<table>
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<tr>
<th>TUSD grade 9-12 orchestra content and assessments</th>
<th>Student Standards</th>
<th>Unifying Concept: Foundational Skills</th>
<th>Quarter 1 Big Ideas</th>
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<tbody>
<tr>
<td>Highly Leveraged: Create\Perform Skill Development 1-15</td>
<td>Students will engage in “Anchor Standards &amp; Domains” Diversity Standards no’s 6-10: <a href="http://www.tolerance.org/anti-bias-framework">http://www.tolerance.org/anti-bias-framework</a></td>
<td>• Major and Chromatic Scale Supplements/Warm up Exercises</td>
<td>Enduring Understandings: Use of appropriate technique according to instrument and implementation of individual and ensemble tonal concepts</td>
</tr>
<tr>
<td>Complementary: Relate\Respond Skill Development 1-10</td>
<td></td>
<td>• 3-6 Musical Selections grades 2 – 4 representing various genres and periods</td>
<td></td>
</tr>
<tr>
<td>Evaluate\Connect Skill Development 1-9</td>
<td></td>
<td>• Technique book appropriate to level of ensemble</td>
<td></td>
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<tr>
<td>Constant: AZ State Music Anchor Standards: Create\Perform:1-6 Relate\Respond:7-8 Evaluate\Connect:9-11</td>
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**HS ORCHESTRA Performance Expectations**

- Novice Performance Ensembles will perform a minimum of once per semester which may include but is not limited to assemblies, performances for other classes or schools, field trips, district orchestra festivals, ABODA Festivals, parent home informances/concerts during the day, weekend, or evening.
- Intermediate and Proficient Performing Ensembles will perform at least once per quarter with additional performances based on the nature and proficiency of the ensemble. In/out of district travel is often a requirement of these performances. All performances are curricular. At least one performance per year should be peer-evaluated. Each ensemble will participate in at least one proficiency-based audition process.

**Assessment Guides**


**Instructional Resources**

- String/Full Orchestra Supplementary Music Lists: [https://www.uiltexas.org/music/pml](https://www.uiltexas.org/music/pml)
- [http://www.aboda.org](http://www.aboda.org)
- [http://myfoa.org/mpamusic](http://myfoa.org/mpamusic)
- [http://www.jwpepper.com/sheet-music/services-state-festival.jsp](http://www.jwpepper.com/sheet-music/services-state-festival.jsp)
## TUSD INSTRUMENTAL MUSIC (ORCHESTRA) GRADE 9-12 Curriculum Map

<table>
<thead>
<tr>
<th>TUSD grade 9-12 orchestra content and assessments</th>
<th>Student Standards</th>
<th>Music Literature</th>
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</table>
| Highley Leveraged: Create\Perform Skill Development 16-27 | Students will engage in “Anchor Standards & Domains” Diversity Standards no's 6-10: [http://www.tolerance.org/anti-bias-framework](http://www.tolerance.org/anti-bias-framework) | • Major and Chromatic Scale Supplements/Warm up Exercises  
• 3-6 Musical Selections grades 2 – 4 representing various genres and periods  
• Technique book appropriate to level of ensemble | Enduring Understandings: Expansion of tonal concepts and appropriate instrument technique for the further exploration of foundational skills |
| Complementary: Relate\Respond Skill Development 11-18 | | | | |
| Evaluate\Connect Skill Development 10-16 | | | | |
| Constant: AZ State Music Anchor Standards: Create\Perform:1-6 Relate\Respond:7-8 Evaluate\Connect:9-11 | | | | |

### HS ORCHESTRA Performance Expectations
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### Essential Questions:
1. Explain how a Major and a Minor Scale sound different?
2. Why is it important for your bow to be perpendicular to the string?
3. What is a sharp, flat and natural?
4. What does the top number of a time signature mean? What does the bottom number represent?
5. Using staff paper, transcribe the musical phrase that your teacher plays/sings for you. Your teacher will tell you the first note, time signature and key signature. (Melodic and rhythmic dictation.)

## Assessment Guides

## Instructional Resources
- String/Full Orchestra Supplementary Music Lists: [https://www.uiltexas.org/music/pml](https://www.uiltexas.org/music/pml)  
http://www.aboda.org  
http://myfoa.org/mpamusic  
http://www.jwpepper.com/sheet-music/services-state-festival.jsp
TUSD INSTRUMENTAL MUSIC (ORCHESTRA) GRADE 9-12 Curriculum Map

<table>
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<tr>
<th>TUSD grade 9-12 orchestra content and assessments</th>
<th>Student Standards</th>
<th>Unifying Concept: Application</th>
<th>Quarter 3</th>
</tr>
</thead>
</table>
| Highly Leveraged: Create\Perform Skill Development 28-38 | Students will engage in “Anchor Standards & Domains” Diversity Standards no’s 6-10: | • Major and Chromatic Scale Supplements/Warm up Exercises  
• 3-6 Musical Selections grades 2 – 4 representing various genres and periods  
• Technique book appropriate to level of ensemble | Enduring Understandings: Establishing connections between tonal concepts, musical concepts, instrument technique, performance situations, and more developed literature |
| Complementary: Relate\Respond Skill Development 19-22 | | | |
| Evaluate\Connect Skill Development 17-20 | | | |
| Constant: AY State Music Anchor Standards: Create\Perform:1-6  
Relate\Respond:7-8  
Evaluate\Connect:9-11 | | | |
| HS ORCHESTRA Performance Expectations | | | |
| • Novice Performance Ensembles will perform a minimum of once per semester which may include but is not limited to assemblies, performances for other classes or schools, field trips, district orchestra festivals, ABODA Festivals, parent home inforances/concerts during the day, weekend, or evening.  
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1. Play an 8-bar phrase/excerpt from your music on the piano.  
2. How is an accidental different from a key signature?  
3. How would yoga, stretching, warm-ups, Alexander Technique, etc positively affect a musician before practicing or performing?  
4. Keeping your bow completely vertical, show your friend/stand partner how your right hand looks and airbow an excerpt from your school literature.  
5. After your stand partner has played a 8 or 16-bar phrase for you on their instrument, tell them 3 positive aspects about their performance and one constructive criticism. | |

### Assessment Guides

### Instructional Resources
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## Unifying Concept: Expanded Application

<table>
<thead>
<tr>
<th>Quarter 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong> Through more developed literature, expand depth and breadth of connections between content, concepts, and real-world applications.</td>
</tr>
</tbody>
</table>

### TUSD grade 9-12 orchestra content and assessments

<table>
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<tr>
<th>Student Standards</th>
<th>Music Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Leveraged:</strong> Create/Perform Skill Development 39-46</td>
<td>- Major and Chromatic Scale Supplements/Warm up Exercises</td>
</tr>
<tr>
<td><strong>Complementary:</strong> Relate/Respond Skill Development 23-26 Evaluate/Connect Skill Development 21-24</td>
<td>- 3-6 Musical Selections grades 2 – 4 representing various genres and periods</td>
</tr>
<tr>
<td><strong>Constant:</strong> AZ State Music Anchor Standards: Create/Perform:1-6 Relate/Respond:7-8 Evaluate/Connect:9-11</td>
<td>- Technique book appropriate to level of ensemble</td>
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