GRADE LEVEL: HIGH SCHOOL **SUBJECT: PERCUSSION ENSEMBLE** **DATE: 2018-2019**

GRADING PERIOD: QUARTER 1 **MASTER COPY 4-22-19**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PERFORMING MUSIC					
Playing an Instrument Alone and With Others • 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.	• 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.	• Teacher Observation • Rhythm Quiz • Performing Tests • Written lists	• Correct Posture • Tone Quality • Intonation • Breath Support • Hand Position	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Percussion instruments • Scales	**H.2.2** Play major scales, three forms of minor scales, and chromatic scales.	• Play major scales. • Play three forms of minor scales. • Play chromatic scales.	• Teacher Observation • Performance Tests	• Scales – Major – Minor – Chromatic	IMPORTANT
• 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.	• 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. • Play musical selections with correct articulation.	• Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams	• Tone Quality • Technique • Accurate Pitch • Rhythm • Articulation • Tempo	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Repertoire – Solo – Large Ensemble – Small Ensemble	**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.	• Play a variety of historical repertoire cultures that uses traditional notation. – Western Culture – Non-Western • Play a variety of historical repertoire that uses non-traditional notation. – Western Culture – Non-Western • Play a variety of contemporary repertoire that uses traditional notation. – Western Culture – Non-Western • Play a variety of contemporary repertoire from that uses non-traditional notation. – Western Culture – Non-Western	• Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams	• Notation	IMPORTANT
• Level 4 Difficulty	**H.2.5** Play a variety of repertoire with a difficulty level of 4.	• Play a variety of repertoire with a difficulty level of 4.			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Ensemble Skills	**H.2.6** Play an appropriate part in a variety of large and small ensembles, demonstrating well-developed ensemble skills.	• 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.	• Teacher Observation		IMPORTANT
• Conductor Directions	**7.2.7.** Learn conducting patterns and techniques and follow cues of teacher and student conductors.	• Learn conducting patterns. • Learn conducting techniques. • Follow cues of teacher conductors. • Follow cues of student conductors.	• Performing Tests • Performing Exams		IMPORTANT
Creating Music • Rhythmic Solos	**H.3.1** Create an improvised melody over a twelve bar blues chord progression.	• Create improvised rhythmic solos on a single pitch.		• Rhythmic Solos • Single Pitch	IMPORTANT
	H.3.2 Improvise a simple melody over a major or minor primary chord progression.	• 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	VOCABULARY	PRIORITY
• 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.	• Embellish a melody by altering its rhythmic structure. • Embellish a melody by adding notes. – Passing Tones – Non-harmonic tones. • Embellish a melody by changing notes. – Passing Tones – Non-harmonic tones.	• Performing Tests • Playing exams		CRITICAL
• Melodic Patterns	**H.3.4** Compose and notate short melodic patterns for individual instruments within established guidelines.	• Compose short melodic patterns for individual instruments within established guidelines. • Notate short melodic patterns for individual instruments within established guidelines.	• Teacher Observation • Quizzes • Performing Tests		IMPORTANT

GRADE LEVEL: HIGH SCHOOL **SUBJECT: PERCUSSION ENSEMBLE** **DATE: 2018-2019**

GRADING PERIOD: QUARTER 2 **MASTER COPY 4-22-19**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PERFORMING MUSIC					
Playing an Instrument Alone and With Others • Posture • Tone • Intonation • Breath support • Hand position	**H.2.1** Play with appropriate tone quality, accurate tuning and intonation, and posture, and hand position.	• Play with correct posture. • Play with correct tone quality. • Play with accurate tuning. • Play with correct intonation. • Play with correct hand position.	• Teacher Observation • Rhythm Quiz • Performing Tests • Written lists	• Correct Posture • Tone Quality • Intonation • Hand Position	IMPORTANT
Instruments • Scales	**H.2.2** Play major scales, three forms of minor scales, and chromatic scales.	• Play major scales • Play three forms of minor scales. • Play chromatic scales.	• Teacher Observation • Performance Tests	• Major Scales • Minor Scales • Chromatic Scales	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Repertoire – Historical – Contemporary	**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.	• Play a variety of historical repertoire cultures that uses traditional notation. – Western Culture – Non-Western • Play a variety of historical repertoire that uses non-traditional notation. – Western Culture – Non-Western • Play a variety of contemporary repertoire that uses traditional notation. – Western Culture – Non-Western • Play a variety of contemporary repertoire from that uses non-traditional notation. – Western Culture – Non-Western	• Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams	• Notation	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Ensembles – Solos – Large – Small	**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	• Play a variety of historical repertoire cultures that uses traditional notation. – Western Culture – Non-Western • Play a variety of historical repertoire that uses non-traditional notation. – Western Culture – Non-Western • Play a variety of contemporary repertoire that uses traditional notation. – Western Culture – Non-Western • Play a variety of contemporary repertoire from that uses non-traditional notation. – Western Culture – Non-Western	• Teacher Observation • Quizzes • Performing Tests • Written Tests • Performing Exams		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	H.2.5 Play a variety of repertoire with a difficulty level of 4 (on a scale of 1 to 6).	• Play variant pieces of music with different difficulty levels.	• Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams		IMPORTANT
	H.2.6 Play an appropriate part in a variety of large and small ensembles, demonstrating well-developed ensemble skills.	• 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.	• Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Conducting	**H.2.7** Learn conducting patterns and techniques and follow cues of teacher and student conductors.	• Learn conducting patterns. • Learn conducting techniques. • Follow cues of teacher conductors. • Follow cues of student conductors.	• Teacher Observation • Quizzes • Performing Tests • Written lists • Performing Exams		IMPORTANT
Creating Music • Rhythmic Solos	**H.3.1** Create an improvised melody over a twelve bar blues chord progression.	• Create improvised rhythmic solos on a single pitch.		• Rhythmic Solos • Single Pitch	IMPORTANT
	H.3.2 Improvise a simple melody over a major or minor primary chord progression.	• 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	VOCABULARY	PRIORITY
• 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.	• Embellish a melody by altering its rhythmic structure. • Embellish a melody by adding notes. – Passing Tones – Non-harmonic tones. • Embellish a melody by changing notes. – Passing Tones – Non-harmonic tones.	• Performing Tests • Playing exams		CRITICAL
• Melodic Patterns	**H.3.4** Compose and notate short melodic patterns for individual instruments within established guidelines.	• Compose short melodic patterns for individual instruments within established guidelines. • Notate short melodic patterns for individual instruments within established guidelines.	• Teacher Observation • Quizzes • Performing Tests		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					
Reading, notating, and interpreting music • Musical Symbols	**H.5.1** Read and perform instrumental scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail.	• Read instrumental scores observing symbols. – pitch, – rhythm – dynamics – tempo – Articulation – expressive detail • Perform instrumental scores observing symbols. – pitch, – rhythm, – dynamics, – tempo, – articulation, – expressive detail	• Perform music • Teacher Observation	• Meters • Clefs • Keys • Expressive Markings • Conductor	ADDITIONAL
	H.5.2 Interpret non-standard notation used in various contemporary scores.	• Identify non-musical symbols. • Apply musical symbols found in contemporary scores.	• Perform Music • Teacher Observation		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	H.5.3 Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.	• 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
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.	• 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.	• Perform Music • Teacher Observation	• Genre • Style • Ability	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Recordings	**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.	• Compare two recordings of a work and note similarities. – Phrasing – Tempo – Dynamics – Articulation – Prominence • Compare two recordings of a work and note differences. – Phrasing – Tempo – Dynamics – Articulation – Prominence	• Perform Music • Teacher Observation • Written Responses	• Genre • Style • Ability	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Musical Elements	**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.	• Analyze the effect on performance of compositional elements heard in works being studied. – Meter – Cadences – Harmonic progression – Phrasing – Musical devices • Discuss the effect on performance of compositional elements heard in works being studied. – Meter – Cadences – Harmonic progression – Phrasing – Musical devices			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Suite • Symphony	**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.	• Listen to the relationship of movements/sections in extended works being played. – Symphonies – Suites • Analyze the relationship of movements/sections in extended works being played. – Symphonies – Suites • Discuss the relationship of movements/sections in extended works being played. – Symphonies – Suites	• Perform Music • Teacher Observation • Written Responses		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Emotion • Mood	**H.6.5** Identify compositional elements in repertoire being studied that may convey a particular emotion or mood.	• 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.	• Perform Music • Teacher Observation • Written Responses		

GRADE LEVEL: HIGH SCHOOL **SUBJECT: PERCUSSION ENSEMBLE** **DATE: 2018-2019**

GRADING PERIOD: QUARTER 3 **MASTER COPY 4-22-19**

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.	• 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.	• Perform Music • Teacher Observation	• Genre • Style • Ability	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Recordings	**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.	• Compare two recordings of a work and note similarities. – Phrasing – Tempo – Dynamics – Articulation – Prominence • Compare two recordings of a work and note differences. – Phrasing – Tempo – Dynamics – Articulation – Prominence	• Perform Music • Teacher Observation • Written Responses		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Musical Elements	**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.	• Analyze the effect on performance of compositional elements heard in works being studied. – Meter – Cadences – Harmonic progression – Phrasing – Musical devices • Discuss the effect on performance of compositional elements heard in works being studied. – Meter – Cadences – Harmonic progression – Phrasing – Musical devices			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Suite • Symphony	**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.	• Listen to the relationship of movements/sections in extended works being played. – Symphonies – Suites • Analyze the relationship of movements/sections in extended works being played. – Symphonies – Suites • Discuss the relationship of movements/sections in extended works being played. – Symphonies – Suites	• Perform Music • Teacher Observation • Written Responses		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Emotion • Mood	**H.6.5** Identify compositional elements in repertoire being studied that may convey a particular emotion or mood.	• 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.	• Perform Music • Teacher Observation • Written Responses		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Evaluating music and music performances	**H.7.1** Establish criteria to be used in evaluating arrangements and compositions created using music production or notation software.	• 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 notation software.	• Rubric	• Finale • Music Software program	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Production • Recording	**H.7.2** Use music production and notation software to record individual performances for self-evaluation.	• Use music production to record individual performances for self-evaluation. • Use notation software to record individual performances for self-evaluation.	• Rubric	• Intonation • Articulation • Dynamics • Note accuracy • Rhythm accuracy • Interpretation • Emotional involvement • Musicality	CRITICAL
• Electronic portfolio	**H.7.3** Establish an electronic portfolio and archive recordings that document individual progress as a performer, arranger, or composer.	• 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.	• Rubric		IMPORTANT

GRADE LEVEL: HIGH SCHOOL **SUBJECT: PERCUSSION ENSEMBLE** **DATE: 2019-2020**

GRADING PERIOD: QUARTER 4 **MASTER COPY 4-22-19**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC:					
Understanding relationships between music, the other arts, and disciplines outside the arts • Math Concepts	**H.8.1** Understand the mathematical/physiological basis for good playing posture and technique.	• Understand the mathematical/physiological basis for good playing posture. • Understand the mathematical/physiological basis for good technique.	• Teacher Observation • Student Performance	• Transfer	IMPORTANT
• Performances	**H.8.2** Understand acoustical properties of various performance venues and the implications for tone production.	• Understand acoustical properties of various performance venues. • Understand acoustical implications for tone production.	• Teacher Observation	• Mood • Tonality	IMPORTANT
• Technology Devices	**H.8.3** Explore and identify musical devices that portray programmatic aspects of music being studied.	• Explore different musical devices that portray different aspects studied. • Identify different musical devices that portray different aspects studied.	• Discussion • Teacher Observation		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Folk songs • Hymns	**H.8.4** Read the text of vocal works that serve as the basis for larger percussion ensemble compositions such as folk songs or hymns.	• Read the text of vocal works that serve as the basis for larger percussion ensemble compositions. – Folk songs – Hymns	• Discussion • Teacher Observation	• Cooperation • Effort • Perseverance • Respect	IMPORTANT
• Percussion ensemble works • Art forms • Music interpretation	**H.8.5** Compare percussion ensemble works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.	• Compare percussion ensemble works and other art forms with similar characteristics to enhance understanding of the music. • Compare percussion ensemble works and other art forms with similar effects to enhance understanding of the music. • Compare percussion ensemble works and other art forms with similar characteristics to enhance interpretation of the music. • Compare percussion ensemble works and other art forms with similar effects to enhance interpretation of the music.	• Teacher Observation • Quizzes • Written lists • Performing Exam		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Art forms	**H.8.6** Recognize how percussion ensemble performance can be enhanced through related art forms such as dance and visual arts.	• Understand how percussion ensemble performance can be enhanced through related art forms such as dance. • Understand how percussion ensemble performance can be enhanced through related art forms such as visual arts.	• Teacher Observation • Quizzes • Written lists • Performing Exam	• Dance • Visual arts	IMPORTANT
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.	• Explore repertoire being studied. – Genre – Style – Composer – Background – Culture	• Performance Quiz • Music Rubric • Teacher Observation	• Traditions – Cultural – Historic	ADDITIONAL
• Musical origins	**H.9.2** Investigate the cultural origin and evolution of specific instruments as related to music being studied.	• Investigate cultural origin of specific instruments as related to music being studied. • Investigate evolution of specific instruments as related to music being studied.	• Teacher Observation	• Cultural Origin • Evolution Origin	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Style • Culture	**H.9.3** Perform percussion ensemble repertoire in an authentic style that reflects its culture of origin, and consider the role music plays in that culture.	• Perform percussion ensemble repertoire in an authentic culture that reflects its origin. • Consider the role music plays in a culture.	• Teacher Observation • Quizzes • Written lists • Performing Exam		CRITICAL
	H.9.4 Understand and describe characteristics of musical works, types of ensembles, and performance styles appropriate for specific situations.	• Understand characteristics appropriate for specific situations. – Musical works – Type of ensembles – Performance styles • Describe characteristics appropriate for specific situations. – Musical works – Type of ensembles – Performance styles	• Music rubric • Teacher Observation	• Opera • Winter Winds • Orchestras • Wind Ensembles	IMPORTANT
• Informative article	**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.	• Research an informative article about repertoire being studied. – publicity – concert program – Performance • Write an informative article about repertoire being studied. – publicity – concert program – performance	• Discussion • Teacher Observation		IMPORTANT