

GRADE LEVEL: SEVENTH--EIGHTH

SUBJECT: INTERMEDIATE BAND

DATE: 2018-2019

GRADING PERIOD: QUARTER 1

MASTER COPY 1-8-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Playing an Instrument Alone and With Others <ul style="list-style-type: none">• Posture• Tone• Intonation• Breath support• Hand position	7.2.1 Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.	<ul style="list-style-type: none">• Play with correct posture.• Play with correct tone quality.• Play with correct accurate tuning.• Play with correct intonation.• Play with correct, good breath.• Play with correct hand position.	<ul style="list-style-type: none">• Teacher Observation• Rhythm Quiz 1• Performing Tests• Written Lists	<ul style="list-style-type: none">• Correct Posture• Tone Quality• Intonation• Breath Support• Hand Position	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Band instruments</p> <ul style="list-style-type: none"> • Expression • Dynamic Contrast • Technique • Style 	<p>7.2.2 Accompany selected authentic instruments with expression, dynamic contrast, and appropriate technique and style.</p>	<ul style="list-style-type: none"> • Accompany selected authentic BAND instruments with expression. • Accompany selected BAND instruments with dynamic contrast. • Accompany selected BAND instruments with appropriate technique. • Accompany selected BAND instruments with style. 	<ul style="list-style-type: none"> • Teacher Observation • Performance Tests 		<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> • Pitch • Rhythm • Articulation • Tempo • Expression 	<p>7.2.3 Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.</p>	<ul style="list-style-type: none"> • Play musical selections with accurate pitch. • Play musical selections with appropriate articulation. • Play musical selections with rhythm. • Play musical selections with appropriate tempo. • Play musical selections with appropriate dynamics. • Play musical selections with balance. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Performing Tests • Written Lists • Performing Exams 	<ul style="list-style-type: none"> • Technique • Accurate Pitch • Rhythm • Articulation • Tempo 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> • Repertoire <ul style="list-style-type: none"> – Solo – Large Ensemble – Small Ensemble 	7.2.4 Play an appropriate variety of repertoire, independently and in large and small ensembles.	<ul style="list-style-type: none"> • Play an appropriate variety of repertoire independently. • Play an appropriate variety of repertoire in large ensembles. • Play an appropriate variety of repertoire in small ensembles. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Performing Tests • Written Lists • Performing Exams 		IMPORTANT
<ul style="list-style-type: none"> • Conductor directions 	7.2.5 Follow the directions of a conductor.	<ul style="list-style-type: none"> • Follow the directions of a conductor. 	<ul style="list-style-type: none"> • Teacher Observation 		IMPORTANT
<ul style="list-style-type: none"> • Instrument Cohesion 	7.2.6 Maintain an independent part on an instrument in a group while following the cues of a conductor	<ul style="list-style-type: none"> • Maintain an independent part on an instrument in a group while following the cues of a conductor. 	<ul style="list-style-type: none"> • Performing Tests • Performing Exams 		IMPORTANT
Creating Music <ul style="list-style-type: none"> • rhythmic solos 	7.3.1 Create improvised rhythmic solos on a single pitch.	<ul style="list-style-type: none"> • Create improvised rhythmic solos on a single pitch. 			IMPORTANT
	7.3.2 Create improvised melodies within a limited note range.	<ul style="list-style-type: none"> • Create improvised melodies within a limited note range. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p>Composing and arranging music within specified guidelines</p>	<p>7.4.1 Independently create simple practice exercises to improve technique and tone production.</p>	<ul style="list-style-type: none"> • Create simple practice exercises to improve technique. • Create simple practice exercises to improve tone production. 	<ul style="list-style-type: none"> • Performing Tests • Playing Exams 	<ul style="list-style-type: none"> • Technique • Rhythm • Articulation • Tempo 	<p>CRITICAL</p>
<ul style="list-style-type: none"> • Melodic Patterns 	<p>7.4.2 Compose and notate short melodic patterns for individual instruments within established guidelines.</p>	<ul style="list-style-type: none"> • Compose short melodic patterns for individual instruments within established guidelines. • Notate short melodic patterns for individual instruments within established guidelines. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Performing Tests 		<p>IMPORTANT</p>

GRADE LEVEL: SEVENTH--EIGHTH

SUBJECT: INTERMEDIATE BAND

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GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					
Reading, notating, and interpreting music <ul style="list-style-type: none"> • Clefs • Keys 	7.5.2 Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	<ul style="list-style-type: none"> • Sight-read music written in appropriate clefs using a consistent method. • Sight-read music written in appropriate major keys using a consistent method. <ul style="list-style-type: none"> – Duple meter – Triple meter 	<ul style="list-style-type: none"> • Perform music • Teacher Observation 	<ul style="list-style-type: none"> • Meters • Clefs • Keys • Expressive markings • Conductor 	ADDITIONAL
<ul style="list-style-type: none"> • Musical Symbols 	7.5.3 Identify and apply musical symbols found in scores.	<ul style="list-style-type: none"> • Identify musical symbols found in scores. • Apply musical symbols found in scores. 	<ul style="list-style-type: none"> • Perform music on instrument • Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Non-standard Notation 	<p>7.5.4 Interpret and perform examples of non-standard notation in scores.</p>	<ul style="list-style-type: none"> • Interpret examples of non-standard notation in scores. • Perform examples of non-standard notation in scores. 	<ul style="list-style-type: none"> • Perform music on instrument • Teacher Observation 	<ul style="list-style-type: none"> • Notation <ul style="list-style-type: none"> – Percussion – String – Brass – Woodwind 	IMPORTANT
<p>Listening to, analyzing, and describing music</p>	<p>7.7.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre</p>	<ul style="list-style-type: none"> • Listen to recordings of instrumental ensembles playing appropriate repertoire. • Identify instrumentation. • Describe instrumentation • Identify basic musical form. <ul style="list-style-type: none"> – Style – Genre • Describe basic musical form. <ul style="list-style-type: none"> – Style – Genre 	<ul style="list-style-type: none"> • Perform music on instrument • Teacher Observation 	<ul style="list-style-type: none"> • Genre • Style • Ability 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Instrumental Parts 	<p>7.7.2 Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</p>	<ul style="list-style-type: none"> Listen to the relationship of the instrumental parts in a work being rehearsed using appropriate terminology. Describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology. 	<ul style="list-style-type: none"> Perform music on instrument Teacher Observation Written Responses 	<ul style="list-style-type: none"> Genre Style Ability 	IMPORTANT
<ul style="list-style-type: none"> Musical Elements 	<p>7.7.3 Identify musical elements in repertoire being studied that may convey a particular emotion or mood.</p>	<ul style="list-style-type: none"> Identify musical elements in repertoire being studied that may convey a particular emotion. Identify musical elements in repertoire being studied that may convey a particular mood. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Evaluating music and music performances	7.7.4 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	<ul style="list-style-type: none"> • Use appropriate musical terminology in establishing criteria for a rubric for evaluating the quality of instrumental performance. • Use appropriate musical terms in creating a rubric to be used in evaluating the quality of instrumental performance. 	<ul style="list-style-type: none"> • Rubric 	<ul style="list-style-type: none"> • Intonation • Articulation • Dynamics • Note accuracy • Rhythm accuracy • Interpretation • Emotional involvement • Musicality 	CRITICAL
<ul style="list-style-type: none"> • Instrumental Performances 	7.7.5 Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.	<ul style="list-style-type: none"> • Listen to recordings of instrumental ensembles playing appropriate repertoire. • Listen to live performances of instrumental ensembles playing appropriate repertoire. • Apply established criteria to evaluate the performances. 	<ul style="list-style-type: none"> • Rubric 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Evaluate Performances 	<p>7.7.6 Apply established criteria to evaluate performances of own ensemble.</p>	<ul style="list-style-type: none"> Apply established criteria to evaluate performances of own ensemble. 	<ul style="list-style-type: none"> Rubrics 	<ul style="list-style-type: none"> “WHAT” criteria “HOW” criteria Provide examples of other Rubrics used in other corporations 	CRITICAL

GRADE LEVEL: SEVENTH--EIGHTH

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GRADING PERIOD: QUARTER 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					
Reading, notating, and interpreting music <ul style="list-style-type: none"> • Clefs • Keys 	7.5.2 Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	<ul style="list-style-type: none"> • Sight-read music written in appropriate clefs using a consistent method. • Sight-read music written in appropriate major keys using a consistent method. <ul style="list-style-type: none"> – Duple meter – Triple meter 	<ul style="list-style-type: none"> • Perform music • Teacher Observation 	<ul style="list-style-type: none"> • Meters • Clefs • Keys • Expressive markings • Conductor 	ADDITIONAL
<ul style="list-style-type: none"> • Musical Symbols 	7.5.3 Identify and apply musical symbols found in scores.	<ul style="list-style-type: none"> • Identify musical symbols found in scores. • Apply musical symbols found in scores. 	<ul style="list-style-type: none"> • Perform music on instrument • Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Non-standard Notation 	<p>7.5.4 Interpret and perform examples of non-standard notation in scores.</p>	<ul style="list-style-type: none"> Interpret examples of non-standard notation in scores. Perform examples of non-standard notation in scores. 	<ul style="list-style-type: none"> Perform music on instrument Teacher Observation 	<ul style="list-style-type: none"> Notation <ul style="list-style-type: none"> Percussion String Brass Woodwind 	IMPORTANT
<p>Listening to, analyzing, and describing music</p>	<p>7.7.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre</p>	<ul style="list-style-type: none"> Listen to recordings of instrumental ensembles playing appropriate repertoire. <ul style="list-style-type: none"> Identify instrumentation. Describe instrumentation. Identify basic musical form. <ul style="list-style-type: none"> Style Genre Describe basic musical form. <ul style="list-style-type: none"> Style Genre 	<ul style="list-style-type: none"> Perform music on instrument Teacher Observation 	<ul style="list-style-type: none"> Genre Style Ability 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Instrumental Parts 	<p>7.7.2 Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</p>	<ul style="list-style-type: none"> Listen to the relationship of the instrumental parts in a work being rehearsed using appropriate terminology. Describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology. 	<ul style="list-style-type: none"> Perform music on instrument Teacher Observation Written Responses 	<ul style="list-style-type: none"> Genre Style Ability 	IMPORTANT
<ul style="list-style-type: none"> Musical Elements 	<p>7.7.3 Identify musical elements in repertoire being studied that may convey a particular emotion or mood.</p>	<ul style="list-style-type: none"> Identify musical elements in repertoire being studied that may convey a particular emotion. Identify musical elements in repertoire being studied that may convey a particular mood. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Evaluating music and music performances</p>	<p>7.7.4 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.</p>	<ul style="list-style-type: none"> • Use appropriate musical terminology in establishing criteria to be used in evaluating the quality of instrumental performances. • Use appropriate musical terminology in creating a rubric to be used in evaluating the quality of instrumental performances. 	<ul style="list-style-type: none"> • Rubric 	<ul style="list-style-type: none"> • Intonation • Articulation • Dynamics • Note accuracy • Rhythm accuracy • Interpretation • Emotional involvement • Other factors • Musicality 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Instrumental Ensembles • Performance Evaluation 	<p>7.7.5 Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.</p>	<ul style="list-style-type: none"> • Listen to recordings of instrumental ensembles playing appropriate repertoire. • Listen to live performances of instrumental ensembles playing appropriate repertoire. • Apply established criteria to evaluate the performances. 	<ul style="list-style-type: none"> • Rubric 		IMPORTANT
<ul style="list-style-type: none"> • Self-evaluation 	<p>7.7.6 Apply established criteria to evaluate performances of own ensemble.</p>	<ul style="list-style-type: none"> • Apply established criteria to evaluate performances of own ensemble. 	<ul style="list-style-type: none"> • Established • Rubrics 	<ul style="list-style-type: none"> • “WHAT” criteria • “HOW” criteria • Provide examples of other Rubrics used in other corporations. 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Written Response 	<p>7.8.2 Keep a journal of written responses to musical examples heard in class.</p>	<ul style="list-style-type: none"> Keep a journal of written responses to musical examples heard in class. 	<ul style="list-style-type: none"> Listen to music for student's instrument Teacher feedback 		IMPORTANT
<ul style="list-style-type: none"> Body Posture Body Technique 	<p>7.8.3 Understand the physiological basis for good playing posture and technique.</p>	<ul style="list-style-type: none"> Understand good Posture. Understand good Technique. 	<ul style="list-style-type: none"> Teacher Feedback 	<ul style="list-style-type: none"> Posture <ul style="list-style-type: none"> – Proper – Improper Breath Support 	IMPORTANT
<ul style="list-style-type: none"> Properties of Sound 	<p>7.8.4 Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.</p>	<ul style="list-style-type: none"> Understand the physical properties of sound as they relate to specific instrument families. <ul style="list-style-type: none"> – Frequency – Amplitude – Wavelength 		<ul style="list-style-type: none"> Frequency Amplitude Wavelengths 	ADDITIONAL

GRADE LEVEL: SEVENTH-EIGHTH

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GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PERFORMING MUSIC					
Playing an Instrument Alone and With Others <ul style="list-style-type: none"> • Posture • Tone • Intonation • Breath support • Hand position 	7.2.1 Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.	<ul style="list-style-type: none"> • Explain correct posture, tone quality, intonation, breath support, hand position. • Demonstrate correct posture, tone quality, intonation, breath support, hand position. 	<ul style="list-style-type: none"> • Teacher Observation • Performance Test 	<ul style="list-style-type: none"> • Posture • Tone • Intonation • Breath support • Hand position 	CRITICAL
<ul style="list-style-type: none"> • Pitch • Rhythm • Articulation • Tempo • Expression 	7.2.3 Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.	<ul style="list-style-type: none"> • Explain how to produce accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance. • Implement the production of pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance. 	<ul style="list-style-type: none"> • Teacher Observation • Quiz • Performance Test • Written lists • Performing Exam • Rhythm Quiz 1 	<ul style="list-style-type: none"> • Technique • Pitch • Rhythm • Articulation • Tempo 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Composing and arranging music within specified Guidelines.	7.4.1 Independently create simple practice exercises to improve technique and tone production.	<ul style="list-style-type: none"> Independently create simple practice exercises to improve technique. Independently create simple practice exercises to improve tone production. 	<ul style="list-style-type: none"> Performance Test Playing Exam 		CRITICAL
RESPONDING TO MUSIC					
Reading, notating, and interpreting music in student part/director score	7.5.2 Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	<ul style="list-style-type: none"> Sight-read music written in appropriate clefs using a consistent method. Sight-read music written in appropriate major keys using a consistent method. <ul style="list-style-type: none"> Duple meter Triple meter 	<ul style="list-style-type: none"> Performance Test Teacher Observation 	<ul style="list-style-type: none"> Meters Clefs Keys Expressive markings Conductor 	ADDITIONAL
<ul style="list-style-type: none"> Music Symbols Music Scores 	7.5.3 Identify and apply musical symbols found in scores.	<ul style="list-style-type: none"> Identify musical symbols found in scores. Apply musical symbols found in scores. 	<ul style="list-style-type: none"> Student Performance 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Evaluating music and music performances</p> <ul style="list-style-type: none"> • Terminology • Rubric Creation 	<p>7.7.1 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.</p>	<ul style="list-style-type: none"> • Use appropriate musical terminology in establishing criteria for assessment. • Create a rubric to be used in evaluating the quality of instrumental performances. 	<ul style="list-style-type: none"> • Rubric 	<ul style="list-style-type: none"> • “WHAT” criteria • “HOW” criteria • Rubric 	<p>IMPORTANT</p>
	<p>7.7.3 Apply established criteria to evaluate performances of own ensemble.</p>	<ul style="list-style-type: none"> • Apply established criteria to evaluate performances of own ensemble. 			<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC:					
Understanding relationships between music, the other arts, and disciplines outside the arts <ul style="list-style-type: none"> • Math Concepts • Rhythms • Repertoire 	7.8.1 Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.	<ul style="list-style-type: none"> • Apply mathematical concepts to the understanding of rhythms. • Apply mathematical concepts to the understanding of repertoire. 	<ul style="list-style-type: none"> • Student Performance • Teacher Observation 	<ul style="list-style-type: none"> • Transfer 	IMPORTANT
	7.8.2 Keep a journal of written responses to musical examples heard in class.	<ul style="list-style-type: none"> • Keep a journal of written responses to musical examples heard in class. 	<ul style="list-style-type: none"> • Teacher Observation 	<ul style="list-style-type: none"> • Mood • Tonality 	IMPORTANT
<ul style="list-style-type: none"> • Posture • Technique 	7.8.3 Understand the physiological basis for good playing posture and technique.	<ul style="list-style-type: none"> • Understand the physiological basis for good playing posture. • Understand the physiological basis for good technique. 	<ul style="list-style-type: none"> • Discussion • Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Frequency • Amplitude, • Wavelength 	<p>7.8.4 Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.</p>	<ul style="list-style-type: none"> • Understand the physical properties of sound frequency as they relate to specific instrument families. • Understand the physical properties of sound amplitude as they relate to specific instrument families. • Understand the physical properties of sound wavelength as they relate to specific instrument families. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Written lists • Performing Exam 		IMPORTANT
<ul style="list-style-type: none"> • Cooperation • Effort, • Perseverance, • Respect 	<p>7.8.5 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> • Identify life skills developed in music studies. • Identify life skills developed in music activities. <ul style="list-style-type: none"> – Cooperation – Effort – Perseverance – Respect that transfer to other disciplines – Respect that transfer to other contexts. 	<ul style="list-style-type: none"> • Discussion • Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					
Understanding music in relation to history and culture. Students investigate the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental opportunities in the community.	7.9.1 Explore the genre, style, composer, and historical background of repertoire being studied.	<ul style="list-style-type: none"> • Explore repertoire being studied. <ul style="list-style-type: none"> – Genre – Style – Composer – Background – Culture • Understand repertoire being studied. 	<ul style="list-style-type: none"> • Performance Quiz • Music Rubric • Teacher Observation 	<ul style="list-style-type: none"> • Traditions <ul style="list-style-type: none"> – Cultural – Historic 	ADDITIONAL
<ul style="list-style-type: none"> • Cultural Origin • Evolution Origin 	7.9.2 Investigate the cultural origin and evolution of specific instruments.	<ul style="list-style-type: none"> • Investigate cultural origin of specific instrument. • Investigate evolution of specific instrument. 	<ul style="list-style-type: none"> • Teacher Observation 		IMPORTANT
	7.9.3 Perform instrumental repertoire in an authentic style that reflects the origin of the music	<ul style="list-style-type: none"> • Perform music in authentic style. 	<ul style="list-style-type: none"> • Music rubric • Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none">• Community Ensembles• Ensemble Opportunities	7.9.4 Discuss the roles of various instrumental ensembles in the community and opportunities for participation.	<ul style="list-style-type: none">• Discuss the roles of various instrumental ensembles in the community.• Discuss the opportunities for participation.	<ul style="list-style-type: none">• Discussion• Teacher Observation		IMPORTANT