

USD 230 Curriculum Map

Grade: 9-12 Subject: Orchestra

Unit: Halloween Concert Quarter Taught: 1-2

State Indicators	District Objectives/Outcomes/ Key Concepts	Instructional Strategies	Student Activities or Product(s)	Resources Used	Methods of Assessment
1.1.1 (int)	dynamic contrast	<i>Declarative Knowledge</i>	sing, shadow bow, pizzicato, play	<i>Rounds and Cannons</i>	Playing test
1.4.1 (int)	tempo	___ 3 Minute Pause			
1.3.1 (proficient)	intonation		class discussions	<i>Winning Rhythms</i>	Concert Performance
2.1.1 (int)	posture	_x_ Front Loading			
2.1.1 (proficient)	shifting		break down sections	<i>Advanced Techniques for Strings</i>	In class observation
2.2.2	bowing	_x_ Note-Taking			
2.3.1	hooked bowing		rehearse by instrument groups	Concert Music	Evaluation of concert (watching the video)
3.1.1	slurs	_x_ Graphs or Charts			
3.2.1	staccato	_x_ Questions	combined rehearsals		
4.1.1 (int)	key signatures			<i>Teaching Music Through Performance in Orchestra Volume I and II</i>	
5.1.1 (int)	changing key signatures within a piece of music	_x_ Linking	questions		
5.1.1	variety of rhythms within a piece of music	___ Pegboard	thinking aloud		
5.2.1	play with expression	___ 5-Step vocabulary	modeling	Audio recordings of pieces	
5.3.1 (int)	notating rhythms and notes	<i>Procedural Knowledge</i>	clap and count		
6.1.1	effectively evaluating performances	___ Think aloud	student-led sectionals		
6.2.1	attend professional performances	_x_ Shaping	scale warm-ups with changing rhythms		
6.3.1 (int)	perform music in major and minor keys	_x_ Practice	chorale warm-ups		
7.1.1		<i>Extend/Refine Knowledge</i>			
7.1.2	perform music representing the winter season and other orchestra pieces	_x_ Comparing/contrasting	playing of major and all forms of minor scales		
7.2.1		___ Classifying			
8.1.1 (int)		_x_ Abstracting	playing tests over concert music		
8.2..1 (int)	perform as an individual high school orchestra	___ Inductive/Deductive			
8.3.1	phrases and design of music	___ Constructing Support			
9.3.1		_x_ Analyzing Errors	rehearse as a high school orchestra		
9.3.2		_x_ Analyzing perspective			

	<p>recognize and be able to perform notes and rests ranging from whole to 32nd note values</p> <p>recognize and perform dotted rhythms</p> <p>improvise rhythms and melodies</p> <p>describe music in relation to pitch, timbre, intonation, etc</p> <p>effectively sight-read in the keys of C, G, D, A, E, F, B-flat, E-flat, A-flat, D-flat Major</p> <p>conducting knowledge of basic meters</p> <p>tuning by double stops and vibrato</p> <p>know and understand the make-up of all forms of minor scales vibrato</p> <p>effectively read accidentals</p> <p>perform and receive a rating at Regional Solo and Ensemble Contest</p> <p>college professor comes and works with orchestra</p>		<p>sight read chorales out of the <i>Rounds and Cannons</i> book</p> <p>clapping, counting, and playing new rhythms out of the <i>Winning Rhythms</i> book</p> <p>practice and perform concert music representing the winter season and other orchestra pieces</p> <p>write and edit concert evaluation papers</p> <p>perform C, G, D, A, F, B-flat, E-flat, A-flat, D-flat Major and all relative minor scales in all forms using the scale sequence and other 22.</p> <p>perform a Halloween concert</p> <p>perform the National Anthem at girls and boys basketball games</p> <p>lead the orchestra in a rehearsal, conducting with the proper technique</p>		
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