

Course : Strings 8th Grade		3rd Nine Weeks		Instructional Guide					
Unit 5: Art of Perfection			Estimated Time: 7 weeks						
<p><b>Course Level Expectations:</b></p> <p>1.2 Demonstrate an understanding of harmony through singing musical examples of at least two parts in complexity.            2.3 Demonstrate fundamental technique on one's instrument.            2.4 Differentiate between correct and incorrect pitch and rhythm.            2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.            2.6 Apply techniques of sight-reading.            5.1 Identify and interpret standard musical notation.            6.1 Describe musical examples using appropriate vocabulary/terminology.            6.2 Analyze specific events in a given musical example.            7.1 Describe the quality of a musical performance using selected criteria.            7.2 Evaluate the quality and effectiveness of one's own and another's performance using selected criteria.</p>									
<p><b>Prerequisite Skills:</b></p> <p>Sight-reading level: Grade 1 1/2</p> <p>Performance level: Grade 2</p>									
<p><b>Essential Questions:</b></p> <p>How is performing solo repertoire different than performing ensemble repertoire?</p>									
<p><b>Unit Vocabulary:</b> timbre, performance medium</p>									
Checks for Understanding		Student Performance Indicators		Assessments					
Instructional Resources		Connections							
<p><b>Performance Indicators</b> - through teacher observation -</p> <p>1.2 Sing a two-part harmonization with each part having a different rhythm.</p> <p>2.3 Perform articulation and bowings correctly.</p> <p>2.4 Play correct pitches. Play correct rhythms.</p> <p>2.5 Perform, correctly, musical examples which contain markings related to musicality.</p> <p>2.6 Apply techniques of sight-reading while playing a piece for the first time.</p> <p>5.1 Demonstrate an understanding of notation through performance.</p> <p>6.1 Identify, verbally, instrumental or vocal timbres.</p> <p>6.2 Explain the meaning of "event" in music.</p> <p>7.1 Evaluate the quality of a musical performance using appropriate vocabulary/terminology based on selected criteria.</p> <p>7.2 Evaluate the performance, verbal or written, of another person based on selected criteria and using appropriate vocabulary/terminology.</p>		<p>1.2.3 Sing a basic two-part harmonization with independent rhythms.</p> <p>2.3.3 Demonstrate knowledge of breathing, bowing, fingering, and articulation at an intermediate level.</p> <p>2.4.3 Identify, notate, and perform selected intermediate level (grade2) rhythms and pitches.</p> <p>2.5.3 Demonstrate an understanding of the concept of phrase shaping.</p> <p>2.6.3 Apply basic elements associated with successful sight-reading using a variety of meters and tempi.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>6.1.3 Identify instruments within selected listening examples.</p> <p>6.2.3 Compare and contrast specific musical events in a given example.</p> <p>7.1.3 Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p> <p>7.2.3 Compare and contrast two different performances of the same excerpt using appropriate vocabulary/terminology.</p>		<p>Sightread Grade 2 music.</p> <p>Concert performance evaluation.</p>		<p><b>All for Strings Book 3</b></p> <p>Alfred's Essentials of Music Theory</p>		<p>1) Critical Thinking 2) Language Arts</p>	