**Week at Glance**

**Subject: High School Orchestra Course: High School Orchestra Grade:**9-12 **Date: 3/24/2025**

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| **Standard(s): HSPO.PR.1 Perform a varied repertoire of music on instruments, alone and with others.**   1. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and   pizzicato.   1. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C,   A, and F.  **HSPO.RE.1 Listen to, analyze, and describe music.**   1. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. 2. Identify melodic and harmonic material and phrase endings in selected examples (e.g. aural, written, performed).   **Assessment(s):  Quiz  Unit Test  Project  Lab  None** | | | | | |
|  | **Learning Target**  **(I am learning about…)** | **Success Criteria**  **(I can….)** | **Opening**  *(10 - 15 Mins)* | **Work-Session**  *(20 - 25 mins)* | **Closing**  *(5 - 10 mins)* | **Literacy Tasks/Focus** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | …the finger pattern for any piece I am sightreading. | …play the correct finger pattern for the notated key signature. | 1. Sightreading factory level 3 to review   STARS (Signatures, Tempo, Accidentals, Rhythms, Symbols) | 1. Play sightreading examples to play in different key signatures. | Instrument maintenance  *Assessment: Ticket-out-the-door:* Fill in the finger pattern chart for a Ab Major major scale.  Blank Fingering Chart:  <https://1drv.ms/w/s!Al8-mkulRvvzgz4RCSJIJyfn4eeH> | Explain Ab Major fingering. |
| **Tuesday** | …the finger pattern for any piece I am sightreading. | .  …play the correct finger pattern for the notated key signature. | 1. Sightreading factory level 3 to review   STARS (Signatures, Tempo, Accidentals, Rhythms, Symbols) | 1. . Play sightreading examples to play in different key signatures | Instrument maintenance  *Assessment:* Ask students to play assigned portion of scale | Discuss techniques used to create  different styles of music |
| **Wednesday** | …the finger pattern for any piece I am sightreading. | …play the correct finger pattern for the notated key signature. | 1. Sightreading factory level 3 to review   STARS (Signatures, Tempo, Accidentals, Rhythms, Symbols) | 1. Play pieces for Spring concert that were voted on by students. | Make a chart of techniques that can be used to create a programmatic tune on your instrument. | Writing: Chart of techniques and how to play them on stringed instruments |
| **Thursday** | …playing major scales and arpeggios with correct finger patterns | …play the correct finger pattern for the notated key signature. | 1. Sightreading factory level 3 to review   STARS (Signatures, Tempo, Accidentals, Rhythms, Symbols) | Play quizzes on  Selected excerpt from  of choice  *Assessment:* Performance rubric, self-assessment, and peer assessment  <https://1drv.ms/w/s!Al8-mkulRvvzg0EF7pU9JTM8Gsio> | Discussion of peer and self assessment of performances | Peer and self-assessment rubrics using content-appropriate (music) vocabulary |
| **Friday** | …learning about intervals and how they are used for string players | …learning the significance of intervals. | 1. Review intervals.   <https://www.musictheory.net/lessons/31>   1. Explain the purpose of intervals 2. *Assessment:* Have students write down intervals up to an octave using staff paper   <https://www.blanksheetmusic.net/> | 1. Have students identify intervals on this worksheet | Students will reflect on progress of the week and set goals for next week on practice log | Practice log reflection and goal setting. |

**\*** Exit Ticket/Final Stretch Check  Electronic Tools  Dry Erase Boards – quick checks  Turn & Talk Discussion (verbal responses)  Teacher Observation – document Clipboard

Quick Write/Draw  Annotation  Extended Writing  Socratic Seminar  Jigsaw  Thinking Maps  Worked Examples  Other :\_\_Fingering Charts\_\_\_\_\_\_\_\_\_