



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Strings
Course Description for Program of Studies	
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Instrument Knowledge	Body Format	Left Hand Skills and Knowledge	Right Hand Skills and Knowledge	Tonal and Aural Skills and Ear Training	Rhythmic Skills and Ear Training	Creative Musicianship	Music Literacy	Ensemble Skills	Expressive Elements	Historical and Cultural Elements	Evaluation of Music and Musical Performance
Creating												
MU:Cr1.1 Generate and conceptualize artistic ideas and work.							P					

MU:Cr2.1 Organize and develop artistic ideas and work.								S					
MU:Cr3.1 Refine and complete artistic work.													
Performing													
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	S	S	S	P	P			S	S	S		
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.									P	P	P		
MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P	P	P					S	S	S		
Respond													
MU:Re7.1 Perceive and analyze artistic work.													
MU:Re8.1 Interpret intent and meaning in artistic work.												P	S
MU:Re9.1 Apply criteria to evaluate artistic work.													P
Connecting S													
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.													
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.												P	

UNIT ESSENTIAL QUESTIONS

- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How does understanding the structure and context of musical works inform performance?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?
- 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 the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

UNIT ENDURING UNDERSTANDING

- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

UNIT 1: Instrument Knowledge

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Learn specific instrument geography Identify the parts of the instrument Learn proper care of the instrument
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Describe specific instrument geography
- Identify the parts of the instrument
- Show proper care of the instrument

UNIT 2: Body Format

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	1) Establish Posture (sitting) and playing positions on instruments
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Demonstrate proper posture for my instrument
- Demonstrate proper playing position for my instrument

UNIT 3: Left Hand Skills and Knowledge

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> 1) Establish hand and wrist shape 2) Establish first position finger placement 3) Introduce Positions and shifting <ol style="list-style-type: none"> a) Lateral finger movement (string to string)
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Demonstrate proper hand and wrist shape
- Demonstrate my finger placement in first position
- Demonstrate moving my fingers from string to string

UNIT 4: Right Hand Skills and Knowledge

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Learn Pizzicato in Guitar and Playing Position Establish initial Bow hold Perform detache and staccato bow strokes
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- perform Pizzicato in Guitar and Playing Position
- Demonstrate initial Bow hold
- Perform detache and staccato bow strokes

UNIT 5: Tonal and Aural Skills and Ear Training

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.2.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Identify direction of melodic motion (going higher or lower pitch). Correctly associate the words high and low with relative differences. Perform the D major scale, one octave Perform the G major scale, one octave
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Identify direction of melodic motion (going higher or lower in pitch).
- Correctly associate the words high and low with relative pitch differences.
- Perform the D major scale, one octave

- Perform the G major scale, one octave

UNIT 6: Rhythmic Skills and Knowledge

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.2.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Develop a steady pulse while singing, clapping, and playing. Demonstrate a sense of meter while singing, clapping, and playing. Speak and/or sing rhythm language (1e+a) Perform quarter notes and corresponding rests Perform eighth notes and corresponding rests Perform half notes and corresponding rests Perform dotted half notes and corresponding rests Perform whole notes and corresponding rests Perform rhythms in 4/4 meter Perform rhythms containing rests Perform rhythms containing ties
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Develop a steady pulse while singing, clapping, and playing.
- Demonstrate a sense of meter while singing, clapping, and playing.
- Speak and/or sing rhythm language (1e+a)
- Perform quarter notes and corresponding rests

- Perform eighth notes and corresponding rests
- Perform half notes and corresponding rests
- Perform dotted half notes and corresponding rests
- Perform rhythms in 4/4 meter
- Perform rhythms containing rests
- Perform rhythms containing ties

UNIT 7: Creative Musicianship

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
MU:Cr1.1. E.Hs novice:	<ul style="list-style-type: none"> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. 	Content Knowledge	1) rhythmic: students derive rhythm patterns from speech and environmental sounds and link them with the motion of the bow-hand 2) tonal (melodic/harmonic): students create one-note solos against a class generated accompaniment 3) rhythmic: students teach each other short original rhythm phrases through call-and-response
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
MU:Cr2.1. E.Hs novice:	<ul style="list-style-type: none"> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Create rhythm patterns from speech and environmental sounds and link them with the motion of the bow-hand
- Create one-note solos against a class generated accompaniment
- Teach others short original rhythm phrases through call-and-response

UNIT 8: Music Literacy

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.2.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 		Content Knowledge	1) Correctly identify and perform basic music notation and symbols associated with the following skills and understandings to each corresponding curricular level: <ul style="list-style-type: none"> ✧ musical alphabet ✧ staff (line notes and space notes) ✧ clef signs ✧ lines and spaces in clefs specific to instruments ✧ chromatic symbols (Sharp, Natural) ✧ key signatures ✧ relative note values ✧ time signatures ✧ quarter notes, eighth notes, half notes, dotted half notes, whole notes, sixteenth notes, and related rests ✧ dynamic markings ✧ articulation ✧ tempo markings 2) Correctly sight-read basic music notation and symbols 3) Correctly identify accidentals 4) Correctly identify the following key signatures: G and D
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr5.1.E. Hs Novice	<ul style="list-style-type: none"> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

- I CAN:
- Correctly identify and perform basic music notation and symbols Correctly sight-read basic music notation and symbols
 - Correctly identify accidentals
 - Correctly identify the following key signatures: G and D

UNIT 9: Ensemble Skills

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.2.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 		Content Knowledge	<ol style="list-style-type: none"> Match pulse and rhythm to stay together in an ensemble Adjust pitch within the ensemble Demonstrate self-discipline by working cooperatively with peers to produce a quality musical performance Display appropriate etiquette for style and venue of musical performance Demonstrate well-disciplined personal and professional demeanor during rehearsals and performance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
Mu:Pr5.1.E. Hs Novice	<ul style="list-style-type: none"> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

- I CAN:
- Match pulse and rhythm to stay together in an ensemble
 - Adjust pitch within the ensemble
 - Demonstrate self-discipline by working cooperatively with peers to produce a quality musical performance
 - Display appropriate etiquette for style and venue of musical performance
 - Demonstrate well-disciplined personal and professional demeanor during rehearsals and performance

UNIT 10: Expressive Elements

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 	Content Knowledge	<ol style="list-style-type: none"> students shape phrases with simple dynamic variation students alter tone by modifying bowing variables (weight, angle, speed, placement/contact point) students perform with written/implied/stylistically appropriate articulations students perform the following expressive elements: <ul style="list-style-type: none"> * fermata
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Pr5.1.E. Hs Novice	<ul style="list-style-type: none"> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Shape phrases with simple dynamic variation
- Alter tone by modifying bowing variables (weight, angle, speed, placement/contact point)
- Perform with written/implied/stylistically appropriate articulations
- Perform fermata

UNIT 11: Historical and Cultural Elements

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
Mu:Pr4.3.E. Hs Novice	<ul style="list-style-type: none"> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 	Content Knowledge	<ol style="list-style-type: none"> Listen to selected music from diverse cultures and musical eras Identify, describe and compare distinguishing characteristics of composers and styles from selected repertoire Perform music from diverse styles Learn about at least one composer from each of the four eras
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Pr5.1.E. Hs Novice	<ul style="list-style-type: none"> Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Pr6.1.E. Hs Novice	<ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Mu:Re8.1.E .Hs Novice	<ul style="list-style-type: none"> 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. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Re9.1.E .Hs Novice	<ul style="list-style-type: none"> Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Cn11.0. E.Hs Novice	<ul style="list-style-type: none"> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

- I CAN:
- Listen to selected music from diverse cultures and musical eras
 - Identify, describe and compare distinguishing characteristics of composers and styles from selected repertoire
 - Perform music from diverse styles
 - Will know about at least one composer from each of the four eras

UNIT 12: Evaluation of Music and Musical Performance

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
Mu:Re8.1.E .Hs Novice	<ul style="list-style-type: none"> 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. 	Content Knowledge	<ol style="list-style-type: none"> Evaluate individual and group performance using established criteria Critique themselves and others using an established criteria for supportive, constructive criticism
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	
Mu:Re9.1.E .Hs Novice	<ul style="list-style-type: none"> Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. 	Content Knowledge	
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill	
		Product Development	
		Learning Behavior	

Learning Targets

I CAN:

- Evaluate individual and group performance using established criteria
- Critique themselves and others using an established criteria for supportive, constructive criticism (MIB 20.3, 20.5)