

Chamber Orchestra

Unit: Fall (Sept through December)

Framework Standard Learning Objectives/ Content Outcomes	Skills	Resources	Instructional Strategies	Assessments
2.10 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used	Discuss, count complex rhythms using rhythm syllables. Establish tonality and sing through pitches using solfege Discuss and understand Key. Identify String finger patterns. Identify Tempo and articulation markings.	Concert Music Essential Technique book 3 Fingering charts	Teacher modeling Group playing Playing quizzes	Playing quizzes Winter Concerts
2.11 Read and sing at sight moderately difficult melodies, all intervals and their inversions from unison through an octave, and triads and their inversions in arpeggiated form	Discuss and perform Major Scales in keys of C, G, D, A, F, B flat, E flat, minor keys. Define and perform arpeggios of each scale. Define intervals from do – using solfege and visual charts.	District/allstate scales	Student modeling Teacher Modeling	Scale quizzes
2.12 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6*	Describe rhythms, key, tempo, and dynamics in concert music- grade 3, 4, and 5, -Sing and bow through music -Clap rhythms -Define articulation markings, dynamics and bowing markings.	Concert music Asta recommendations Nyssma manual	Small group and large group playing	Playing quizzes Winter Concerts Performances at Danan Farber and North Community Church

<p>3.11 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6*</p>	<p>Discuss dynamic contrast, decrescendos, crescendos Discuss and model proper articulations, conductor cues, fermatas Reinforce shifting in violins for 5th position. Introduce extended positions Compare and model characteristics of musical styles, example- ornamentation, in music of level 4 and 5</p>	<p>Concert Music Essential Technique book 3 Semsba/ District music repertoire Suzuki books</p>	<p>Individual playing Duets Large ensemble Class dynamic - contests</p>	<p>Winter Concert Semsba Auditions District Auditions</p>
<p>3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills</p>	<p>Discuss conducting patterns and cues. Listen and understand role of other instrument parts. Listen for like parts. Sing individual parts. Perform with proper technique, phrasing and dynamics Refine section bowings</p>	<p>Concert music recordings</p>	<p>Large group playing.</p>	<p>Winter Concert</p>
<p>3.13 Perform in small ensembles with one student on a part</p>	<p>Understand correct rhythm, intonation, tempo, and technique. Refine dynamics Listen and watch for gestures and leading. Blend sound in small sections Split group into quartets.</p>	<p>Concert music Recordings</p>	<p>Small group and individual playing</p>	<p>Playing quizzes Playing alone and small group playing</p>
<p>3.14 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, cultural and historical periods, with a level of difficulty of 5, on a scale of 1 to 6*</p>	<p>Discuss dynamic contrast, decrescendos, crescendos Discuss and model proper articulations, conductor cues, fermatas Reinforce shifting in violins for 5th position. Introduce extended positions Compare and model characteristics of musical styles, example- ornamentation, in music of level 4,5, and 6</p>	<p>Concert Music Essential Technique book 3 Semsba/ District music repertoire Suzuki books</p>	<p>Individual playing Duets Large ensemble Class dynamic - contests</p>	<p>Winter Concert Semsba Auditions District Auditions</p>

<p>4.12 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, and minor tonalities</p>	<p>Discuss Blues bass line and perform Demonstrate Improvised Solo Define Blues Scale</p>	<p>Blues Scale sheet</p>	<p>Observing Demonstrating Class Discussion</p>	<p>Class sharing</p>
<p>4.13 Improvise original melodies over given chord progressions consistent in style, meter, and tonality</p>	<p>Introduction to fiddling ornaments Exchange rhythms and ornaments</p>	<p>Recordings Tune books</p>	<p>Listening Observing</p>	<p>observation</p>
<p>4.14 Compose music in several distinct styles using the elements of music for expressive effect</p>	<p>Discuss Composition parameters Discuss differences in melody, harmony, Write a blues melody in Key</p>	<p>Recordings Demonstrations</p>	<p>Listening</p>	<p>Discussion questioning</p>
<p>4.15 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of sound sources</p>	<p>Second semester</p>			
<p>4.17 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, minor, and modal tonalities</p>	<p>Perform scales in pentatonic, major, minor. Change rhythms and vary Discuss and define modal keys</p>	<p>Scale sheets Vocab sheets</p>	<p>Class Discussion Group playing</p>	

<p>4.18 Improvise original melodies in a variety of styles, over given chord progressions consistent in style, meter, and tonality</p>	<p>Second semester perform Discuss characteristics of Blues, Rock and Irish Fiddle</p>			
<p>4.19 Compose and arrange music, demonstrating imagination and technical skill in applying the principles of composition</p>	<p>Individuals may choose to arrange popular songs for pops concert.</p>	<p>Youtube Recordings Finale – computer software for music composition</p>	<p>Extra assignment</p>	
<p>5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music</p>	<p>Discuss and demonstrate proper dynamics, phrasing movement, bowing, and articulations to fit the expression in concert music. Listen to different recordings of pieces and discuss how conductors and musicians interpret the piece</p>	<p>Recordings, DVDs Youtube</p>	<p>Class discussion Student demonstrations and modeling</p>	<p>Playing quizzes Group observation</p>
<p>5.13 Demonstrate knowledge of the technical vocabulary of music</p>	<p>Discuss language in musical pieces, include proper vocab. Define tempos, articulations, dynamics, time signatures Translate language</p>	<p>Worksheets Vocab glossary</p>	<p>Worksheets, Class discussion</p>	<p>Final exam Vocab worksheets</p>

<p>5.14 Listen to performances of extended length and complexity with proper attention and audience protocol</p>	<p>Discuss proper audience etiquette. Including attentive behavior, talking, inappropriate cell phone use. Formal vs. background music, wedding music Practice watching student performances in class. Watch Winter Concert Write Concert reflection. Read Boston Symphony Article on audience behavior Encourage outside performances and concerts for extra credit/ make up assignments. Share program and thoughts with class</p>	<p>Concert Performances Boston Globe article Boston Symphony Field Trip</p>	<p>Group discussion Questioning Brainstorming</p>	<p>Concert /observation Graded audience behavior Concert Rubric</p>
<p>5.15 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive</p>	<p>Discuss string techniques – Vibrato, connected bows, moving with the music, bowing together. Compare recordings from different performances, schools and professional orchestras. Describe and compare the feelings from each performance.</p>	<p>Recordings Class demonstration</p>	<p>Teacher modeling Class discussion</p>	<p>Written analysis</p>
<p>5.16 Demonstrate the ability to perceive, remember, and describe in detail significant occurrences in a given aural example</p>	<p>Listen to recordings multiple times. Visualize a story to the music. Discuss unique hearings or observations. Compare Write down details as students hear them..</p>	<p>Recordings</p>	<p>Student discussion Written details and feelings</p>	<p>Written Analysis Class sharing</p>

<p>5.17 Compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style</p>	<p>Perform two versions of a song in class. Write down differing, tempos, dynamics, articulations. May also listen to a different version of song performed. Example – Different recordings of the star spangled banner.</p>	<p>Recordings, sheet music. Comparison chart</p>	<p>Student listening Discussion</p>	<p>Written analysis, Worksheet</p>
<p>6.5 Interpret the meanings of artistic works based on evidence from artists’ biographies, autobiographies, or videotaped or written interviews <i>For example, students read about how composer Aaron Copland and choreographer Martha Graham collaborated on the ballet, Appalachian Spring, and report on their sources of inspiration for the music and choreography.</i></p>	<p>Watch video on artists or composer. Write a reflection about how this artist/composer has been influential to the arts and other composers and musicians. Discuss who inspired them as composers and artists.</p>	<p>Videos articles</p>	<p>Student discussion worksheets</p>	<p>Written analysis</p>
<p>6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns <i>For example, students listen for similarities and differences in work songs from various cultures.</i></p>	<p>Describe functions of strings in different cultures and types of music. Discuss where it is most popular.</p>	<p>Articles Websites</p>	<p>Student discussion</p>	<p>questioning</p>

<p>6.7 Compare examples of works in one arts domain (dance, music, theatre, visual arts, or architecture) from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events</p>	<p>Discuss connections between culture and music. Examples – spirituals, slaves, function of music in creating peace, war songs, work songs.</p>	<p>Articles Websites Music history texts Videos</p>	<p>Student discussion listening</p>	<p>questioning</p>
<p>6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events</p>	<p>Listen to and discuss a piece of music. Listen to the song in context of an opera, symphony, or ballet. secular vs. sacred music. Discuss how the climate of the times may be responsible for what the composer wrote. History which led to contemporary music.</p>	<p>Recordings</p>	<p>Class Discussion Listening</p>	<p>Aural analysis Questioning</p>
<p>7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media</p>	<p>Read articles on artists, on web, blogs, newspapers. Discuss their role in society. Facebook, twitter. The arts on tv- the voice, American idol, Audience etiquette at rock concerts vs. Classical concerts.</p>	<p>Websites articles</p>	<p>Class discussion</p>	<p>Questioning observing</p>
<p>7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements</p>	<p>Discuss roles of artists in society. Charitable contributions. benefit concerts, work for diseases, funds, etc. Negative and positive contributions. Extra Credit - Write an article on an artist that inspires you.</p>	<p>Internet research</p>	<p>Class discussion</p>	<p>Written analysis</p>

<p>7.7 Describe the roles of individual patrons, cultural organizations, and governments in commissioning and collecting works and presenting performances <i>For example, students find out who serves on the community’s cultural council, and how grants are awarded to artists and educators for programs in schools.</i></p> <p>7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods</p>	<p>Discuss community groups that support the arts. National endowment for the arts – Community scholarship opportunity for music major-college.</p> <p>-Groups that feature the arts – PBS – Ovation. Grant opportunities – new instruments, lessons.</p> <p>Programs through library – free concerts.</p> <p>Create and complete a community survey – local town hall</p>	<p>PBS.org Nea.gov Local library- ventress library Marshfieldfom.org</p>	<p>Class discussion</p>	<p>Questioning Written survey</p>
<p>7.9 Identify artists who have been involved in social and political movements, and describe the significance of selected works</p>	<p>Discuss artists that have made a social impact. Folk songs – work songs – Bob Dylan – Bruce Springsteen</p>	<p>Internet research</p>	<p>Class discussion Independent Computer research</p>	<p>Questioning Observing</p>
<p>7.10 Describe the roles of government, philanthropy, arts institutions, critics, and the publishing, recording, and tourism industries in supporting the arts and historic preservation, and in creating markets for the arts</p> <p><i>For example, band members investigate music copyright laws and how they affect composers and performers.</i></p>	<p>Discuss copyright laws, performing rights organization – ascap, sesac Writer versus performing credits. Recording studios Management associations</p>	<p>Performing rights websites Info handout</p>	<p>Class discussion Teacher directed</p>	<p>Questioning observing</p>

<p>8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period</p>	<p>Use Musical history Chart to classify each piece of music into historical category. List characteristics of each piece and compare.</p>	<p>History chart – labeling time periods Music history text</p>	<p>Worksheet – group activity</p>	<p>Observing Graded written assignment</p>
<p>8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920</p>	<p>Listen to Rhapsody in Blue Gershwin – Describe classical and jazz influences. Other example- Summertime – Porgy and Bess.</p>	<p>Recordings</p>	<p>Worksheet</p>	<p>Written and aural analysis</p>
<p>8.8 Identify the stylistic features of a given work and explain how they relate to aesthetic tradition and historical or cultural contexts 7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods</p>	<p>Extra Credit assignment – Research a piece form our concert selections. Describe impact in society at the time. Give a brief history of the piece.</p>	<p>Recordings-website</p>	<p>Individual research</p>	<p>Graded written paper</p>
<p>8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture</p>	<p>Use Musical history Chart to classify each piece of music into historical category. List characteristics of each piece and compare. Write and fill in chart</p>	<p>Music history chart</p>	<p>Class work Discussion Small groups</p>	<p>Written assignment</p>

<p>9.5 Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domain</p>	<p>Discuss how music can influence artists such as dancers, painters, drawers, and sculptors. Even influential in graphic arts of today.</p> <p>Site or watch – “Fantasia 2000”</p>	<p>Movie – Fantasia 2000 websites</p>	<p>Class work Discussion Independent research</p>	<p>Questioning Written synopsis</p>
<p>9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts</p>	<p>Discuss – printing press – computer tech software, internet – making availability of music to everyone.</p>	<p>Musical history texts</p>	<p>Class discussion</p>	<p>questioning</p>
<p>9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects <i>For example, music students investigate how musicians or dancers recreate historic works, and the research involved in their quest for authenticity</i></p>	<p>Discuss ideas about how to research works of music. This may include watching performances on youtube, websites, recordings. Describe technologies used in the music.</p>	<p>List of websites and technologies</p>	<p>Independent internet research</p>	<p>Questioning Written synopsis</p>
<p>10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines Examples of this include: • <i>attending live rehearsals and performances of a symphony orchestra to document the interpretations of a musical work by a conductor;</i> • <i>interviewing</i></p>	<p>Fieldtrip to Boston Symphony. Young adult concert series. Observe live concert of professional orchestra. Learn about symphonic pieces in their relation to history and culture.</p>	<p>Boston Symphony website and materials</p>	<p>Group observation</p>	<p>Review and discussion about performance</p>

<i>scientific illustrators, model-makers, or exhibit designers about the skills needed to create a display in a science museum; • studying architectural plans and photographs in a historical society to trace the evolution of a neighborhood or urban landscape</i>				
10.4 Continue the above and integrate knowledge from various disciplines and cultural resources Examples of this include: • <i>analyzing depictions of mythology in literature and art by drawing on literary and arts criticism and museum collections; • researching a cultural encounter in history by identifying examples of instruments and music from the period and analyzing them for evidence of cross-cultural form or content; • interviewing professional dancers about the health benefits and physical hazards of their work.</i>	Bring in performances for students. Students have a chance to interview performer. Discuss the pros and cons of their performance job.	List of suggested questions for interviews Audience etiquette paper	Listening Observing Individual student guided questions	Class participation grade

Chamber Orchestra

Unit: Spring (January through June)

Framework Standard Learning Objectives/ Content Outcomes	Skills	Resources	Instructional Strategies	Assessments
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<p>2.13 Demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs</p>	<p>Identify notes in Treble, bass, and alto clefs. Draw clefs Perform C and G major scale in each clef. Continue with cello transposition into tenor clef And viola transposition into treble clef.</p>	<p>Concert Music Essential Technique book 3 Fingering charts</p>	<p>Teacher modeling Group playing Playing quizzes</p>	<p>Playing quizzes Spring Concerts</p>
<p>2.14 Read and sing at sight difficult melodies, all intervals, and seventh chords and their inversions in arpeggiated form</p>	<p>Discuss and perform Major Scales in keys of C, G, D, A, F, B flat, E flat, minor scales Introduce A flat Define and perform arpeggios of each scale. Define intervals from do – using solfege and visual charts. Define seventh chords</p>	<p>District/allstate scales</p>	<p>Student modeling Teacher Modeling</p>	<p>Scale quizzes</p>
<p>2.15 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6*</p>	<p>Describe rhythms, key, tempo, and dynamics in concert music- grade 4, 5, and 6 -Sing and bow through music -Clap rhythms -Define articulation markings, dynamics and bowing markings.</p>	<p>Concert music Asta recommendations Nyssma manual</p>	<p>Small group and large group playing</p>	<p>Playing quizzes Spring Concerts Pops Concert All town Concert Trip - adjudication</p>
<p>3.11 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6*</p>	<p>Discuss dynamic contrast, decrescendos, crescendos Discuss and model proper articulations, conductor cues, fermatas Reinforce shifting in violins for 5th position. Extended positions Compare and model characteristics of musical styles, example- ornamentation, in music of level 4, 5, 6</p>	<p>Concert Music Essential Technique book 3 Semsba/ District music repertoire Suzuki books</p>	<p>Individual playing Duets Large ensemble Class dynamic - contests</p>	<p>Spring Concerts Trip - adjudication</p>

<p>3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills</p>	<p>Discuss conducting patterns and cues. Listen and understand role of other instrument parts. Listen for like parts. Sing individual parts. Perform with proper technique, phrasing and dynamics</p> <p>Refine section bowings</p>	<p>Concert music recordings</p>	<p>Large group playing.</p>	<p>Winter Concert</p>
<p>3.13 Perform in small ensembles with one student on a part</p>	<p>Understand correct rhythm, intonation, tempo, and technique. Listen and watch for gestures and leading. Blend sound in small sections Split large group into quartets and quintets.</p>	<p>Concert music Recordings</p>	<p>Small group and individual playing</p>	<p>Playing quizzes Playing alone and small group playing</p>
<p>3.14 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, cultural and historical periods, with a level of difficulty of 5, on a scale of 1 to 6*</p>	<p>Discuss dynamic contrast, decrescendos, crescendos Discuss and model proper articulations, conductor cues, fermatas Reinforce shifting in violins for 5th position. Introduce extended positions Compare and model characteristics of musical styles, example- ornamentation, in music of level 5 and 6</p>	<p>Concert Music Essential Technique book 3 Semsba/ District music repertoire Suzuki books</p>	<p>Individual playing Duets Large ensemble Class dynamic - contests</p>	<p>Spring Concerts Trip - adjudication</p>
<p>4.12 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, and minor tonalities</p>	<p>Perform pentatonic scale Perform Pentatonic scale with varied rhythms. Interchange rhythms throughout. Perform simple ear tune in minor key Change rhythms.</p>		<p>Listening Observing Group playing</p>	

<p>4.13 Improvise original melodies over given chord progressions consistent in style, meter, and tonality</p>	<p>Class plays blues bass line Soloist to perform in key over bass line.</p>	<p>Sheet music Scale sheets</p>	<p>Listening Observing Questioning Individual playing</p>	<p>Individual playing Class Sharing</p>
<p>4.14 Compose music in several distinct styles using the elements of music for expressive effect</p>	<p>Discuss and demonstrate improvised fiddle tunes. Exchange ornaments – slides, rolls</p>	<p>Fiddle tunes recordings</p>	<p>Observing</p>	<p>observing</p>
<p>4.15 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of sound sources</p>	<p>Discuss and demonstrate electric, violin, cello, bass. Use of amplifier. Discuss sound amplification. Discuss pick ups for string instruments</p>	<p>Electric violin Amplifier Borrow instruments</p>	<p>Individual playing Questioning</p>	<p>observing</p>
<p>4.17 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, minor, and modal tonalities</p>	<p>Perform scales in pentatonic, major, minor. Interchange rhythms on scales. Identify fiddle tunes in modal music. Perform Dorian, Aeolian, mixolydian scales.</p>	<p>Scale sheets Vocab sheets</p>	<p>Class Discussion Group playing</p>	<p>Scale quizzes</p>

<p>4.18 Improvise original melodies in a variety of styles, over given chord progressions consistent in style, meter, and tonality</p>	<p>Compare and listen to Blues and rock solos Example – improvised solo in purple haze. Compare Irish fiddling solos Encourage student solos</p>	<p>Recordings Fiddle Books</p>	<p>Class discussion Demonstration Class Sharing</p>	<p>Listening and observing</p>
<p>4.19 Compose and arrange music, demonstrating imagination and technical skill in applying the principles of composition</p>	<p>Individuals may choose to arrange popular songs for pops concert.</p>	<p>Youtube Recordings Finale – computer software for music composition</p>	<p>Extra assignment</p>	
<p>5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music</p>	<p>Discuss and demonstrate proper dynamics, phrasing movement, bowing, and articulations to fit the expression in concert music. Listen to different recordings of pieces and discuss how conductors and musicians interpret the piece</p>	<p>Recordings, DVDs Youtube</p>	<p>Class discussion Student demonstrations and modeling</p>	<p>Playing quizzes Group observation</p>
<p>5.13 Demonstrate knowledge of the technical vocabulary of music</p>	<p>Discuss language in musical pieces, include proper vocab. Define tempos, articulations, dynamics, time signatures Translate language</p>	<p>Worksheets Vocab glossary</p>	<p>Worksheets, Class discussion</p>	<p>Final exam Vocab worksheets</p>

<p>5.14 Listen to performances of extended length and complexity with proper attention and audience protocol</p>	<p>Discuss proper audience etiquette. Including attentive behavior, talking, inappropriate cell phone use. Formal vs. background music, wedding music Practice watching student performances in class. Watch Winter Concert Write Concert reflection. Read Boston Symphony Article on audience behavior Encourage outside performances and concerts for extra credit/ make up assignments. Share program and thoughts with class</p>	<p>Concert Performances Boston Globe article Boston Symphony Field Trip</p>	<p>Group discussion Questioning Brainstorming</p>	<p>Concert /observation Graded audience behavior Concert Rubric</p>
<p>5.15 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive</p>	<p>Discuss string techniques – Vibrato, connected bows, moving with the music, bowing together. Compare recordings from different performances, schools and professional orchestras. Describe and compare the feelings from each performance.</p>	<p>Recordings Class demonstration</p>	<p>Teacher modeling Class discussion</p>	<p>Written analysis</p>
<p>5.16 Demonstrate the ability to perceive, remember, and describe in detail significant occurrences in a given aural example</p>	<p>Listen to recordings multiple times. Visualize a story to the music. Discuss unique hearings or observations. Compare Write down details as students hear them..</p>	<p>Recordings</p>	<p>Student discussion Written details and feelings</p>	<p>Written Analysis Class sharing</p>

<p>5.17 Compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style</p>	<p>Perform two versions of a song in class. Write down differing, tempos, dynamics, articulations. May also listen to a different version of song performed. Example – Different recordings of the star spangled banner.</p>	<p>Recordings, sheet music. Comparison chart</p>	<p>Student listening Discussion</p>	<p>Written analysis, Worksheet</p>
<p>6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews <i>For example, students read about how composer Aaron Copland and choreographer Martha Graham collaborated on the ballet, Appalachian Spring, and report on their sources of inspiration for the music and choreography.</i></p>	<p>Watch video on artists or composer. Write a reflection about how this artist/composer has been influential to the arts and other composers and musicians. Discuss who inspired them as composers and artists.</p>	<p>Videos articles</p>	<p>Student discussion worksheets</p>	<p>Written analysis</p>
<p>6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns <i>For example, students listen for similarities and differences in work songs from various cultures.</i></p>	<p>Describe functions of strings in different cultures and types of music. Discuss where it is most popular.</p>	<p>Articles Websites</p>	<p>Student discussion</p>	<p>questioning</p>

<p>6.7 Compare examples of works in one arts domain (dance, music, theatre, visual arts, or architecture) from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events</p>	<p>Discuss connections between culture and music. Examples – spirituals, slaves, function of music in creating peace, war songs, work songs.</p>	<p>Articles Websites Music history texts Videos</p>	<p>Student discussion listening</p>	<p>questioning</p>
<p>6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events</p>	<p>Listen to and discuss a piece of music. Listen to the song in context of an opera, symphony, or ballet. secular vs. sacred music. Discuss how the climate of the times may be responsible for what the composer wrote. History which led to contemporary music.</p>	<p>Recordings</p>	<p>Class Discussion Listening</p>	<p>Aural analysis Questioning</p>
<p>7.5 Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media</p>	<p>Read articles on artists, on web, blogs, newspapers. Discuss their role in society. Facebook, twitter. The arts on tv- the voice, American idol, Audience etiquette at rock concerts vs. Classical concerts.</p>	<p>Websites articles</p>	<p>Class discussion</p>	<p>Questioning observing</p>
<p>7.6 Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements</p>	<p>Discuss roles of artists in society. Charitable contributions. benefit concerts, work for diseases, funds, etc. Negative and positive contributions. Extra Credit - Write an article on an artist that inspires you.</p>	<p>Internet research</p>	<p>Class discussion</p>	<p>Written analysis</p>

<p>7.7 Describe the roles of individual patrons, cultural organizations, and governments in commissioning and collecting works and presenting performances <i>For example, students find out who serves on the community’s cultural council, and how grants are awarded to artists and educators for programs in schools.</i></p> <p>7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods</p>	<p>Discuss community groups that support the arts. National endowment for the arts – Community scholarship opportunity for music major-college. -Groups that feature the arts – PBS – Ovation. Grant opportunities – new instruments, lessons. Programs through library – free concerts. Create and complete a community survey – local town hall</p>	<p>PBS.org Nea.gov Local library- ventress library Marshfieldfom.org</p>	<p>Class discussion</p>	<p>Questioning Written survey</p>
<p>7.9 Identify artists who have been involved in social and political movements, and describe the significance of selected works</p>	<p>Discuss artists that have made a social impact. Folk songs – work songs – Bob Dylan – Bruce Springsteen</p>	<p>Internet research</p>	<p>Class discussion Independent Computer research</p>	<p>Questioning Observing</p>
<p>7.10 Describe the roles of government, philanthropy, arts institutions, critics, and the publishing, recording, and tourism industries in supporting the arts and historic preservation, and in creating markets for the arts <i>For example, band members investigate music copyright laws and how they affect composers and performers.</i></p>	<p>Discuss copyright laws, performing rights organization – ascap, sesac Writer versus performing credits. Recording studios Management associations</p>	<p>Performing rights websites Info handout</p>	<p>Class discussion Teacher directed</p>	<p>Questioning observing</p>

<p>8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period</p>	<p>Use Musical history Chart to classify each piece of music into historical category. List characteristics of each piece and compare.</p>	<p>History chart – labeling time periods Music history text</p>	<p>Worksheet – group activity</p>	<p>Observing Graded written assignment</p>
<p>8.7 Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work * Suggested period: American and world cultures to c. 1920</p>	<p>Listen to Rhapsody in Blue Gershwin – Describe classical and jazz influences. Other example- Summertime – Porgy and Bess.</p>	<p>Recordings</p>	<p>Worksheet</p>	<p>Written and aural analysis</p>
<p>8.8 Identify the stylistic features of a given work and explain how they relate to aesthetic tradition and historical or cultural contexts 7.8 Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods</p>	<p>Extra Credit assignment – Research a piece form our concert selections. Describe impact in society at the time. Give a brief history of the piece.</p>	<p>Recordings-website</p>	<p>Individual research</p>	<p>Graded written paper</p>
<p>8.10 Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture</p>	<p>Use Musical history Chart to classify each piece of music into historical category. List characteristics of each piece and compare. Write and fill in chart</p>	<p>Music history chart</p>	<p>Class work Discussion Small groups</p>	<p>Written assignment</p>

<p>9.5 Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domain</p>	<p>Discuss how music can influence artists such as dancers, painters, drawers, and sculptors. Even influential in graphic arts of today.</p> <p>Site or watch – “Fantasia 2000”</p>	<p>Movie – Fantasia 2000 websites</p>	<p>Class work Discussion Independent research</p>	<p>Questioning Written synopsis</p>
<p>9.6 Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts</p>	<p>Discuss – printing press – computer tech software, internet – making availability of music to everyone.</p>	<p>Musical history texts</p>	<p>Class discussion</p>	<p>questioning</p>
<p>9.9 Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects <i>For example, music students investigate how musicians or dancers recreate historic works, and the research involved in their quest for authenticity</i></p>	<p>Discuss ideas about how to research works of music. This may include watching performances on youtube, websites, recordings. Describe technologies used in the music.</p>	<p>List of websites and technologies</p>	<p>Independent internet research</p>	<p>Questioning Written synopsis</p>
<p>10.3 Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines Examples of this include: • <i>attending live rehearsals and performances of a symphony orchestra to document the interpretations of a musical work by a conductor</i>; • <i>interviewing scientific illustrators, model-</i></p>	<p>Fieldtrip to Boston Symphony. Young adult concert series. Observe live concert of professional orchestra. Learn about symphonic pieces in their relation to history and culture.</p>	<p>Boston Symphony website and materials</p>	<p>Group observation</p>	<p>Review and discussion about performance</p>

<p><i>makers, or exhibit designers about the skills needed to create a display in a science museum; • studying architectural plans and photographs in a historical society to trace the evolution of a neighborhood or urban landscape</i></p>				
<p>10.4 Continue the above and integrate knowledge from various disciplines and cultural resources Examples of this include: • <i>analyzing depictions of mythology in literature and art by drawing on literary and arts criticism and museum collections; • researching a cultural encounter in history by identifying examples of instruments and music from the period and analyzing them for evidence of cross-cultural form or content; • interviewing professional dancers about the health benefits and physical hazards of their work.</i></p>	<p>Bring in performances for students. Students have a chance to interview performer. Discuss the pros and cons of their performance job.</p>	<p>List of suggested questions for interviews Audience etiquette paper</p>	<p>Listening Observing Individual student guided questions</p>	<p>Class participation grade</p>