

GRADE LEVEL: HIGH SCHOOL

SUBJECT: CONCERT BAND

DATE: 2018-2019

GRADING PERIOD: QUARTER 1

MASTER COPY 2-19-19

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	H.2.1 Play with appropriate tone quality, accurate tuning and intonation, and good breath support, posture, and hand position.	<ul style="list-style-type: none">• Play with correct posture.• Play with correct tone quality.• Play with accurate tuning.• Play with correct intonation.• Play with good breath support.• Play with correct hand position.	<ul style="list-style-type: none">• Teacher Observation• Rhythm Quiz• 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
Band instruments <ul style="list-style-type: none"> • Scales 	H.2.2 Play major scales, three forms of minor scales, and chromatic scales.	<ul style="list-style-type: none"> • Play major scales • Play three forms of minor scales. • Play chromatic scales. 	<ul style="list-style-type: none"> • Teacher Observation • Performance Tests 	<ul style="list-style-type: none"> • Major Scales • Minor Scales • Chromatic Scales 	IMPORTANT
<ul style="list-style-type: none"> • Pitch • Rhythm • Articulation • Tempo • Expression • Dynamics • Phrasing 	H.2.3. Play a variety of repertoire accurately and expressively with correct pitches and rhythm, and appropriate tempo, dynamics, phrasing, and articulation.	<ul style="list-style-type: none"> • Play a variety of repertoire accurately. • Play a variety of repertoire expressively. • Play musical selections with accurate pitch. • Play musical selections with correct rhythm. • Play musical selections with appropriate tempo. • Play musical selections with correct dynamics. • Play musical selections with correct phrasing. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams 	<ul style="list-style-type: none"> • Tone Quality • Technique • Accurate Pitch • Rhythm • Articulation • Tempo 	IMPORTANT

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 	<p>H.2.4 Play a variety of historical and contemporary repertoire from Western and non-Western cultures that uses both traditional and non-traditional notation.</p>	<ul style="list-style-type: none"> • Play musical selections with correct articulation. • Play a variety of historical repertoire cultures that uses traditional notation. <ul style="list-style-type: none"> – Western Culture – Non-Western • Play a variety of historical repertoire that uses non-traditional notation. <ul style="list-style-type: none"> – Western Culture – Non-Western • Play a variety of contemporary repertoire that uses traditional notation. <ul style="list-style-type: none"> – Western Culture – Non-Western 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams 	<ul style="list-style-type: none"> • Notation 	<p>IMPORTANT</p>

		<ul style="list-style-type: none"> Play a variety of contemporary repertoire from that uses non-traditional notation. <ul style="list-style-type: none"> Western Culture Non-Western 			
<ul style="list-style-type: none"> Level 4 Difficulty 	H.2.5 Play a variety of repertoire with a difficulty level of 4.	<ul style="list-style-type: none"> Play a variety of repertoire with a difficulty level of 4. 			IMPORTANT
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> Conductor Directions 	H.2.6 Play an appropriate part in a variety of large and small ensembles, demonstrating well-developed ensemble skills.	<ul style="list-style-type: none"> Play an appropriate part in a variety of large ensembles. Play an appropriate part in a variety of small ensembles. Demonstrate well-developed ensemble skills. 	<ul style="list-style-type: none"> Teacher Observation 		IMPORTANT
<ul style="list-style-type: none"> Instrument Cohesion 	7.2.7. Learn conducting patterns and techniques and follow cues of teacher and student conductors.	<ul style="list-style-type: none"> Learn conducting patterns. Learn conducting techniques. Follow cues of teacher conductors. 	<ul style="list-style-type: none"> Performing Tests Performing Exams 		IMPORTANT

		<ul style="list-style-type: none"> Follow cues of student conductors. 			
Creating Music <ul style="list-style-type: none"> Rhythmic Solos 	H.3.1 Create an improvised melody over a twelve bar blues chord progression.	<ul style="list-style-type: none"> Create improvised rhythmic solos on a single pitch. 		<ul style="list-style-type: none"> Rhythmic Solos Single Pitch 	IMPORTANT
	H.3.2 Improvise a simple melody over a major or minor primary chord progression.	<ul style="list-style-type: none"> Improvise a simple melody over a major primary chord progression. Improvise a simple melody over a minor primary chord progression. 			IMPORTANT
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> Composing Music Arranging Music 	H.3.3 Embellish a melody by altering its rhythmic structure or by adding or changing notes such as passing tones and other non-harmonic tones.	<ul style="list-style-type: none"> Embellish a melody by altering its rhythmic structure. Embellish a melody by adding notes. <ul style="list-style-type: none"> Passing Tones Non-harmonic tones. Embellish a melody by changing notes. <ul style="list-style-type: none"> Passing Tones Non-harmonic tones. 	<ul style="list-style-type: none"> Performing Tests Playing exams 		CRITICAL

<ul style="list-style-type: none"> • Melodic Patterns 	<p>H.3.4 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>
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GRADE LEVEL: HIGH SCHOOL

SUBJECT: CONCERT BAND

DATE: 2018-2019

GRADING PERIOD: QUARTER 2

MASTER COPY 4-11-19

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	H.2.1 Play with appropriate tone quality, accurate tuning and intonation, and good breath support, posture, and hand position.	<ul style="list-style-type: none">• Play with correct posture.• Play with correct tone quality.• Play with accurate tuning.• Play with correct intonation.• Play with good breath support.• Play with correct hand position.	<ul style="list-style-type: none">• Teacher Observation• Rhythm Quiz• Performing Tests• Written lists	<ul style="list-style-type: none">• Correct Posture• Tone Quality• Intonation• Breath Support• Hand Position	IMPORTANT
Instruments <ul style="list-style-type: none">• Scales	H.2.2 Play major scales, three forms of minor scales, and chromatic scales.	<ul style="list-style-type: none">• Play major scales• Play three forms of minor scales.• Play chromatic scales.	<ul style="list-style-type: none">• Teacher Observation• Performance Tests	<ul style="list-style-type: none">• Major Scales• Minor Scales• Chromatic Scales	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> • Repertoire <ul style="list-style-type: none"> – Historical – Contemporary 	<p>H.2.3 Play a variety of historical and contemporary repertoire from Western and non-Western cultures that uses both traditional and non-traditional notation.</p>	<ul style="list-style-type: none"> • Play a variety of historical repertoire cultures that uses traditional notation. <ul style="list-style-type: none"> – Western Culture – Non-Western • Play a variety of historical repertoire that uses non-traditional notation. <ul style="list-style-type: none"> – Western Culture – Non-Western • Play a variety of contemporary repertoire that uses traditional notation. <ul style="list-style-type: none"> – Western Culture – Non-Western • Play a variety of contemporary repertoire from that uses non-traditional notation. <ul style="list-style-type: none"> – Western Culture – Non-Western 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams 	<ul style="list-style-type: none"> • Notation 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> • Ensembles <ul style="list-style-type: none"> - Solos - Large - Small 	<p>H.2.4 Play a variety of historical and contemporary repertoire from Western and non-Western cultures that uses both traditional and non-traditional notation</p>	<ul style="list-style-type: none"> • Play a variety of historical repertoire cultures that uses traditional notation. <ul style="list-style-type: none"> - Western Culture - Non-Western • Play a variety of historical repertoire that uses non-traditional notation. <ul style="list-style-type: none"> - Western Culture - Non-Western • Play a variety of contemporary repertoire that uses traditional notation. <ul style="list-style-type: none"> - Western Culture - Non-Western • Play a variety of contemporary repertoire from that uses non-traditional notation. <ul style="list-style-type: none"> - Western Culture - Non-Western 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Performing Tests • Written Tests • Performing Exams 		<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
	<p>H.2.5 Play a variety of repertoire with a difficulty level of 4 (on a scale of 1 to 6).</p>	<ul style="list-style-type: none"> • Play variant pieces of music with different difficulty levels. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams 		<p>IMPORTANT</p>
	<p>H.2.6 Play an appropriate part in a variety of large and small ensembles, demonstrating well-developed ensemble skills.</p>	<ul style="list-style-type: none"> • Play an appropriate part in a variety of large ensembles, demonstrating well-developed ensemble skills. • Play an appropriate part in a variety of small ensembles, demonstrating well-developed ensemble skills. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> Conducting 	<p>H.2.7 Learn conducting patterns and techniques and follow cues of teacher and student conductors.</p>	<ul style="list-style-type: none"> Learn conducting patterns. Learn conducting techniques. Follow cues of teacher conductors. Follow cues of student conductors. 	<ul style="list-style-type: none"> Teacher Observation Quizzes Performing Tests Written lists Performing Exams 		IMPORTANT
<p>Creating Music</p> <ul style="list-style-type: none"> Rhythmic Solos 	<p>H.3.1 Create an improvised melody over a twelve bar blues chord progression.</p>	<ul style="list-style-type: none"> Create improvised rhythmic solos on a single pitch. 		<ul style="list-style-type: none"> Rhythmic Solos Single Pitch 	IMPORTANT
	<p>H.3.2 Improvise a simple melody over a major or minor primary chord progression.</p>	<ul style="list-style-type: none"> Improvise a simple melody over a major primary chord progression. Improvise a simple melody over a minor primary chord progression. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> • Composing Music • Arranging Music 	<p>H.3.3 Embellish a melody by altering its rhythmic structure or by adding or changing notes such as passing tones and other non-harmonic tones.</p>	<ul style="list-style-type: none"> • Embellish a melody by altering its rhythmic structure. • Embellish a melody by adding notes. <ul style="list-style-type: none"> – Passing Tones – Non-harmonic tones. • Embellish a melody by changing notes. <ul style="list-style-type: none"> – Passing Tones – Non-harmonic tones. 	<ul style="list-style-type: none"> • Performing Tests • Playing exams 		CRITICAL
<ul style="list-style-type: none"> • Melodic Patterns 	<p>H.3.4 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 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					
Reading, notating, and interpreting music <ul style="list-style-type: none"> • Musical Symbols 	H.5.1 Read and perform instrumental scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail.	<ul style="list-style-type: none"> • Read instrumental scores observing symbols. <ul style="list-style-type: none"> – pitch, – rhythm – dynamics – tempo – Articulation – expressive detail • Perform instrumental scores observing symbols. <ul style="list-style-type: none"> – pitch, – rhythm, – dynamics, – tempo, – articulation, – expressive detail 	<ul style="list-style-type: none"> • Perform music • Teacher Observation 	<ul style="list-style-type: none"> • Meters • Clefs • Keys • Expressive Markings • Conductor 	ADDITIONAL
	H.5.2 Interpret non-standard notation used in various contemporary scores.	<ul style="list-style-type: none"> • Identify non-musical symbols. • Apply musical symbols found in contemporary scores. 	<ul style="list-style-type: none"> • Perform Music • Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>H.5.3 Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.</p>	<ul style="list-style-type: none"> • Sight read music in major keys. • Sight read music in minor keys. • Sight-read music with an appropriate level of difficulty using a consistent method. 			IMPORTANT
<p>Listening to, analyzing, and describing music</p>	<p>H.6.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, texture, compositional devices, form, style, and genre.</p>	<ul style="list-style-type: none"> • Listen to recordings of instrumental ensembles playing appropriate repertoire. • Identify instrumentation. • Identify basic musical form. • Identify style. • Identify genre. • Describe instrumentation • Describe basic musical form. • Describe style • Describe genre. 	<ul style="list-style-type: none"> • Perform Music • 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"> • Recordings 	<p>H.6.2 Compare two recordings of a work and note similarities and differences in phrasing, tempo, dynamic levels, articulations, and prominence given to various parts.</p>	<ul style="list-style-type: none"> • Compare two recordings of a work and note similarities. <ul style="list-style-type: none"> – Phrasing – Tempo – Dynamics – Articulation – Prominence • Compare two recordings of a work and note differences. <ul style="list-style-type: none"> – Phrasing – Tempo – Dynamics – Articulation – Prominence 	<ul style="list-style-type: none"> • Perform Music • Teacher Observation • Written Responses 	<ul style="list-style-type: none"> • Genre • Style • Ability 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Musical Elements 	<p>H.6.3 Analyze and discuss compositional elements heard in works being studied such as meter, cadences, harmonic progressions, phrasing, and musical devices and their effect on performance.</p>	<ul style="list-style-type: none"> • Analyze the effect on performance of compositional elements heard in works being studied. <ul style="list-style-type: none"> – Meter – Cadences – Harmonic progression – Phrasing – Musical devices • Discuss the effect on performance of compositional elements heard in works being studied. <ul style="list-style-type: none"> – Meter – Cadences – Harmonic progression – Phrasing – Musical devices 			<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>H.6.4 Listen to, analyze, and discuss the relationship of movements or sections in extended works being played such as a suite or symphony.</p>	<ul style="list-style-type: none"> • Listen to the relationship of movements/sections in extended works being played. <ul style="list-style-type: none"> – Symphonies – Suites • Analyze the relationship of movements/sections in extended works being played. <ul style="list-style-type: none"> – Symphonies – Suites • Discuss the relationship of movements/sections in extended works being played. <ul style="list-style-type: none"> – Symphonies – Suites 	<ul style="list-style-type: none"> • Perform Music • Teacher Observation • Written Responses 		<p>IMPORTANT</p>

	H.6.5 Identify compositional elements in repertoire being studied that may convey a particular emotion or mood	<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.	<ul style="list-style-type: none">• Perform Music• Teacher Observation• Written Responses		
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GRADE LEVEL: HIGH SCHOOL

SUBJECT: CONCERT BAND

DATE: 2018-2019

GRADING PERIOD: QUARTER 3

MASTER COPY 4-11-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PERFORMING MUSIC Listening to, analyzing, and describing music	H.6.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, texture, compositional devices, form, style, and genre.	<ul style="list-style-type: none">• Listen to recordings of instrumental ensembles playing appropriate repertoire.• Identify instrumentation, texture, compositional devices, form, style, and genre.• Describe instrumentation, texture, compositional devices, form, style, and genre.	<ul style="list-style-type: none">• Perform Music• 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"> • Recordings 	<p>H.6.2 Compare two recordings of a work and note similarities and differences in phrasing, tempo, dynamic levels, articulations, and prominence given to various parts.</p>	<ul style="list-style-type: none"> • Compare two recordings of a work and note similarities. <ul style="list-style-type: none"> – Phrasing – Tempo – Dynamics – Articulation – Prominence • Compare two recordings of a work and note differences. <ul style="list-style-type: none"> – Phrasing – Tempo – Dynamics – Articulation – Prominence 	<ul style="list-style-type: none"> • Perform Music • Teacher Observation • Written Responses 		<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Musical Elements 	<p>H.6.3 Analyze and discuss compositional elements heard in works being studied such as meter, cadences, harmonic progressions, phrasing, and musical devices and their effect on performance.</p>	<ul style="list-style-type: none"> • Analyze the effect on performance of compositional elements heard in works being studied. <ul style="list-style-type: none"> – Meter – Cadences – Harmonic progression – Phrasing – Musical devices • Discuss the effect on performance of compositional elements heard in works being studied. <ul style="list-style-type: none"> – Meter – Cadences – Harmonic progression – Phrasing – Musical devices 			<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>H.6.4 Listen to, analyze, and discuss the relationship of movements or sections in extended works being played such as a suite or symphony</p>	<ul style="list-style-type: none"> • Listen to the relationship of movements/sections in extended works being played. <ul style="list-style-type: none"> – Symphonies – Suites • Analyze the relationship of movements/sections in extended works being played. <ul style="list-style-type: none"> – Symphonies – Suites • Discuss the relationship of movements/sections in extended works being played. <ul style="list-style-type: none"> – Symphonies – Suites 	<ul style="list-style-type: none"> • Perform Music • Teacher Observation • Written Responses 		<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>H.6.5 Identify compositional 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. 	<ul style="list-style-type: none"> • Perform Music • Teacher Observation • Written Responses 		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Evaluating music and music performances</p>	<p>H.7.1 Establish criteria to be used in evaluating arrangements and compositions created using music production or notation software.</p>	<ul style="list-style-type: none"> • Establish criteria to be used in evaluating arrangements created using music production. • Establish criteria to be used in evaluating arrangements created using notation software. • Establish criteria to be used in evaluating compositions created using music production. • Establish criteria to be used in evaluating compositions created using or notation software. 	<ul style="list-style-type: none"> • Rubric 	<ul style="list-style-type: none"> • Finale • Music Software program 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Production • Recording 	<p>H.7.2 Use music production and notation software to record individual performances for self-evaluation.</p>	<ul style="list-style-type: none"> • Use music production to record individual performances for self-evaluation. • Use notation software to record individual performances for self-evaluation. 	<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 	CRITICAL
<ul style="list-style-type: none"> • Electronic Portfolio 	<p>H.7.3 Establish an electronic portfolio and archive recordings that document individual progress as a performer, arranger, or composer.</p>	<ul style="list-style-type: none"> • Establish an electronic portfolio. • Archive recordings that document individual progress as a performer. • Archive recordings that document individual progress as an arranger. • Archive recordings that document individual progress as a composer. 	<ul style="list-style-type: none"> • Rubric 		IMPORTANT

GRADE LEVEL: HIGH SCHOOL

SUBJECT: CONCERT BAND

DATE: 2019-2020

GRADING PERIOD: QUARTER 4

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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 	H.8.1 Understand the mathematical/physiological basis for good playing posture and technique.	<ul style="list-style-type: none"> Understand the mathematical/physiological basis for good playing posture. Understand the mathematical/physiological basis for good technique. 	<ul style="list-style-type: none"> Teacher Observation Student Performance 	<ul style="list-style-type: none"> Transfer 	IMPORTANT
<ul style="list-style-type: none"> Performances 	H.8.2 Understand acoustical properties of various performance venues and the implications for tone production.	<ul style="list-style-type: none"> Understand acoustical properties of various performance venues. Understand acoustical 	<ul style="list-style-type: none"> Teacher Observation 	<ul style="list-style-type: none"> Mood Tonality 	IMPORTANT
<ul style="list-style-type: none"> Technology Devices 	H.8.3 Explore and identify musical devices that portray programmatic aspects of music being studied.	<ul style="list-style-type: none"> Explore different musical devices that portray different aspects studied. Identify different musical devices that portray different aspects studied. 	<ul style="list-style-type: none"> Discussion Teacher Observation 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Folk songs • Hymns 	<p>H.8.4 Read the text of vocal works that serve as the basis for larger instrumental compositions such as folk songs or hymns.</p>	<ul style="list-style-type: none"> • Read the text of vocal works that serve as the basis for larger instrumental compositions. <ul style="list-style-type: none"> – Folk songs – Hymns 	<ul style="list-style-type: none"> • Discussion • Teacher Observation 	<ul style="list-style-type: none"> • Cooperation • Effort • Perseverance • Respect 	IMPORTANT
<ul style="list-style-type: none"> • Instrumental works • Art forms • Music interpretation 	<p>H.8.5 Compare instrumental works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.</p>	<ul style="list-style-type: none"> • Compare instrumental works and other art forms with similar characteristics to enhance understanding of the music. • Compare instrumental works and other art forms with similar effects to enhance understanding of the music. • Compare instrumental works and other art forms with similar characteristics to enhance interpretation of the 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Written lists • Performing Exam 		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Art forms 	<p>H.8.6 Recognize how instrumental performance can be enhanced through related art forms such as dance and visual arts.</p>	<ul style="list-style-type: none"> • Understand how instrumental performance can be enhanced through related art forms such as dance. • Understand how instrumental performance can be enhanced through related art forms such as visual arts. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Written lists • Performing Exam 	<ul style="list-style-type: none"> • Dance • Visual arts 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					
Understanding music in relation to history and culture.	H.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 	<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"> • Musical origins 	H.9.2 Investigate the cultural origin and evolution of specific instruments as related to music being studied.	<ul style="list-style-type: none"> • Investigate cultural origin of specific instruments. • Investigate evolution of specific instruments. 	<ul style="list-style-type: none"> • Teacher Observation 	<ul style="list-style-type: none"> • Cultural Origin • Evolution Origin 	IMPORTANT
<ul style="list-style-type: none"> • Style • Culture 	H.9.3 Perform instrumental repertoire in an authentic style that reflects its culture of origin, and consider the role music plays in that culture.	<ul style="list-style-type: none"> • Perform instrumental repertoire in an authentic culture that reflects its origin. • Consider the role music plays in a culture. 	<ul style="list-style-type: none"> • Teacher Observation • Quizzes • Written lists Performing Exam		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>H.9.4 Understand and describe characteristics of musical works, types of ensembles, and performance styles appropriate for specific situations.</p>	<ul style="list-style-type: none"> • Understand characteristics appropriate for specific situations. <ul style="list-style-type: none"> – Musical works – Type of ensembles – Performance styles • Describe characteristics appropriate for specific situations. <ul style="list-style-type: none"> – Musical works – Type of ensembles – Performance styles 	<ul style="list-style-type: none"> • Music rubric • Teacher Observation 	<ul style="list-style-type: none"> • Opera • Winter Winds • Orchestras • Wind Ensembles 	IMPORTANT
<ul style="list-style-type: none"> • Informative article 	<p>H.9.5 Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of a performance.</p>	<ul style="list-style-type: none"> • Research an informative article about repertoire being studied. <ul style="list-style-type: none"> – publicity – concert program – Performance • Write an informative article about repertoire being studied. <ul style="list-style-type: none"> – publicity – concert program – performance 	<ul style="list-style-type: none"> • Discussion • Teacher Observation 		IMPORTANT