

## LTSD Instrumental Education Curriculum Map

### Grade 4

### Instrumental Music

#### Strand: Mechanics

**Requisite Vocabulary: Instrument components, posture, embouchure, breath mark, tuning, home keys**

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment of Learning Model	Duration
Instrument Selection	Connecting #10	MU:Cn10	9.2	How do musicians make meaningful connections to creating, performing, and responding?	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Youtube, Be Part of the Band, Band Blast-Off DVD, LTSD Music Department Staff and Students	Instruments of the Band (Flute, Oboe, Clarinet, Saxophone, French Horn, Trumpet, Trombone, Baritone, Bells/Snare Drum)	Instrument demonstrations, Classroom visits, YouTube playlists, Instrument ID worksheets	<b>Summative:</b> Instrument Fittings	Trimester 1
Posture	Connecting #11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Teacher modeling, Sound Innovations Book 1, pg. 2-3, Dr. Selfridge Music YouTube Video ("Beginner Lesson-Posture")	Foot placement, back positioning, knee placement	Modeling, Posture Chant	<b>Formative:</b> Podium Drills	Trimester 1-3
Breathing	Connecting #11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Teacher modeling, Dr. Selfridge Music YouTube Video ("Beginner Lesson-Breathing, Sizzle")	Mouth breathing, vowel shape, lung capacity, controlled release	Patterns, Sizzling	<b>Ipsative:</b> Long Tone Competitions (mouthpiece only)	Trimester 1
Embouchure	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Dr. Selfridge Music YouTube Videos, Mr. Glynn YouTube Videos, Beginning Band Boot Camp Videos, Mirrors, Band Directors Talk Shop Embouchure Project	Lip shape, vowel shape and tongue position, teeth position, mouthpiece placement, muscle development	Modeling, repetition, mirror checks	<b>Formative:</b> Teacher observation (visual and aural)	Trimester 1
Assembly	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Dr. Selfridge Music YouTube Videos, Mr. Glynn YouTube Videos, Beginning Band Boot Camp Videos, Band Directors Talk Shop Care and Maintenance Packets	Identifying the components and assemble instrument correctly	Modeling, master one piece then add	<b>Summative:</b> Step by step demonstration, Teach a family member	Trimester 1
Care	Connecting #10	MU:Cn10	9.2	How do musicians make meaningful connections to creating, performing, and responding?	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Teacher modeling, Dr. Selfridge Music YouTube Videos, Mr. Glynn YouTube Videos, Beginning Band Boot Camp Videos, Band Directors Talk Shop Care and Maintenance Packets	Instrument maintenance, cleaning, and storage	Sectionals with secondary musicians and directors for modeling	<b>Summative:</b> Subject-matter expert review of student demonstration	Trimester 1
Intonation	Performing: Rehearse, Evaluate, and Refine	MU:Pr5	9.1	How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	BandMate Chromatic Tuner	Gross tuning (basic tuning mechanism placement) and fine tuning (air speed)	Check pitch with tuner	<b>Formative:</b> Tuner checks and student self-assessment (high or low)	Trimester 1-3
Position	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Dr. Selfridge Music YouTube Videos, Mr. Glynn YouTube Videos, Beginning Band Boot Camp Videos	Hand position, finger placement, resting position, playing position	Fingering chants, modeling	<b>Formative:</b> Peer Review and Teacher Observation	Trimester 1-3

#### Strand: Technique

**Key Vocabulary: Articulation (legato, accent, slur), Fingering Systems, Dynamics (piano, forte, crescendo, decrescendo, balance), Style (phrasing)**

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment	Duration
Articulation	Performing: Present Connecting #11	MU:Pr6, MU:Cn11	9.1, 9.2	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Teacher modeling, Dr. Selfridge Music YouTube Videos, Mr. Glynn YouTube Videos, Beginning Band Boot Camp Videos, Mirrors	Syllable and legato tonguing/stroke	Speech to performance articulation translation, modeling	<b>Ipsative:</b> Teacher observation (visual and aural), peer listening critique, mirror checks	Trimester 1-3
	Performing: Interpret	MU:Pr4	9.1	How do performers interpret musical works?	Performers make interpretive decisions based on their understanding of context and expressive intent.	Teacher modeling, Listening examples, Sound Innovations Book 1, SmartMusic	Accent tonguing/stroke and slurs	Listening identification, student demonstration on pg. 17	<b>Formative:</b> Teacher observation (aural), Self-reflection through recordings	Trimester 2-3
Fingering	Performing: Analyze	MU:Pr4	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Teacher modeling, Sound Innovations Book 1 (pg. 5 and last page), Beginning Band Boot Camp Videos, Dr. Selfridge Music YouTube Videos, SmartMusic Charts	Fingering charts	Reading a fingering chart and determining finger placement	<b>Formative:</b> Notating, communicating, and demonstrating finger placement based on a provided chart	Trimester 1-3

	Performing: Analyze	MU: Pr4	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Teacher modeling, Sound Innovations Book 1, YouTube Playlists, Music Racer, SmartMusic	Concert Bb-C-D-Eb-F-G, Low Concert A-G	"New Note" Exercises from Sound Innovations, Music Racer Fingerings Game	<b>Formative:</b> Finger placement by note recognition	Trimester 1-3
	Performing: Analyze	MU: Pr4	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Teacher modeling	Concert A/G (high) for flute, saxophone, percussion	Modeling	<b>Formative:</b> Finger placement by note recognition	Trimester 2-3
	Performing: Analyze	MU: Pr4	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Teacher modeling, Sound Innovations Book 1, SmartMusic	Concert Bb Major Scale (1-octave for winds, 2-octaves for percussion)	Pg. 43, #188	<b>Ipsative:</b> SmartMusic Recording (teacher observation of finger placement)	Trimester 3
Extended Percussion Technique	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Sound Percussion Intermediate Method for Snare/Bass Drum, Teacher modeling, Vic Firth Website	Sticking patterns, Rudiments (Single Paradiddle, Flam)	Daily warm-up routine	<b>Formative:</b> Student demonstration with metronome (60-80bpm)	Trimester 1-3
	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Sound Percussion Intermediate Method for Snare/Bass Drum, Teacher modeling, Vic Firth Website, Alfred Drum Method Book 1	Bass Drum, Crash Cymbal, Suspended Cymbals, Triangle, Tambourine Technique	Concert Repertoire	<b>Summative:</b> Concert Performance and reflection	Trimester 2-3
Dynamic Control	Performing: Present Responding: Interpret	MU:Pr6, MU:Re8	9.1, 9.3	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How do we discern the musical creators' and performers' expressive intent?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Sound Innovations Book 1, Sound Percussion Intermediate Method for Snare/Bass Drum, Concert Repertoire, SmartMusic	Forte, Piano, Crescendo, Decrescendo, Diminuendo	Pg. 15-16, Concert Repertoire, Listening prompts	<b>Ipsative:</b> Concert Performance and reflection, Listening responses	Trimester 3
	Performing: Present Responding: Analyze, Interpret, Evaluate	MU:Pr6, MU:Re7, MU:Re8, MU:Re9	9.1, 9.3, 9.4	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How does understanding the structure and context of the music influence a response? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and	Pyramid of Sound (visual), Book exercises, concert repertoire	Balance	Full Band Rehearsals, Listening prompts, Peer Review and/or Self-Reflection	<b>Formative:</b> Concert Performance and reflection, Listening responses	Trimester 2-3
Style	Responding: Interpret	MU:Re8	9.3, 9.4	How do we discern the musical creators' and performers' expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Sound Innovations Book 1, Sound Percussion Intermediate Method for Snare/Bass Drum, Concert Repertoire, SmartMusic	Articulation	Full Band Rehearsals, Listening prompts	<b>Formative:</b> Rehearsal prompts and Listening responses	Trimester 2-3
	Responding: Analyze	MU:Re7	9.4	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.	Sound Innovations Book 1, Sound Percussion Intermediate Method for Snare/Bass Drum, Concert Repertoire	Phrasing	Pg. 8, #23-24	<b>Summative:</b> Adding breath marks to exercises in the book based on phrase detection	Trimester 1-3

#### Strand: Tone

#### Key Vocabulary: Pitch, blend

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment	Duration
Tone Production	Performing: Rehearse, Evaluate, and Refine	MU:Pr5	9.1	How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Bandmate Chromatic Tuner, teacher modeling	Characteristic tone on mouthpiece then mouthpiece and connecting piece	Long tones, echo patterns, rhythmic composition and improvisation	<b>Ipsative:</b> Pitch matching of echo patterns and tuner checks	Trimester 1-3
	Performing: Rehearse, Evaluate, and Refine	MU:Pr5	9.1	How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Teacher created Instrument Playlists featuring quality tone examples, teacher modeling, guest artists, secondary band students	Full instrument characteristic tone development	Embouchure or air speed modifications, listening, describing tone	<b>Formative:</b> SPEC 1-5 tests (SmartMusic Data Collection)	Trimester 2-3

	Performing: Rehearse, Evaluate, and Refine Responding: Interpret	MU:Pr5, MU:Re8	9.1, 9.3, 9.4	How do musicians improve the quality of their performance? How do we discern the musical creators' and performers' expressive intent?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Teacher created Instrument Playlists featuring quality examples, full band arrangements	Blend	Pass the Bb, Full Ensemble Warm-Ups, Full Band Arrangements	<b>Ipsative:</b> Student decisions, recording review, concert performance and reflection	Trimester 2-3
Pitch Accuracy	Creating: Present Performing: Analyze and Present	MU:Cr3, MU:Pr4, MU:Pr6	9.1	When is creative work ready to share? How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians' presentation of creative work is the culmination of a process of creation and communication. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling	Ear training (3-note echoes)	Echo patterns (teacher and student led), decoding rhythmic and tonal patterns, call and response patterns	<b>Formative:</b> Teacher assessment of student echo responses	Trimester 2-3
	Performing: Rehearse, Evaluate, and Refine Responding: Evaluating	MU:Pr5, MU:Re9	9.1, 9.3, 9.4	How do musicians improve the quality of their performance? How do we judge the quality of musical work(s) and performance(s)?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Teacher modeling, 3-note scale, Sound Innovations Book 1, SmartMusic, BandMate Chromatic Tuner	Concert Bb, C, D	Pg. 5-8	<b>Summative:</b> SPEC 1 test (SmartMusic Data Collection)	Trimester 2
	Performing: Rehearse, Evaluate, and Refine Responding: Evaluating	MU:Pr5, MU:Re9	9.1, 9.3, 9.4	How do musicians improve the quality of their performance? How do we judge the quality of musical work(s) and performance(s)?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Teacher modeling, We Will Rock You, Baby Shark, Sound Innovations Book 1, Foundation Warm-Ups Set 1, 5-note scale, Concert Repertoire, SmartMusic, BandMate Chromatic Tuner	Concert Eb, F	Pg. 8-10, Concert Repertoire	<b>Summative:</b> SPEC 2 test (SmartMusic Data Collection)	Trimester 2
	Performing: Rehearse, Evaluate, and Refine Responding: Evaluating	MU:Pr5, MU:Re9	9.1, 9.3, 9.4	How do musicians improve the quality of their performance? How do we judge the quality of musical work(s) and performance(s)?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Teacher modeling, Sound Innovations Book 1, Concert Repertoire, SmartMusic, BandMate Chromatic Tuner	Concert G	Pg. 11-12, Concert Repertoire	<b>Summative:</b> SPEC 3 (SmartMusic Data Collection)	Trimester 2
	Performing: Rehearse, Evaluate, and Refine Responding: Evaluating	MU:Pr5, MU:Re9	9.1, 9.3, 9.4	How do musicians improve the quality of their performance? How do we judge the quality of musical work(s) and performance(s)?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Teacher modeling, Sound Innovations Book 1, SmartMusic, BandMate Chromatic Tuner	Concert A (low)	Pg. 12-15	<b>Summative:</b> SPEC 4 (SmartMusic Data Collection)	Trimester 3
	Performing: Rehearse, Evaluate, and Refine Responding: Evaluating	MU:Pr5, MU:Re9	9.1, 9.3, 9.4	How do musicians improve the quality of their performance? How do we judge the quality of musical work(s) and performance(s)?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Teacher modeling Sound Innovations Book 1, SmartMusic, BandMate Chromatic Tuner	Concert G (low)	Pg. 16-18	<b>Ipsative:</b> SPEC 5/6 (SmartMusic Data Collection)	Trimester 3
	Performing: Rehearse, Evaluate, and Refine Responding: Evaluating	MU:Pr5, MU:Re9	9.1, 9.3, 9.4	How do musicians improve the quality of their performance? How do we judge the quality of musical work(s) and performance(s)?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	Teacher modeling, Sound Innovations Book 1 Fingering Chart	Concert A/G (high) for flute, saxophone, percussion	Octave jumps	<b>Formative:</b> Student demonstration of Low A/G to High A/G	Trimester 2-3

	Performing: Analyze	MU:Pr4	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Teacher modeling, Sound Innovations Book 1, SmartMusic	Concert Bb Major Scale (1-octave for winds, 2-octaves for percussion)	Pg. 43, #188	<b>Summative:</b> SmartMusic Recording (Data Collection)	Trimester 3
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#### Strand: Time

**Key Vocabulary:** Macro, Micro, Subdivision, BPM, Adagio, Andante

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment	Duration
Pulse	Connecting #10	MU:Cn10	9.2	How do musicians make meaningful connections to creating, performing, and responding?	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Metronome, Contemporary music, Sound Percussion for Snare/Bass Drum, Sound Innovations Book 1, teacher modeling, SmartMusic	Steady beat	Echo patterns, book exercises, playing with a metronome	<b>Ipsative:</b> Individual student demonstration	Trimester 1-3
	Performing: Analyze and Present	MU:Pr4, MU:Pr6	9.1	How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Sound Percussion for Snare/Bass Drum, Sound Innovations Book 1, Rhythm Randomizer Platform, Teaching Rhythm Logically Curriculum Book and Worksheets, teacher modeling, SmartMusic	Macro beat vs. Micro Beat (subdivisions)	Counting system, Counting drills, Counting echo patterns, Pg. 11 #36 (duet with complementing rhythms)	<b>Summative:</b> Independent performance and/or composition of counting patterns, Collaborative performance of concert performance of repertoire with two or more simultaneous rhythm patterns	Trimester 1-3
Tempo	Connecting #11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Web-Based Metronome, Metronome Application, Sound Percussion for Snare/Bass Drum, Sound Innovations Book 1, teacher modeling, SmartMusic Metronome	Metronome use	Setting a metronome to the macro beat and micro beat between 60-80 bpm	<b>Formative:</b> Appropriate BPM setting in SmartMusic SPEC tests	Trimester 1-3
Meter	Performing: Analyze	MU:Pr4	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Percussion for Snare/Bass Drum, Sound Innovations Book 1, Rhythm Randomizer Platform, Concert Repertoire, Conducting patterns, teacher modeling, SmartMusic	4/4 time, Common Time, 2/4 time	Pg. 6-11, Count with conducting patterns, Lead conducting patterns	<b>Summative:</b> Verbal counting of #18-24, #25, #38-39, Concert Performance	Trimester 2

#### Strand: Literacy

**Key Vocabulary:** Time signature, barline, double barline, repeat sign

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment	Duration
Rhythmic	Responding: Analyze	MU:Re7	9.3	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.	Sound Percussion for Snare/Bass Drum, Sound Innovations Book 1, Beat Charts, Rhythm Randomizer, teacher modeling, SmartMusic	Time Signature and associated counting systems	Counting the rhythm pyramid, group and individual counting of rhythm randomizer patterns, decoding aural patterns	<b>Formative and Summative:</b> Verbalization of correct counting associated with various rhythmic exercises	Trimester 1-3
	Responding: Analyze	MU:Re7	9.3	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.	Sound Percussion for Snare/Bass Drum, Sound Innovations Book 1, Concert Repertoire, teacher modeling, SmartMusic	Measure counting	Counting the total measures in a song, using an alternate starting point/ending point	<b>Formative:</b> Teacher observation of student ability to locate starting point based on verbal instructions (i.e. start in measure 4)	Trimester 2
	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Sound Percussion for Snare/Bass Drum, Sound Innovations Book 1, Rhythm Pyramid Visual, Concert Repertoire, teacher modeling, SmartMusic	Whole, Half, Quarter Notes/Rests	Rhythm Pyramid counting and playing, Pg. 5-8	<b>Summative:</b> Individual response to and creation of pattern echoes, Individual response to counting prompts, SPEC 1 test (SmartMusic Data Collection), and concert repertoire	Trimester 1
	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Sound Percussion for Snare/Bass Drum, Sound Innovations Book 1, Rhythm Pyramid Visual, Concert Repertoire, teacher modeling, SmartMusic	Eighth Notes	Rhythm Pyramid counting and playing, Rhythm Math equations, Pg. 14-15	<b>Summative:</b> Individual response to pattern echoes, Individual response to counting prompts, SPEC 5 test (SmartMusic Data Collection), and concert repertoire	Trimester 1 and 3

	Responding: Analyze	MU:Re7	9.3	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	Sound Percussion for Snare/Bass Drum, Sound Innovations Book 1, Beat Charts teacher modeling, SmartMusic	Tied notes (dotted notes for percussion)	Rhythm math equations, Pg. 9	<b>Formative:</b> Individual response to rhythm math equations	Trimester 2
	Connecting #11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Teacher modeling, Concert Repertoire	Multiple measure rests	Full rehearsals for concert preparation	<b>Summative:</b> Concert performance	Trimester 3
	Performing: Analyze	MU:Pr2	9.1	How does understanding the structure and context of the musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Teacher modeling, Sound Innovations Book 1, SmartMusic	Anacrusis	Pg. 17, #65-66	<b>Formative:</b> Verbal explanation of pick-up notes and performance of SPEC 6 songs (SmartMusic Data Collection)	Trimester 3
Melodic	Responding: Analyze	MU:Re7	9.3	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	Sound Innovations Book 1 pg. 4, SmartMusic, MusicTheory.Net, PBS Classics for Kids, Staff Wars, Music Racer Note Name Games	Clef and Associated Line/Space Note Identification	Note naming games and worksheets	<b>Summative:</b> Response to note naming prompts and independent performance of varied repertoire	Trimester 1
	Responding: Analyze	MU:Re7	9.3	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	Sound Innovations Book 1, SmartMusic, MusicTheory.Net, Music Racer Note Name Games	Flat sign	Note naming games and worksheets	<b>Summative:</b> Response to note naming prompts and independent performance of varied repertoire	Trimester 1-3
	Performing: Analyze	MU:Pr2	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Book 1, SmartMusic	Steps and skips	Pg. 6, #10-11, Sight-Reading	<b>Formative:</b> Student demonstration of skills in context of a selected exercise	Trimester 1
	Performing: Analyze	MU:Pr2	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Book 1, SmartMusic	Key Signatures	Pg. 14-15	<b>Summative:</b> SPEC 5 test	Trimester 3
	Responding: Interpret	MU:Re8	9.3, 9.4	How do we discern the musical creators' and performers' expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Sound Innovations Book 1, SmartMusic, Concert Repertoire	Melody, Harmony, Rhythm	Solos and duets from Sound Innovations (Pg. 6 and 8), Full Rehearsals for Concert Preparation	<b>Ipsative:</b> Response to melody identification in full ensemble rehearsals	Trimester 2-3
	Connecting #11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Sound Innovations Book 1, SmartMusic	Intervals (unison and octave)	Pg. 16, #60	<b>Formative:</b> Interesting Intervals written identification for #60	Trimester 3
Symbolic	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Sound Innovations Book 1, SmartMusic	Repeat sign, Fermata	Pg. 7 and Pg. 9	<b>Summative:</b> Spec 1 and Spec 2 Test (SmartMusic Data Collection)	Trimester 1
	Performing: Analyze	MU:Pr2	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Book 1, SmartMusic, Concert Repertoire	Tutti, Divisi	Pg. 8 (#28), Pg. 13 (#48)	<b>Formative:</b> SPEC 3 Test (SmartMusic Data Collection)	Trimester 2