

# LTSD Instrumental Education Curriculum Map

## Grade 5

## Instrumental Music

### Strand: Mechanics

### Key Vocabulary: Inner embouchure, Outer embouchure, Mechanical tuning (gross), Physical tuning (fine), Home keys, Tuner

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment	Duration
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> Performance Presence	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, Breathing gym text	Mouth breathing, vowel shape, lung capacity, controlled release	Breathing gym tasks	<b>Formative:</b> Long Tones	Trimester 1-3
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 1-3
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, Instrument Condition Review	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>Formative:</b> 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 (mechanics) and fine tuning (air speed)	Check pitch with tuner and make necessary adjustments	<b>Formative:</b> Tuner checks for with necessary corrections	Trimester 2-3
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

### Strand: Technique

### Key Vocabulary: Articulation (legato, accent, slur, staccato), Pinky Fingering Systems, Dynamics (piano, forte, mezzo, crescendo, decrescendo, pyramid of sound), Style markings

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	Legato, Accent articulation/stroke (syllable vowel shape "loo" or "do")	Speech to performance articulation translation, modeling in modified warm-ups	<b>Formative:</b> Teacher observation (visual and aural), peer listening critique, mirror checks	Trimester 1
	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	Slur technique, Staccato tonguing (syllable vowel shape "dit")	Listening identification, student demonstration on pg. 17, modeling in Modified Warm Ups	<b>Formative:</b> Teacher observation (aural), Self-reflection through SPEC 6 test (SmartMusic Data Collection)	Trimester 1
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, SmartMusic	Concert Bb Major Scale review (1-octave for winds, 2-octaves for percussion)	Pg. 43, #188	<b>Summative:</b> SmartMusic Recording with teacher observation of finger placement (SmartMusic Data Collection)	Trimester 1
	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, Lancer Cheers Sheet Music	Concert E natural	Let's Go Sock!	<b>Summative:</b> Finger placement by note recognition	Trimester 1
	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, Lancer Cheers Sheet Music	High/Low Concert Ab, Low Concert G, Low Concert F, Concert B natural	"New Note" Exercises from Sound Innovations, Music Racer Fingerings Game	<b>Formative:</b> Finger placement by note recognition	Trimester 2
	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 Eb and F Major Scales (1-octave)	Pg. 43-44	<b>Formative:</b> Finger placement by note recognition	Trimester 2-3
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 and Double Paradiddle, Flam, Multiple Bounce Roll, Double Stroke Roll)	Daily warm-up routine	<b>Formative:</b> Student demonstration with metronome (60-120bpm)	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	Accessory Instrument Technique (including Timpani)	Concert Repertoire	<b>Summative:</b> Concert Performance and reflection	Trimester 1-3

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, Mezzo Piano, Mezzo Forte	Pg. 21, Concert Repertoire, Listening prompts	<b>Ipsative:</b> Concert Performance and reflection, Listening responses	Trimester 1-2
	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 established criteria.	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	Trimester 1-3
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	Varied Articulation	Full Band Rehearsals, Listening prompts	<b>Formative:</b> SPEC 6 (SmartMusic Data Collection)	Trimester 1
	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	Phrase detection in concert repertoire	<b>Formative:</b> Adding breath marks to concert repertoire based on phrase detection	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.	Sound Innovations Book 1, Concert Repertoire	Style markings	Pg. 19	<b>Ipsative:</b> SPEC 7 (SmartMusic Data Collection) and Concert Performance	Trimester 2
Extended Wind Techniques	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, After Sectionals Fingering Chart	Pinky fingering systems (clarinet)	Student demonstration	<b>Summative:</b> Labeling the pinky keys	Trimester 2-3
	Performing: Rehearse, Evaluate, and Refine	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, Sound Innovations Book 1, SmartMusic, After Sectionals Fingering Chart	Crossing the break (clarinet)	Pop-Up Worksheet, Pg. 33	<b>Ipsative:</b> Student demonstration of individual B-C-D-E-F-G	Trimester 2-3

Strand: Tone										
Key Vocabulary: Concert pitch, blend, scale, voicing										
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, Tuner	Mouthpieces only pitch manipulation	Mouthpiece pitch manipulation with tuner visual	<b>Ipsative:</b> 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 5-10 tests (SmartMusic Data Collection)	Trimester 1-3
	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:Cc3, 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 (5-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 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, SmartMusic	Concert Bb Major Scale (1-octave for winds, 2-octaves for percussion)	Pg. 43, #188	<b>Summative:</b> SmartMusic Recording (SmartMusic Data Collection)	Trimester 1-2
	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, Lancer Cheers, BandMate Chromatic Tuner	Concert E natural	Let's Go Sock!	<b>Summative:</b> Performance of Let's Go Sock!	Trimester 1
	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 Ab	Pg. 21	<b>Summative:</b> SPEC 8 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, SmartMusic, BandMate Chromatic Tuner	Low Concert Ab	Pg. 23	<b>Summative:</b> SPEC 9 test	Trimester 2
	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 Eb Major Scale (1-octave)	Pg. 44, #192	<b>Ipative:</b> SmartMusic Recording (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	Low Concert F, A, Bb	Pg. 23	<b>Summative:</b> SPEC 9 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, SmartMusic, BandMate Chromatic Tuner	Concert E natural	Pg. 25	<b>Summative:</b> SPEC 10 test (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.	Concert Repertoire, Sound Innovations Book 1	Concert B natural	7 Nation Army	<b>Formative:</b> Performance of Concert Repertoire	TBD
	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 F Major Scale (1-octave)	Pg. 43, #184	<b>Ipative:</b> SmartMusic Recording (SmartMusic Data Collection)	Trimester 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.	Teacher modeling, Sound Innovations Book 1, SmartMusic, Tuner	Fine tuning (voicing)	Work with tuner application	<b>Ipative:</b> Tuner Checks	Trimester 2-3

Strand: Time										
Key Vocabulary: Macro, Micro, Subdivision, BPM, Largo, Andante, Allegro										
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>Ipative:</b> Individual student demonstration through SPEC tests (SmartMusic Data Collection)	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)	Pg. 15 (eighth notes), concert repertoire	<b>Formative:</b> Independent performance of counting patterns, Collaborative performance of concert repertoire with two or more simultaneous rhythm patterns	Trimester 1
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 (SmartMusic Data Collection)	Trimester 1-3
	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.	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.	Largo, Andante, Allegro	Pg. 19	<b>Summative:</b> SPEC 7 test (SmartMusic Data Collection)	Trimester 2
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, common time, 2/4, and 3/4	Double paradiddles, Concert Repertoire (holiday), Pg. 22	<b>Summative:</b> SPEC 8 test (SmartMusic Data Collection)	Trimester 1-2

Strand: Literacy										
Key Vocabulary: Time signature, anacrusis, dotted notes, syncopation, accidentals (flat, natural, sharp), key signature, endings, right-facing repeat, one-measure repeat, fine										
Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment	Duration
Rhythmic	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	Rhythm pyramid with counting system	Repertoire and exercises including whole, half, quarter, and eighth notes/tests	<b>Summative:</b> SPEC 6-10 tests (SmartMusic Data Collection)	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	Anacrusis	Pg. 17-18, #65-68	<b>Formative:</b> Verbal explanation of pick-up notes and performance of SPEC 6-7 songs	Trimester 1-2

	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, Concert Repertoire, teacher modeling	Sixteenth Notes (percussionists only)	Sound Percussion for Snare/Bass Drum Level 3 Rhythm	<b> Ipsative:</b> Performance of 16th note exercises with a metronome	Trimester 2
	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	Dotted half note	Pg. 22	<b>Summative:</b> SPEC 9 test (SmartMusic Data Collection)	Trimester 2
	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	Eighth note + eighth rest	Pg. 24-25	<b>Summative:</b> SPEC 10 test (SmartMusic Data Collection)	Trimester 3
Melodic	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	Concert Bb, Eb, and F Key Signature	Pg. 15, Pg. 21, Pg. 25	<b>Summative:</b> SPEC 5, SPEC 8, SPEC 10 tests (SmartMusic Data Collection)	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, MusicTheory.Net, Music Racer Note Name Games	Accidentals (flat, natural, sharp)	Pg. 23	<b>Summative:</b> SPEC 9 test (SmartMusic Data Collection)	Trimester 2
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	1st and 2nd endings, Right-Facing Repeat, One-Measure Repeat	Pg. 21, 23, 24-25	<b>Summative:</b> SPEC 8-10 test (SmartMusic Data Collection)	Trimester 2-3