

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Create: Imagine**

**Essential Question(s):** How do musicians generate creative ideas?

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources.

**FCPS Indicator**

**MU.ORIII.1**

**Use previous experience and other resources to develop ideas for creating new music.**

**MU.ORIII.1a** Demonstrate the ability to write and perform musical notation, as well as identify terms, intervals, symbols, and elements of music.

**MU.ORIII.1b** Identify, write, and perform simple rhythmic notation in various meters

**MU.ORIII.1c** Compare/contrast additional terms related to instrumentation, tempo, and dynamics

**MU.ORIII.1d** Students will increase their tempo vocabulary by reading tempi in various languages, including the ability to define and accurately interpret terms.

**MU.ORIII.1e** Students will be able to define melody, rhythm, harmony, and form and discuss their relationship to composition.

**MU.ORIII.1f** Students will be able to correctly notate a simple melody line when given set parameters on rhythm, form, and harmony.

**MU.ORIII.1g** Students will add rhythmic and harmonic elements to a simple melodic line.

**MU.ORIII.1h** Students will create simple compositions that demonstrate an understanding of the relationship between compositional elements.

**MU.ORIII.1i** Improvise melodies according to systems and patterns

**MU.ORIII.1j** Students will be able to notate simple melodies with parameters set by the instructor that can be used in an improvisational context.

**MU.ORIII.1k** Students will determine the accuracy of improvised melodies and the characteristics that make it accurate.

**MU.ORIII.1l** Students will perform their own notated melodies set inside pre-set parameters.

**MU.ORIII.1m** Students will be able to improvise more elaborate melodic lines with broader parameters.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Create: Plan & Make**

**Essential Question(s):** How do musicians make creative decisions?

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**FCPS Indicator**

**MU.ORIII.2**

**Select, develop, and draft melodic and rhythmic ideas or motifs that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.**

**MU.ORIII.2a** Demonstrate the ability to write and perform musical notation, as well as identify terms, intervals, symbols, and elements of music.

**MU.ORIII.2b** Identify, write, and perform simple rhythmic notation in various meters

**MU.ORIII.2c** Students will be able to notate and identify all major, natural, harmonic, and melodic minor scales and arpeggios in reference to the Circle of Fifths.

**MU.ORIII.2d** Students will be able to identify scale patterns within musical literature to facilitate proficiency.

**MU.ORIII.2e** Students will be able to create variations of simple melodic lines by adjusting rhythm, harmony, and form.

**MU.ORIII.2f** Students will share ideas about correct musical notation and elements by comparing student compositions.

**Anchor Standard 3:** Refine and complete artistic work.

**Create: Evaluate**

**Essential Question(s):** How do musicians improve the quality of their creative work?

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**FCPS Indicator**

**MU.ORIII.3 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.**

**MU.ORIII.3a** Students will give constructive feedback to peers to improve composition skills.

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

**Perform: Select**

**Essential Question(s):** How do performers select repertoire to perform?

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**FCPS Indicator**

**MU.ORIII.4 Select varied repertoire to study based on interest, music reading skills (where appropriate), and understanding of the structure of the music, context, and the technical skill of the individual or ensemble.**

**MU.ORIII.4a** Compare the form of pieces performed; Binary, Ternary, Fugue/Canon, March, Symphonic, Concerto, Sonata, Rondo, Theme & Variation, and Symphonic Poem

**MU.ORIII.4b** Students will define the qualities of musical forms including binary, ternary, fugue, march, canon, sonata, etc.

**MU.ORIII.4c** Students will be able to compare similarities and differences between pieces performed that are in different forms.

**MU.ORIII.4d** Students will be able to identify the form of a piece of music without prompting.

**MU.ORIII.4e** Have students listen to multiple examples of recorded and live music to identify the form used.

**MU.ORIII.4.1 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.**

**MU.ORIII.4.1a** Students will be able to correctly play major and minor scales up to 4 sharps and flats at quarter note=80.

**MU.ORIII.4.1b** Students will be able to notate and perform a chromatic scale & arpeggios using various starting pitches at quarter note=60.

**MU.ORIII.4.1c** Students will sight-read literature and perform articulation markings simultaneously.

**MU.ORIII.4.1d** Students will sight-read literature to correctly transition between contrasting tempi.

**MU.ORIII.4.1e** Sight-reading exercises will demonstrate the students' ability to accurately interpret dynamic markings.

**MU.ORIII.4.1f** Students will sight-read literature to correctly transition between contrasting tempi.

**MU.ORIII.4.1g** Sight-reading exercises will demonstrate the students' ability to accurately interpret dynamic markings.

**MU.ORIII.4.1h** Students will be able to effectively perform literature at the MMEA State list grade level 4-6.

**MU.ORIII.4.1i** Students will be able to sight-read effectively at MMEA level 3-4

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation**

**Performing: Rehearse, Evaluate, Refine**

**Essential Question(s):** What can I do to fully prepare a performance or technical design?

**Enduring Understanding:** Musical artists develop personal processes and skills for a performance or design.

**FCPS Indicator**

**MU.ORIII.5 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.**

**MU.ORIII.5a** Students will develop an understanding of self maintenance of instruments as well as an understanding of how the equipment you are using effects musical quality and proficiency.

**MU.OR1.5a** Critique personal and others' performances with the goal of improving future performances.

**MU.OR1.5b** With limited teacher guidance, develop a rehearsal/practice plan that addresses corrections and improvements.

**MU.OR1.5c** As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.

**MU.ORIII.5.1 Demonstrate technical skills and apply them to a variety of repertoire.**

**MU.ORIII.5.1a** Students will be able to accurately perform literature that utilizes multiple meter changes including alternations between simple and compound meters.

**MU.ORIII.5.1b** Demonstrate mastery of previous time signatures and add duple, triple, and quadruple compound meters, complex meter and multimeter.

**MU.ORIII.5.1c** Identify and write additional terms associated with articulation, bowing, harmony, form, and intervals

**MU.ORIII.5.1d** Students will be able to identify pitches on the Grand Staff as well as the Alto and Tenor Clefs.

**MU.ORIII.5.1e** Students are able to identify and write intervals by numeric name (ex. 2nd, 3rd, 4<sup>th</sup>, octave).

**MU.ORIII.5.1f** Students are able to play major, minor, diminished, and augmented intervals with teacher instruction.

**MU.ORIII.5.1g** Students are able to write and identify major, minor, augmented, and diminished intervals.

**MU.ORIII.5.1h** Students are able to play a variety of intervals through their warm up routine and literature

**MU.ORIII.5.1i** Students will identify adjustments that need to be made after looking at a vertical harmonic line.

**MU.ORIII.5.1j** Students will demonstrate basic adjustments for voices within a harmonic structure.

**MU.ORIII.5.1k** Students will adjust within an ensemble setting to balance the harmonic structure in terms of intonation and the pyramid of balance.

**MU.ORIII.5.1l** Students are able to demonstrate appropriate balance adjustments through small ensemble performance.

**MU.ORIII.5.1m** Students are able to make immediate adjustments to balance needs based on instrumentation changes in a piece.

**MU.ORIII.5.1n** Students will be able to alternate between a variety of dynamics in classroom literature while maintaining tone quality.

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

**Perform: Share and Present**

**Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.

**FCPS Indicator**

**MU.ORIII.6 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.**

**MU.ORIII.6.1a** Students will adjust within an ensemble setting to balance the harmonic structure in terms of intonation and the pyramid of balance.

**MU.ORIII.6.1b** Students will continue to increase range through high positioning from application of multiple octave scales.

**MU.ORIII.6.1c** Through the increase of range students will refine their intonation and tone quality through these higher positions.

**MU.ORIII.6.1d** Manipulate instrument, posture, and fingering techniques to further adjust to accurate pitch within an ensemble or by electronic tuner

**MU.ORIII.6.1e** Students will demonstrate and perform proper playing position including hand positions.

**MU.ORIII.6.1f** Students will utilize the knowledge of their instrument's natural pitch tendencies, including resonance of open 5ths and sympathetic vibration for accurate intonation for the ensemble.

**MU.ORIII.6.1g** Students can describe their individual pitch tendencies.

**MU.ORIII.6.1h** Students will understand and be able to adjust their instrument and fingering to make minor intonation adjustments based on their pitch tendencies as well as within an ensemble.

**MU.ORIII.6.1i** Students will continue to develop basic and intermediate level articulations and hand positions.

**MU.ORIII.6.1j** Demonstrate ability to play understand *martele*, *marcato*, *col legno*, *muting*, *ponticello*, *sol tasto*

**MU.ORIII.6.1k** Students will be able to alternate between a variety of dynamics in classroom literature while maintaining tone quality.

**MU.ORIII.6.1 Demonstrate an awareness of the context of the music through prepared and improvised performances.**

**MU.ORIII.6a** Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.

**MU.ORIII.6b** Effectively interact with the audience and other performers to convey the artistic purpose of the piece. This is accomplished by demonstrating proper stage etiquette for performance which includes stage presence, posture, hand positions, and attention to direction.

**MU.ORIII.6c** Determine readiness of a varied repertoire of music for public performance, based on the experience of time, place, and culture from which the music is chosen.

**MU.ORIII.6.2 Perform a variety of literature up to level 5 in both small & large ensembles, homogeneous and mixed instrument ensembles.**

**MU.ORIII.6.2a** Continue to develop independent skills in small ensembles up to grade 5 level music

**Anchor Standard 7: Perceive and analyze artistic work.**

**Respond: Select**

**Essential Question(s):** How do individuals choose music to experience?

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes.

**FCPS Indicator**

**MU.ORIII.7 Identify reasons for selecting music based on characteristics found within the selection, a connection to an interest, or the purpose or context of the piece.**

**MU.ORIII.7a** Demonstrate skills in critical listening and evaluation.

**MU.ORIII.7b** Students will be able to listen to a piece of music and discuss it with reference to advanced musical elements including intonation, time signature, harmony, and musicality.

**MU.ORIII.7c** Students will be able to compare pieces of music, through listening to discuss their musical elements.

**MU.ORIII.7d** Students will evaluate performances in terms of musical accuracy including intonation, balance, articulation, tone quality, tempo/rhythm, interpretation, and musicality.

**MU.ORIII.7e** Students will be able to demonstrate proper concert etiquette while observing and performing

**MU.ORIII.7.1 Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.**

**MU.ORIII.7.1a** With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.

**Anchor Standard 8: Interpret intent and meaning in artistic work.**

**Respond: Interpret**

**Essential Question(s):** How do we discern the musical creators' and performers' expressive intent?

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**FCPS Indicator**

**MU.ORIII.8 Interpret intent and meaning in artistic work. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.**

**MU.ORIII.8a** Students will perform music using correct style and interpretation as it relates to the historical period the piece is written

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**Respond: Evaluate**

**Essential Question(s):** How do we judge the quality of musical work(s) and performance(s)?

**Enduring Understanding:** : The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**FCPS Indicator**

**MU.ORIII.9 Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.**

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

**Connecting**

**Essential Question(s):** How do musicians make meaningful connections to creating, performing, and responding?

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**FCPS Indicator**

**MU.ORIII.10 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

**MU.ORIII.10a** Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

**MU.ORIII.10b** Use musical skills learned in class as part of music making both inside and outside the classroom and school, including after school programs.

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**Connect: Research**

**Essential Question(s):** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**FCPS Indicator**

**MU.OR1.11 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

**MU.OR1.11a** With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

**MU.OR1.11b** With increasing independence connect music to other people's personal life experiences, when creating, performing, or responding to music.

**MU.ORIII.11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**MU.ORIII.11.1a** Students will compare and contrast various historical styles and forms through performance

**MU.ORIII.11.1b** Students will be able to discuss form and style of a piece of music as it compares to other pieces from history.

**MU.ORIII.11.1c** Students are able to identify key pieces of music throughout music history and describe their characteristics.

**MU.ORIII.11.1d** Students will perform music from a variety of cultures while focusing on the qualities that differentiate them.

**MU.ORIII.11.1e** Students will discuss a piece of music's style and texture that gives it its cultural characteristics.

**MU.ORIII.11.1f** With these assumptions, students will be able to perform literature in an accurate style.

**MU.ORIII.11.1h** Students will be able to make reasoned assumptions about style and musical texture based on its cultural background.

**MU.ORIII.11.1i** With these assumptions, students will be able to perform literature in an accurate style.