6-8 Instrumental Music
Year at a Glance 2022-2023

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</table>
| Creating               | Recursive| State Anchor Standards: 1, 2, 3 | **Description:** The creating component focuses on all aspects involved with generating creative musical ideas. They provide opportunity to create/compose, refine and analyze original material as students demonstrate their understanding and mastery of musical concepts.  
**Enduring Understanding:**  
• Music is organized sound.  
• Music is a personal experience.  
• The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources.  
• Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.  
• Musicians create choices are influenced by their expertise, context, and expressive intent.  
• Through their use of elements and structure of music, creators and performances provide clues to their expressive intent.  
• The main idea of most musical compositions is expressed through the melody.  
• All musical compositions have value even if it differs from the musical preferences of the individual.  
• Musicians’ presentation of creative work is the culmination of a process of creation and communication.  
• Structure creates order and clarity in music.  
• Producing a series of sounds of repeated or varied duration creates rhythm.  
• Creative ideas come from, and are inspired by, a variety of sources.  
• Creative choices are influenced by specific intent in style and mood.  
• To express musical ideas musicians evaluate and refine their work in response to new ideas and feedback.  
• Musicians judge a performance based on a combination of technical criteria and emotional response.  
• Through use of musical symbols and markings composers provide clues to expressive intent.  
• Musicians connect personal experiences and ideas to creating, performing, and responding. | • How do musicians generate creative ideas?  
• How do musicians make creative decisions?  
• How do musicians improve the quality of their creative work?  
• How is sound organized to make music?  
• Can you have rhythm without beat?  
• How do we discern and explain our musical intent?  
• When is creative work ready to share?  
• How do composers organize sounds?  
• How does the structure of a musical piece create its order and clarity?  
• How does music communicate musical ideas through symbols?  
• How do musicians improve the quality of their creative work and performance?  
• How do composers and performers convey mood and intent?  
• Is a composition more meaningful when it is created by a group, rather than an individual?  
• How do musicians make meaningful connections when creating, performing, and responding? | • Body Percussion Mania  
• D.I.Y. So You Can Fly!  
• Faded Music in a Bottle  
• Melodic Mimicry  
• Melody on a Roll  
• Partner Palooza  
• Rhythm on a Roll  
• Rhythm Romp |
### 6-8 Instrumental Music
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<th><strong>Performing</strong></th>
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<tr>
<td><strong>Assessed Standards</strong></td>
<td><strong>State Anchor Standards:</strong> 4, 5, 6</td>
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</table>
| **Description / Enduring Understanding** | **Description:** The Performing component contains summative and formative assessments linking to Anchor Standards 4, 5 and 6. The instructional and assessment tools pertain to all aspects involved with performing on an instrument. The Performing component is divided into three sub-categories: Winds, Strings and Percussion. Within each sub-category the following topics are addressed: articulation, aural skills, balance and blend, expression, pitch and intonation, posture and playing position, rhythm and pulse, technique, tone and tuning with a corresponding customizable rubric.  
**Enduring Understanding:**  
- Performers make interpretive decisions based on their understanding of context and expressive technique.  
- Musicians judge performance based on criteria that vary across time, place and cultures.  
- The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.  
- To express musical ideas, musicians analyze musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.  
- Analyzing creators’ context and how they manipulate elements of music provides insight into their intent. | **Description:** The responding component contains summative and formative assessments linking to anchor standards 7,8 and 9. The instructional and assessment tools pertain to all aspects involved with responding to music. Assessment tasks explore responses to sheet music, scores, listening to performance pieces, rehearsals, and audiences.  
**Enduring Understanding:**  
- All music has value even if it differs from an individual’s musical preferences.  
- By interpreting the symbols and musical markings of a piece the performer can communicate the expressive intent of the composer to the audience  
- Each music performance is unique.  
- Everyone can perform, create and respond to music in meaningful ways. | | 
| **Essential Questions** | **Essential Questions** | 
| How do performers interpret musical works? | How do musicians make meaningful connections to responding?  
- How do performers connect written musical symbols and markings to their physical performance?  
- How do the other arts, disciplines, contexts, and daily life inform performing and responding to music?  
- How do we discern the composer’s expressive intent?  
- How do we discern the musical creators’ and performers’ expressive intent?  
- How do we judge the quality of musical work(s) and performance(s)\?  
| How do musicians improve the quality of their performance?  
- When is a performance judged ready to present?  
- How do we judge the quality of musical work(s) and performance(s)?  
- What criteria do we use to evaluate a performance?  
- How do musicians generate creative ideas?  
- How does understanding the structure and context of musical works affect technique?  
| | | 
| **Summative Assessments** | **Summative Assessments** | 
| Various Performance Tests and Playing Assessments as determined by the teacher.  
- Rehearsal Goals  
- Rubric Creation Project  
- Warm-up Creation | Extra! Extra!  
- Music Visual Representation  
- Musical Expression Clue Hunt  
- Post-it Post it  
- Score Study  
- Who’s Your Audience |
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<td></td>
<td></td>
<td></td>
<td>• Expressive musical symbols have a direct connection to changes in how we physically perform</td>
<td>• How does a performer communicate expressive intent to the audience?</td>
<td>Composer Playlist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Layering two or more simultaneous sounds creates harmony.</td>
<td>• How does music communicate?</td>
<td>Make a Grand Entrance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Music is a universal language.</td>
<td>• How does the structure of a musical piece create its order and clarity?</td>
<td>Musical Time Capsule</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Structure creates order and clarity in music.</td>
<td>• How does the style of music affect the audience perception and emotion?</td>
<td>Slam Dunk</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• The main idea of most musical compositions is expressed through the melody.</td>
<td>• How does the style of music affect the behavior of the audience?</td>
<td>Note to Self</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</td>
<td>• What determines a style of music?</td>
<td>Pick Your Program</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Through the use of expressive music markings the composer provides clues to the performer about expressive intent</td>
<td>• What makes a significant and meaningful performance?</td>
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<tr>
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<td>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</td>
<td>• Why should we respect music if we don’t like the way it sounds?</td>
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<tr>
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<td>• Understanding connections to varied contexts and daily life enhances musicians’ responding and performing.</td>
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### Connecting

**Recursive State Anchor Standards: 10, 11**

**Description:** The Connecting component contains summative and formative assessments linking to Anchor Standards 10 and 11. The instructional and assessment tools pertain to all aspects involved with connecting music to other disciplines. Assessment tasks include making a playlist, how student's connect music to their lives, musical time capsule, ensemble goals, and picking a concert program.

**Enduring Understanding:**
- Music is a personal experience.
- A program is a blend of personal experience with musical knowledge and intention of performance.
- Individuals' selection of musical works is influences by their interest, experiences, understanding and purposes.
- Understanding connections to varied contexts and daily life enhances musicians' music selection.
- Each music performance is unique.
- Everyone can perform, create, and respond to music in meaningful ways.
- Good tone quality is created by correct technique.

**Essential Questions**
- How is personal preference for music developed?
- What inspires someone to create a program?
- How do individuals choose music to experience?
- How do context and daily life inform music selection?
- What criteria do we use to evaluate a musician?
- How does one's musical pedagogy influence another?
- Why does each voice and instrument have its own timbre?

**Summative Assessments**
- Composer Playlist
- Make a Grand Entrance
- Musical Time Capsule Slam Dunk
- Note to Self
- Pick Your Program
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Creating:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Anchor Standard 2: Organize and develop artistic ideas and work.
Anchor Standard 3: Refine and complete artistic work.

Performing/Presenting:
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Anchor Standard 5: Develop and refine artistic techniques and work for presentation
Anchor Standard 6: Convey meaning through the presentation of artistic work.

Responding:
Anchor Standard 7: Perceive and analyze artistic work for presentation.
Anchor Standard 8: Interpret intent and meaning in artistic work.
Anchor Standard 9: Apply criteria to evaluate artistic work.

Connecting:
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.