-Evaluation and Critique</b>	<b>Music</b>  <b>Teacher Resource Books</b>  <b>Audio Recordings</b>  <b>“Smartmusic” Program</b>	<b>Band Warm-Ups</b> <b>Method Book Exercises</b> <b>“Smartmusic” Exercises</b> <b>Music Rehearsal Public Concerts</b> <b>Honor Bands</b>

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		<ul style="list-style-type: none"> <li>-Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</li> <li>-Perform independent instrumental parts while other students play contrasting parts</li> <li>-Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills</li> <li>-perform in small ensembles with one student on a part</li> </ul>						
Instrumental Music 9-12 Improvising	Improvising melodies and variations	<ul style="list-style-type: none"> <li>-Improvise “answers” in the same style to given rhythmic and melodic phrases</li> <li>-Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</li> </ul>	From Resources	On-going	On-going	Observation Individual and Group Demonstration	Music Teacher Resource Books Audio Recordings “Smartmusic” Program	Jazz Warm-Ups Method Book Exercises “Smartmusic” Exercises Music Rehearsal Public Concerts



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<b>Instrumental Music 9-12 Composing</b>	<b>Composing and arranging music within specified guidelines</b>	<ul style="list-style-type: none"> <li>-Compose short pieces within specified guidelines, demonstrating how the elements of music are used</li> <li>-Arrange pieces that preserve or enhance the expressive effect of the music</li> </ul>	<b>From Resources</b>	<b>On-going</b>	<b>On-going</b>	<b>Observation Individual and Group Demonstration</b>	<b>Music Teacher Resource Books Audio Recordings</b>	<b>Method Book Exercises Composition Handouts</b>
<b>Instrumental Music 9-12 Theory</b>	<b>Reading and notating music</b>	<ul style="list-style-type: none"> <li>-Read whole , half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, ¾, 4/4, 6/8, 3/8, and alla breve meter signatures</li> <li>-Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in major keys from the clef of the student’s instrument</li> <li>-Read at sight simple melodies from the clef of the student’s instrument</li> </ul>	<b>From Resources</b>	<b>On-going</b>	<b>On-going</b>	<b>Observation Individual and Group Demonstration Written Test</b>	<b>Music Teacher Resource Books Theory Computer Program</b>	<b>Method Book Exercises Theory Activities</b>

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		<p><b>-Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression</b></p> <p><b>-Use standard notation to record their musical ideas and the musical ideas of others</b></p> <p><b>-Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used</b></p> <p><b>-Sightread, accurately and expressively, music with a level of difficulty of 2 on a scale of 1 to 6</b></p>						

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<b>Instrumental Music 9-12 Listening</b>	<b>Listening to, analyzing, and describing music</b>	<ul style="list-style-type: none"> <li>-Identify simple music forms when presented aurally</li> <li>-Describe simple music events in a given aural example, using appropriate terminology</li> <li>-Analyze the uses of elements of music in aural examples representing diverse genres and cultures</li> <li>-Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</li> <li>-Identify the sounds of a variety of instruments including many orchestra and band instruments and instruments from various cultures</li> </ul>	<b>From Resources</b>	<b>On-going</b>	<b>On-going</b>	<ul style="list-style-type: none"> <li><b>Individual and Group Observations and Critiques</b></li> <li><b>Individual and Group Demonstration</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Music Teacher Resource Books</b></li> <li><b>Audio Recordings</b></li> <li><b>Videos</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Listening and Evaluating Rehearsals and Performances</b></li> <li><b>Audio/Video Assignment Worksheets</b></li> </ul>

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<b>Instrumental Music 9-12 Evaluating</b>	<b>Evaluating music and music performances</b>	<p><b>-Develop criteria for evaluating the quality and effectiveness of music performances and apply the criteria in their personal listening and performing</b></p> <p><b>-Evaluate the quality and effectiveness of their own and others' performances and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</b></p> <p><b>-Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</b></p>	<b>From Resources</b>	<b>On-going</b>	<b>On-going</b>	<b>Individual and Group Observations and Critiques Individual and Group Demonstration</b>	<b>Music Teacher Resource Books Audio Recordings Videos</b>	<b>Discussion Listening Self-Evaluation Evaluation of Rehearsals and Programs</b>

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<b>Instrumental Music 9-12 History</b>	<b>Understanding music in relation to history and culture</b>	<ul style="list-style-type: none"> <li>-Identify by genre or style aural examples of music from various historical periods and cultures</li> <li>-Describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> <li>-Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use</li> <li>-Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them</li> </ul>	<b>From Resources</b>	<b>On-going</b>	<b>On-going</b>	<ul style="list-style-type: none"> <li><b>Observation</b></li> <li><b>Individual and Group Demonstration</b></li> <li><b>Written Test</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Music Teacher Resource Books</b></li> <li><b>Audio Recordings</b></li> <li><b>Videos</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Discussion</b></li> <li><b>Listening</b></li> <li><b>Viewing</b></li> </ul>



