

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

ACRONYM KEY

AWL: Academic Word List

CCGPS: Common Core Georgia Performance Standards

CCRAS –R: College and Career Readiness Anchor Standards for Reading

CCRAS –W: College and Career Readiness Anchor Standards for Writing

CCRAS –SL: College and Career Readiness Anchor Standards for Speaking and Listening

CIM: Creativity Instructional Matrix

GPS: Georgia Performance Standards

Example: CCRAS – R. 5 = College and Career Readiness Anchor Standards for Reading #5 (Craft and Structure): Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Example: CCRAS – W. 2 = College and Career Readiness Anchor Standards for Writing #2 (Text Type and Purposes): Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Example: CCRAS – W. 7 = College and Career Readiness Anchor Standards for Writing #7 (Research to Build and Present Knowledge): Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Example: CCRAS – SL. 1 = College and Career Readiness Anchor Standards for Speaking and Listening #1 (Comprehension and Collaboration): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Example: CIM: S2.5 = Creativity Instructional Matrix, Stage 2, Cognitive Skill #5: Questions hierarchies of value and logic by critiquing and producing artworks.

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Quarter 1 Week 1 and ongoing	Multiple	<p>Orchestra GPS: Multiple</p> <p>CCGPS: CCRAS-SL.6 AWL: analyze</p> <p>CIM:</p>	Pre-Assessment	<p>Pre-Assessment: Performance Task (singing major, harmonic minor, chromatic scale, sight reading and aural test).</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 2 and ongoing	1,2, and 3	<p>Orchestra GPS: MHSIO.2 a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 3 and 4 on a scale of 1 to 6. b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. c. Demonstrate basic vibrato. d. Exhibit the ability to accurately tune respective instrument. e. Demonstrate the ability to shift to advanced positions (Violin/Viola -III position, Cell - II and IV position, Bass 1/2 - IV position.)</p> <p>MMSIO.3 a. Identify notes in the staff and on ledger lines of respective clef.</p> <p>CCGPS: CCRAS - SL.6 AWL: technique</p> <p>CIM: S1.6 Makes multiple representations of a single motive or theme using varied materials, instruments and approaches</p>	Sound Patterns	<p>Concepts/Skills: Notation Activities and Suggested Lesson: Warm-up techniques through technical exercises including scales and arpeggios. Basic vibrato, know where to use and what kind is best; Shifting position for: - III violin/viola; - thumb position/cello; Introduce shifting position for: - treble clef/cello; Perform slurs: 4,8, notes per bow. Review theory basics as applicable to repertoire: note values and rests, time signatures. Review sight reading skills. Apply concepts of tone production and note reading to appropriate repertoire and/or technical exercises.</p> <p>Resources (Performance repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 3 and ongoing	1,2 and 3	<p>Orchestra GPS:</p> <p>MHSIO.2</p> <p>f. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato.</p> <p>g. Utilize correct finger patterns in performing scales and repertoire in the major keys of D, G, C, A, F, Bb, and Eb, the minor keys of e, a,d, b, and c</p> <p>MHSIO.3</p> <p>b. Read and notate notes within the following key signatures: D G C A F Bb, Eb and the minor keys of e a d b and c.</p> <p>d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.</p> <p>CCGPS: CCRAS - R.4</p> <p>AWL: structure, interval</p> <p>CIM: S1.7 Mentally envisions, audiates, what cannot be directly observed, for example by depicting imaginary events, personal/social values, etc.</p>	Sound Patterns	<p>Concepts/Skills: Intervals</p> <p>Activities and Suggested Lesson:</p> <p>Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, pizzicato, harmonics (artificial); tringendo, glissando; ponticello; ricochet; rubato; and L' istesso tempo.</p> <p>Review standard patterns and basic intervals in sight reading e.g. tones/ semi-tones, triads, cadence patterns, diatonic and chromatic movement.</p> <p>Continue applying concepts of tone quality, posture, articulation, to selected repertoire.</p> <p>Review scales for finger patterns in D,G,C,A,F, Bb and Eb majors and Minors e a d b and c. (3 octaves)</p> <p>Identify keys with 3 flats and sharps and chromatic scale, two forms of minor;</p> <p>Identify patterns from notation containing trills turns, mordent.</p> <p>Resources (Performance repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 4 and ongoing	1,2, and 3	<p>Orchestra GPS: MHSIO.1 a. Demonstrate the ability to match pitch and adjust intonation in melodic and harmonic settings.</p> <p>MHSIO.3 c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, alle breve, and mixed meter. d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.</p> <p>CCGPS: CCRAS - R.4 AWL: duration</p> <p>CIM: S1.8 Recognizes that interpretation relies on context, combines clues from disparate contexts in music to generate unusual meaning</p>	Sound Patterns	<p>Concepts/Skills: major, minor and perfect intervals Activities and Suggested Lesson: Singing and playing: Pitch matching and intonation activities Read/Write: Sharp, flat, key, key signature, major/minor/chromatic scales. Write key signatures on staff notation. Play scale sections memorized with appropriate articulation and bowing. Apply tone production techniques, knowledge of sight reading, score reading, recognition of patterns, and expression/articulation to repertoire selections including vocabulary: -sfz, fp, rit., dim.; crescendo/decrescendo; andante; adagio; vivace; presto; subito; poco a poco; cantabile. Interpret: tremolo; spiccato; left hand pizz; tenuto; martele; colle sautille; cesura; marcato poc. Rit; and allegro. Interpret: harmonics (natural); sul tasto; piu mosso; maestoso; espressivo; and calando.</p> <p>In addition to Music Vocabulary Beginning level, add Intermediate Level Music Vocabulary (Performance Directions): a, alla, allargando, andantino, assai, con, col., dolce, espressivo, fp, giocoso, grave, grazioso, largo, maestoso, meno, molto, mosso, moto, non, piu, presto, senza, sf,sfz, simile, sostenuto, staccato, staccatissimo tenuto, vivace</p> <p>Resources (Performance repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 5 and ongoing	1,2, and 3	<p>Orchestra GPS: MMSIO.3</p> <p>a. Identify notes in the staff and on ledger lines of respective clef.</p> <p>b. Read and notate notes within the following key signatures: D G C A F Bb, Eb and the minor keys of e a d b and c.</p> <p>c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, alle breve, and mixed meter.</p> <p>d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.</p> <p>CCGPS: CCRAS - R.4 AWL: dynamic, categorize</p> <p>CIM: S1.5 Improvises in response to unanticipated insights, deviations or teacher-imposed constraints that reframe experience</p>	Elements of Music	<p>Concepts/Skills: Dynamics, Articulation, Tempo</p> <p>Activities and Suggested Lesson: Key signatures continued: singing, playing, writing dictation within the key. Review basic music vocabulary related to dynamics, meter, tempo, articulation. Identify through listening: p, mp,pp,f,mf,ff,sf,crescendo, diminuendo, duple or triple meter, presto, largo, accelerando, ritardando, accents, legato, staccato, tenuto, - sfz, fp, rit., dim.; - crescendo/decrescendo.</p> <p>In addition to Music Vocabulary Beginning add Intermediate level on Notation: meter phrase chord triad broken chord (arpeggio) semitone whole tone slur anacrusis</p> <p>Resources (Performance repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 6 and ongoing	1,2 and 3	<p>Orchestra GPS:</p> <p>MHSIO.2 h. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo.</p> <p>MMSIO.3 a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within the following key signatures: D G C A F Bb, Eb and the minor keys of e a d b and c. c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, alle breve, and mixed meter. d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature. e. Sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.</p> <p>CCGPS: CCRAS - R.4 AWL: structure, series</p> <p>CIM: S2.1 Explains how changing the aural language used in music also changes its meaning</p>	Elements of Music	<p>Concepts/Skills: Melody, rhythm</p> <p>Activities and Suggested Lesson: Sight reading more advanced diatonic and chromatic intervals. Utilize aural skills to match pitch, improve intonation, and sing and play with attention to ensemble balance and blend. Apply sight reading techniques to selections, e.g. sight reading rhythms, selected measures, etc. from repertoire.</p> <p>Resources (Performance repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 7 and ongoing	1,2, and 3	<p>Orchestra GPS:</p> <p>MHSIO.6 a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.</p> <p>MMSIO.3 a. Identify notes in the staff and on ledger lines of respective clef. b. Read and notate notes within the following key signatures: D G C A F Bb, Eb and the minor keys of e a d b and c. c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, 3/4, 2/4, 6/8, alle breve, and mixed meter. d. Recognize and execute symbols for dynamics, tempo, articulation and expression as used in corresponding literature.</p> <p>CCGPS: CCRAS - W.4 AWL: communicate</p> <p>CIM: S1.7 Mentally envisions, audiates, what cannot be directly observed, for example by depicting imaginary events, personal/social values, etc.</p>	Elements of Music	<p>Concepts/Skills: meter, rhythm, tonality, instrumentation</p> <p>Activities and Suggested Lesson: Review or introduce knowledge of pitch tendencies, harmonic responsibilities, tuning skills. Music theory and sight reading continued: advanced rhythmic patterns including dotted values, double dotted values, eighth rest and eighth note combinations, sixteenth note combinations, upbeats (anacrusis) in a variety of meters including mixed meter. Apply knowledge of tone production, posture, and music theory to performance and analysis of repertoire.</p> <p>Resources (Performance repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 8 and ongoing	1,2, and 3	<p>Orchestra GPS:</p> <p>MHSIO.1 c. Discuss the relationship between singing and quality tone production on a string instrument.</p> <p>MMSIO.7 c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style, and rhythm. d. Critique music performed by ensemble and make suggestions for improvement.</p> <p>CCGPS: CCRAS - W.6 AWL: composition, theme</p> <p>CIM: S2.3.2 Determining strategies and criteria for investigating topics artistically</p>	<p>Assessment (Fall Concert, All-State Auditions, Honor Groups)</p>	<p>Concepts/Skills: Performance Activities and Suggested Lesson: Review (basic theory, music vocabulary, sight reading, performance skills, interpretation, etc.) Apply knowledge of tone production, expression, phrasing, balance, blend, articulation, dynamics, etc. to repertoire selections. Listening/Evaluation: Compare and contrast various performances, live or recorded.</p> <p>Resources (Performance Repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 9	1,2, and 3	<p>Orchestra GPS: MHSIO.1a,c MHSIO.2a-h MHSIO.3a-e MHSIO.6a MHSIO.7c,d</p> <p>CCGPS: CCRAS - W.6 AWL: specify</p> <p>CIM: S2.3.2 Determining strategies and criteria for investigating topics artistically</p>	Assessment	<p>Concepts/Skills: Playing Technique and Music Theory Skills Activities and Suggested Lesson: Summative Assessment: Practical: individual/small group performance of -sight reading examples utilizing -rhythmic sight reading through clapping, chanting or tapping advanced and complex patterns in simple and compound meters. -demonstrating correct posture and playing technique. -Sections from selected repertoire for phrasing, intonation, tone, posture and other aspects taught. Written: Theory quiz Sight reading quiz Aural examples matching tone, note reading examples Listening critiques on music performed by ensemble Dictation (rhythmic and/or melodic) Resources:</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Quarter 2 Week 10 and ongoing	1,2, and 3	<p>Orchestra GPS:</p> <p>MHSIO.1 b. Demonstrate an understanding of phrasing through singing melodies.</p> <p>MMSIO.4 a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies.</p> <p>MHSIO.6 b. Identify melodic and harmonic material and phrase endings in given aural examples. c. Identify simple musical forms.</p> <p>CCGPS: CCRAS - W.1</p> <p>AWL: evaluate</p> <p>CIM: S2.2 Adapts and uses an aural language to connect one idea to other ideas using a range of strategies, such as aural analogy, narrative, symbolism, etc.</p>	Creative Thinking	<p>Concepts/Skills: Analysis; multiple interpretations; phrase manipulation.</p> <p>Activities and Suggested Lesson:</p> <p>Review tone quality, intonation, articulation through listening analysis. Listening: critical listening for discussion and paragraph writing to solo or ensemble recordings for style, interpretation, tone, dynamics, melody, harmony, rhythm, timbre, etc. Explain how the use of dynamics communicate the meaning of the music. Analyze/Evaluate a composition for applicable phrase and formal structure indicators. Analyze a composition for phrases: motives, phrase lengths, question/answer, echo, section, overall formal structure, etc. Create: multiple interpretations for a musical idea e.g. motive, phrase through rhythmic and/or melodic variation.</p> <p>Resources (Performance repertoire - QUARTER 2):</p> <p>Questioning Strategies:</p> <p>Five Core Questions for Creativity Development:</p> <ol style="list-style-type: none"> 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 11 and ongoing	1,2, and 3	<p>Orchestra GPS: MMSIO.4 a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C.</p> <p>MHSIO.5 b. Compose melodies for respective instrument in the keys of D, G and C.</p> <p>CCGPS: CCRAS-SL.6 AWL: generate</p> <p>CIM: S2.4 Develops interactive mindset by consciously forming provisional answers, testing, revising, testing, etc.</p>	Creative Thinking	<p>Concepts/Skills: Rhythmic and melodic patterns; repetition; segmentation; symmetry; balance; space; effects.</p> <p>Activities and Suggested Lesson: Dictation: rhythmic and melodic. Instrumental 8 measure improvisation during warm-ups or technical exercises using chord patterns. Composition: completing 8 measure rhythms (question/answer or echo statements) using traditional notation. Edit compositions for dynamics and articulation. Select dictation examples from the repertoire. Select improvisation examples from the repertoire. Select compositional activities based on rhythms or melodies from the repertoire.</p> <p>Resources (Performance repertoire): Questioning Strategies: Five Core Questions for Creativity Development: 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 12 and ongoing	1,2, and 3	<p>Orchestra GPS:</p> <p>MMSIO.4</p> <p>a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies.</p> <p>b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C.</p> <p>MHSIO.5</p> <p>b. Compose melodies for respective instrument in the keys of D, G and C.</p> <p>CCGPS: CCRAS - W.2a</p> <p>AWL: manipulate</p> <p>CIM: S2.5 Questions hierarchies of value and logic by critiquing and producing music works.</p>	Creative Thinking	<p>Concepts/Skills: Melodic Contour (shape); high/low; repetition; musical symbolism; ascending/descending</p> <p>Activities and Suggested Lesson:</p> <p>Listening: critique on listening examples while following score. Explain all the devices the composer uses to communicate performance directions.</p> <p>Instrumental improvisation during warm ups and repertoire performance using stepwise or chord patterns applying vibrato technique.</p> <p>Composition: completing melodies (question/answer or echo statements using mainly repetition and sequence) and more advanced rhythms noticing melodic contour (shape).</p> <p>Select dictation examples from the repertoire.</p> <p>Select improvisation examples from the repertoire.</p> <p>Select compositional activities based on rhythms or melodies from the repertoire.</p> <p>Resources (Performance repertoire):</p> <p>Questioning Strategies:</p> <p>Five Core Questions for Creativity Development:</p> <ol style="list-style-type: none"> 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 13 and ongoing	1,2, and 3	<p>Orchestra GPS:</p> <p>MHSIO.7</p> <p>a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly.</p> <p>b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.</p> <p>CCGPS: CCRAS - W. 2</p> <p>AWL: layer</p> <p>CIM: S3.2.3 Identifying personal rational (interests/passions)</p>	Structure	<p>Concepts/Skills: Harmonic Structure; Chord base; standard progressions</p> <p>Activities and Suggested Lesson:</p> <p>Listening: comparing and contrasting recordings of own performances.</p> <p>Record class performances.</p> <p>Analyze, evaluate and discuss recorded performances.</p> <p>Select chord patterns from repertoire for improvisation activities.</p> <p>In addition to Music Vocabulary for Beginning add Intermediate Level for Harmony:</p> <p>cadence</p> <p>consonance</p> <p>dissonance</p> <p>subdominant</p> <p>Resources:</p> <p>Questioning Strategies:</p> <p>Five Core Questions for Creativity Development:</p> <ol style="list-style-type: none"> 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 14 and ongoing	1,2, and 3	<p>Orchestra GPS: MMSIO.4 a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C.</p> <p>MHSIO.5 a. Create original rhythm patterns in 4/4 time. b. Compose melodies for respective instrument in the keys of D, G and C.</p> <p>CCGPS: CCRAS - R.3 AWL: correspond</p> <p>CIM: S3.2.4 Identifying preferred materials and working methods</p>	Structure	<p>Concepts/Skills: Sound and Silence Activities and Suggested Lesson: Compose and improvise soundscapes in the keys of D,G,C. Design a score in multiple parts or for two different instruments. Identify each part per instrument. Select a title for your composition. Using standard notation, quadruple meter, and eight measures compose or arrange a soundscape that will communicate the title and showcase each part adequately. Perform repertoire as a soundscape. Develop improvisatory activities from selected repertoire. Develop technical exercises and warm up activities from selected repertoire. Resources (Performance repertoire): <i>Sound and Silence: Classroom Projects in Creative Music</i> by John Paynter and Peter Aston</p> <p>Questioning Strategies: Five Core Questions for Creativity Development: 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 15 and ongoing	1,2, and 3	<p>Orchestra GPS: MHSIO.5 a. Create original rhythm patterns in 4/4 time. b. Compose melodies for respective instrument in the keys of D, G and C. c. Arrange the melody of a popular song for respective instrument.</p> <p>CCGPS: CCRAS - R.3 AWL: sequence, motive</p> <p>CIM: S3.2.3 Identifying personal rationale (interests/passions)</p>	Structure	<p>Concepts/Skills: Motive; repetition, sequence, augmentation, diminution, imitation, echo.</p> <p>Activities and Suggested Lesson: Composing scores using compositional devices such as repetition, sequence, augmentation, diminution and serial techniques. Compose melodic themes in contrasting styles (rhythmic and/or melodic). Design a score based on a selected melodic motive from performance repertoire. Demonstrate repetition, sequence, augmentation and diminution of this motive or over 16 measures. Evaluate the structure of melodic motives most successful for composition. Perform repertoire. Develop improvisatory activities from selected repertoire. Develop technical exercises and warm up activities from selected repertoire.</p> <p>In addition to Music Vocabulary Beginning add Intermediate Level for Compositional Devices: augmentation, diminution</p> <p>Resources (Performance repertoire): <i>New Sounds in Class</i> by George Self <i>Sound and Silence: Classroom Projects in Creative Music</i> by John Paynter and Peter Aston</p> <p>Questioning Strategies: Five Core Questions for Creativity Development: 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 16 and ongoing	1,2, and 3	<p>Orchestra GPS: MMSIO.4 a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C. MHSIO.5 a. Create original rhythm patterns in 4/4 time. b. Compose melodies for respective instrument in the keys of D, G and C. c. Arrange the melody of a popular song for respective instrument.</p> <p>CCGPS: CCRAS - W.2a AWL: framework</p> <p>CIM: S3.1 Reflects on portfolio and identifies patterns to revise or generate new work.</p>	Structure	<p>Concepts/Skills: Compositional devices: motivic development, ostinato</p> <p>Activities and Suggested Lesson: Improvise: Multipart performances using improvisational techniques such as rhythmic ostinati, pedal point, etc. Compose: Design a group composition using selected phrases from performance repertoire to demonstrate techniques including motivic development, ostinato, pedal point, body percussion, etc. Edit compositions for dynamics and articulations (phrases, staccato, accents, etc.) Arrange: Arrange and perform existing songs by making creative decisions regarding tempo, phrasing, dynamics, and justify those creative decisions. Listening: Cage, Stockhausen, Penderecki.</p> <p>Resources (Performance repertoire): Questioning Strategies: Five Core Questions for Creativity Development: 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 17 and ongoing	1,2, and 3	<p>Orchestra GPS: MMSIO.4 a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C. MHSIO.5 a. Create original rhythm patterns in 4/4 time. b. Compose melodies for respective instrument in the keys of D, G and C. c. Arrange the melody of a popular song for respective instrument. MMSIO.6 c. Identify simple musical forms.</p> <p>CCGPS: CCRAS - W.4 AWL: image</p> <p>CIM: S2.1 Explains how changing the aural language used in music also changes its meaning.</p>	<p>Assessment (Winter Concert, Honor Groups)</p>	<p>Concepts/Skills: Formal Structure; AB; ABA Activities and Suggested Lesson: Multipart performances using improvisational techniques such as rhythmic ostinati, drone bass, etc. Design a group composition using selected phrases from performance repertoire to demonstrate techniques including ostinato, drone bass, motivic development, formal structure AB or ABA, etc. Guided composition: creating melodies for sight reading. Compose: individual - 16 measure melody; class - compile a rhythmic composition in score layout. In addition to Music Vocabulary Beginning Level, Music Vocabulary Intermediate Level for Form: Rondo, Through Composed Resources: Questioning Strategies: Five Core Questions for Creativity Development: 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 18	1,2, and 3	<p>Orchestra GPS:</p> <p>MMSIO.4 a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C.</p> <p>MHSIO.5 a. Create original rhythm patterns in 4/4 time. b. Compose melodies for respective instrument in the keys of D, G and C. c. Arrange the melody of a popular song for respective instrument.</p> <p>MMSIO.6 c. Identify simple musical forms.</p> <p>CCGPS: CCRAS - W.4</p> <p>AWL: analogy</p> <p>CIM: S3.1 Reflects on portfolio and identifies patterns to revise or generate new work</p>	Assessment	<p>Concepts/Skills: formal structure (motive, measures, phrase lengths, AB/ABA)</p> <p>Activities and Suggested Lesson:</p> <p>Summative Assessment Practical (playing instrument individually or small group) Improvising short melodic phrases based on triads, pentachord, stepwise movement. Composing or improvising ostinati, chord based accompaniment, two part. Composing/improvising multi-measure advanced rhythmic patterns in simple and/or compound meters. Guided composition: creating melodies from a motive from the orchestra repertoire.</p> <p>Resources:</p> <p>Questioning Strategies:</p> <p>Five Core Questions for Creativity Development:</p> <ol style="list-style-type: none"> 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Quarter 3 Week 19 and ongoing	1,2, and 3	<p>Orchestra GPS: MHSIO.2</p> <ul style="list-style-type: none"> a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 3 and 4 on a scale of 1 to 6. b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. c. Demonstrate basic vibrato. d. Exhibit the ability to accurately tune respective instrument. e. Demonstrate the ability to shift to advanced positions (Violin/Viola -III position, Cell - II and IV position, Bass 1/2 - IV position.) <p>CCGPS: CCRAS - W.2d AWL: contrast</p> <p>CIM: S.2.1 Explains how changing the aural language used in music also changes its meaning</p>	Communication	<p>Concepts/Skills: Contrast through high/low; loud/soft; fast/slow; etc.</p> <p>Activities and Suggested Lesson: Performing: advanced bowing techniques, vibrato, advanced positions, including major and minor keys up to 5 sharps and flats. Score analysis: staves, multi-parts, accompaniment, dynamic structure, lyrical/dramatic contrasts, melodic contour contrasts, tempo changes, etc. Apply score reading and analytical strategies to selected repertoire.</p> <p>Resources (Performance repertoire - QUARTER 3): GMEA list</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 20 and ongoing		<p>Orchestra GPS:</p> <p>MHSIO.7</p> <p>a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly.</p> <p>b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.</p> <p>c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style, and rhythm.</p> <p>d. Critique music performed by ensemble and make suggestions for improvement.</p> <p>CCGPS: CCRAS - W.2d</p> <p>AWL: communicate</p> <p>CIM: S2.2 Adapts and uses an aural language to connect one idea to other ideas using a range of strategies, such as aural analogy, narrative, symbolism, etc.; seeks and employs sound and conceptual patterns to make connections</p>	Communication	<p>Concepts/Skills: Stylistic Interpretation through tone, blend, balance, dynamics, articulations, playing technique.</p> <p>Activities and Suggested Lesson:</p> <p>Critical listening: listening guides, listening maps, scores, critique, Q&A utilizing professional recordings or classroom recordings.</p> <p>Performance and listening: solo, ensemble and large group tone, blend and balance, melody, harmony, rhythm, timbre.</p> <p>Apply tone production skills.</p> <p>Apply listening skills.</p> <p>Oral or written evaluations of performances.</p> <p>Resources (Performance repertoire):</p> <p>Questioning Strategies:</p> <p>Five Core Questions for Creativity Development:</p> <ol style="list-style-type: none"> 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 21 and ongoing	1,2 and 3	<p>Orchestra GPS: MHSIO.9 a. Identify and compare performance styles of music learned in class.</p> <p>MMSIO.4 a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C.</p> <p>CCGPS: CCRAS - W.3e AWL: analyze, describe</p> <p>CIM: S2.2 Adapts and uses an aural language to connect one idea to other ideas using a range of strategies, such as aural analogy, narrative, symbolism, etc.; seeks and employs sound and conceptual patterns to make connections</p>	Communication	<p>Concepts/Skills: Interpretation Activities and Suggested Lesson: Aural training: utilizing theory and notation reading skills, combine listening and notational/compositional activities. Apply aural skills to selections from repertoire e.g. tonal memory, rhythmic memory, chromaticism, meter, tonality, etc. visually and aurally. Discuss/Explore: styles of music; expressivity and communicative qualities in music, elements of music and how their interpretation can represent a mood/story. Improvise: rhythmic and melodic phrases inspired by program or narrative. Resources (Performance repertoire):</p> <p>Questioning Strategies: Five Core Questions for Creativity Development:</p> <ol style="list-style-type: none"> 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 22 and ongoing	1,2, and 3	<p>Orchestra GPS: MHSIO.9 a. Identify and compare performance styles of music learned in class. b. Discuss characteristics of music from various societies and cultures.</p> <p>MMSIO.4 a. Play melodies by ear and provide rhythmic and melodic variations based on those melodies. b. Improvise simple melodies and harmonic accompaniments in the keys of D, G and C.</p> <p>CCGPS: CCRAS - W.1c AWL: modify</p> <p>CIM: S3.2.4 Identifying preferred styles and working methods</p>	Communication	<p>Concepts/Skills: Expressivity Activities and Suggested Lesson: Aural training: utilizing theory and notation reading skills, combine listening and notational/compositional activities. Apply aural skills to selections from repertoire e.g. tonal memory, rhythmic memory, chromaticism, meter, tonality, etc. visually and aurally. Discuss/Explore: styles of music; expressivity and communicative qualities in music, elements of music and how their interpretation can represent a mood/story. Improvise: rhythmic and melodic phrases inspired by program or narrative. Apply advanced sight reading skills to selections from repertoire, e.g. larger range, advanced playing techniques, more complex rhythms, irregular note groups, etc. Resources (Performance repertoire): Questioning Strategies: Five Core Questions for Creativity Development: 1) What more can you do? 2) Did you take a chance? 3) What else can you connect it to? (What more can you add?) 4) What is another way of doing it? Can it be better? 5) Are you letting your personality come through?</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 23 and ongoing	1,2 and 3	<p>Orchestra GPS:</p> <p>MMSIO.2 g. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo.</p> <p>MMSIO.7 a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrates ability to adjust accordingly. b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. c. Assess the quality of performance in tone, intonation, balance, dynamics, articulation, precision, style, and rhythm. d. Critique music performed by ensemble and make suggestions for improvement.</p> <p>CCGPS: CCRAS - SL.6 AWL: evaluate</p> <p>CIM: S3.2.5 Developing personal viewpoint/context for working (parameters based on beliefs, experiences, emotions, social awareness, personality, media. etc)</p>	Performance (GMEA LGPE)	<p>Concepts/Skills: Communication; expressivity through playing technique and tone.</p> <p>Activities and Suggested Lesson:</p> <p>Performance: etiquette, performance techniques, stage etiquette, posture and presence on stage, listening for blend and balance, following conducting techniques, audience etiquette. Evaluate: intonation, rhythm, tempos, tone, balance, dynamics, articulation, precision, style and make suggestions for improvement.</p> <p>Resources (Performance repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 24 and ongoing	1,2, and 3	<p>Orchestra GPS: MHSIO.8 a. Explain how music contributes to a well rounded education.</p> <p>MHSIO.9 a. Identify and compare performance styles of music learned in class. b. Discuss characteristics of music from various societies and cultures.</p> <p>CCGPS: CCRAS - W. 2a AWL: concise, expository</p> <p>CIM: S2.1 Explains how changing the aural language used in music also changes its meaning</p>	Cultural and Historical Contexts	<p>Concepts/Skills: rhythm, tempo, meter, duple and compound time as applied to different styles and genre</p> <p>Activities and Suggested Lesson: Explore performance repertoire of diverse cultures, historical periods, and styles through analytical, theoretical, and listening activities</p> <p>Resources:</p>
Week 25 and ongoing	1,2, and 3	<p>Orchestra GPS: MHSIO.8 a. Explain how music contributes to a well rounded education. b. Establish awareness that all subjects are related to music.</p> <p>CCGPS: CCRAS - W.2a AWL: image</p> <p>CIM: S2.1 Explains how changing the aural language used in music also changes its meaning</p>	Cultural and Historical Contexts	<p>Concepts/Skills: rhythm, melody, tempo, dynamics, balance, blend, style, and differences and similarities in contextual meaning of common terms used in music, art, dance, drama and other subjects.</p> <p>Activities and Suggested Lesson: Listening, playing, visual and creative activities: explore concepts e.g. form, structure, color, texture, contour, etc. in music, visual art, dance, drama.</p> <p>Resources:</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 26 and ongoing		<p>Orchestra GPS: MHSIO.9 a. Identify and compare performance styles of music learned in class. b. Discuss characteristics of music from various societies and cultures. c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p> <p>CCGPS: CCRAS - R.4 AWL: evidence, evaluate</p> <p>CIM: S2.1 Explains how changing the aural language used in music also changes its meaning</p>	Cultural and Historical Contexts	<p>Concepts/Skills: rhythm, melody, tempo, dynamics, balance, blend, style, and differences and similarities in contextual meaning of common terms used in music, art, dance, drama.</p> <p>Activities and Suggested Lesson: Through listening, playing, visual and creative activities explore concepts e.g. form, structure, color, texture, contour, expression, symmetry, interpretation, harmony, patterns, texts, lyrics, meter, wave, sound production, timbre, physiology, anatomy, technology, history, culture, etc. of music from various societies and cultures.</p> <p>Resources:</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 27	1,2, and 3	<p>Orchestra GPS: multiple</p> <p>CCGPS: CCRAS-W.2 AWL: evaluate, evidence</p> <p>CIM: S3.1 Reflects on portfolio and identifies patterns to revise or generate new work</p>	Assessment	<p>Concepts/Skills: Notation</p> <p>Activities and Suggested Lesson:</p> <p>Summative Assessment</p> <p>Practical:</p> <p>Perform repertoire selections</p> <p>Sight reading</p> <p>Improvisation</p> <p>Performing technical work, e.g. scales, arpeggios, etc. on instruments</p> <p>Written:</p> <p>Dictation</p> <p>Theory quiz</p> <p>Listening activity</p> <p>Score analysis</p> <p>Composition on a given motive</p> <p>Resources:</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Quarter 4 Week 28 and ongoing		<p>Orchestra GPS: MHSIO.9 a. Identify and compare performance styles of music learned in class. b. Discuss characteristics of music from various societies and cultures. c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p> <p>CCGPS: CCRAS - SL.5 AWL: characterization, generalize</p> <p>CIM: S3.2.5 Developing personal viewpoint/context for working (parameters based on beliefs, experiences, emotions, social awareness, personality traits, media, etc.)</p>	Cultural and Historical Contexts	<p>Concepts/Skills: Genre: Baroque and Classicism Activities and Suggested Lesson: Introduce focus genre, e.g. Baroque and Classicism Develop basic vocabulary: Color/Timbre; Movement/Contour; Form-binary, ternary, rondo, cyclical, through composed; Texture: monophonic, homophonic, polyphonic, Harmony: diatonic, chromatic, tonal, atonal, triads, quartads; Compositional Devices: pattern, repetition, sequence, inversion, retrograde, augmentation, diminution, tone row. Style Periods: Baroque, Classical Introductory activities, listening list, and performance repertoire, etc. Develop a comparative chart of characteristics to relate this genre to visual, dance or theatre arts. Develop activities, e.g. creative, performing, listening, improvisatory, etc. to explore the historical and musical context of the focus genre. Resources (QUARTER 4): Roger Kamien: Music, An Appreciation (McGraw-Hill)</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 29 and ongoing		<p>Orchestra GPS: MHSIO.9</p> <ul style="list-style-type: none"> a. Identify and compare performance styles of music learned in class. b. Discuss characteristics of music from various societies and cultures. c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. <p>CCGPS: CCRAS - SL.5 AWL: point of view, inference</p> <p>CIM: S3.2.5 Developing personal viewpoint/context for working (parameters based on beliefs, experiences, emotions, social awareness, personality traits, media, etc.)</p>	Cultural and Historical Contexts	<p>Concepts/Skills: Genre: Baroque and Classicism</p> <p>Activities and Suggested Lesson: Listening selections based on focus genre: analyze, describe through discussion and writing regarding relationships between arts, personal meaning, relating selections to theory, vocabulary and music reading and writing skills including literature, instruments, notations, etc. Develop a set of criteria to analyze the selected genre. Teacher selected examples of melodic or rhythmic motives from a representative piece in the selected genre to serve as theme for student composition. Composition/improvisation and performance activities within the focus genre.</p> <p>Resources (Performance repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 30 and ongoing		<p>Orchestra GPS: MHSIO.9 a. Identify and compare performance styles of music learned in class. b. Discuss characteristics of music from various societies and cultures. c. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.</p> <p>CCGPS: CCRAS - SL.6 AWL: stereotype, style</p> <p>CIM: S1.8 Recognizes that interpretation relies on context (the implicit and explicit cues/clues that suggest how we should assign meaning to something); combines cues/clues from disparate contexts in music to generate unusual meaning</p>	Cultural and Historical Contexts	<p>Concepts/Skills: Genre: Baroque and Classicism Activities and Suggested Lesson: Listening selections based on the historical period of the focus genre: discuss, describe, research composer, historical/social context, lyrics, world events, etc. Develop a timeline to explain this genre's place in history/world events. Develop a discography, repertoire list and/or listening list of this genre.</p> <p>Resources (Performance repertoire):</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 31 and ongoing	1,2, and 3	<p>Orchestra GPS: MHSIO.2</p> <ul style="list-style-type: none"> a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 3 and 4 on a scale of 1 to 6. b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. c. Demonstrate basic vibrato. d. Exhibit the ability to accurately tune respective instrument. e. Demonstrate the ability to shift to advanced positions (Violin/Viola -III position, Cell - II and IV position, Bass 1/2 - IV position.) g. Utilize correct finger patterns in performing scales and repertoire in the major keys of D G C A F Bb and Eb and the minor keys of e a d b and c. <p>CCGPS: CCRAS-SL.6 AWL: Analyze, evaluate, image</p> <p>CIM: S2.2 Adapts and uses an aural language to connect one idea to other ideas using a range of strategies, such as aural analogy, narrative, symbolism, etc.; seeks and employs sound and conceptual patterns to make connections</p>	Review	<p>Concepts/Skills: Review and practice for Post-Assessment</p> <p>Activities and Suggested Lesson: Review, rehearse and practice technical skills e.g. scales, sight reading. Continue to develop listening skills through aural training activities.</p> <p>Resources:</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 32 and ongoing	1,2, and 3	<p>Orchestra GPS: MHSIO.2 a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 3 and 4 on a scale of 1 to 6. b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. c. Demonstrate basic vibrato. d. Exhibit the ability to accurately tune respective instrument. e. Demonstrate the ability to shift to advanced positions (Violin/Viola -III position, Cell - II and IV position, Bass 1/2 - IV position.) g. Utilize correct finger patterns in performing scales and repertoire in the major keys of D G C A F Bb and Eb and the minor keys of e a d b and c.</p> <p>CCGPS: CCRAS - R.2 AWL: theme, motive</p> <p>CIM: S2.3.1 Identifying ambiguous, indeterminate, conceptually or emotionally dissonant topics as themes for music works;</p>	Review	<p>Concepts/Skills: Review and practice for Post-Assessment Activities and Suggested Lesson: Review, rehearse and practice technical skills e.g. scales, sight reading. Continue to develop listening skills through aural training activities.</p> <p>Resources:</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 33 and ongoing	1	<p>Orchestra GPS: MHSIO.2</p> <ul style="list-style-type: none"> a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 3 and 4 on a scale of 1 to 6. b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. c. Demonstrate basic vibrato. d. Exhibit the ability to accurately tune respective instrument. e. Demonstrate the ability to shift to advanced positions (Violin/Viola -III position, Cell - II and IV position, Bass 1/2 - IV position.) g. Utilize correct finger patterns in performing scales and repertoire in the major keys of D G C A F Bb and Eb and the minor keys of e a d b and c. <p>CCGPS: CCRAS-SL.6 AWL: Analyze, evaluate, image</p> <p>CIM: S2.3.2 Determining strategies and criteria for investigating them artistically</p>	Post-Assessment	<p>Concepts/Skills: Scales (Post-Assessment)</p> <p>Activities and Suggested Lesson: Individual assessment of major, harmonic minor and chromatic scale playing</p> <p>Resources (Performance repertoire): Post-Assessment packet</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 34 and ongoing	2	<p>Orchestra GPS:</p> <p>MHSIO.2</p> <ul style="list-style-type: none"> a. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of 3 and 4 on a scale of 1 to 6. b. Demonstrate correct left hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. c. Demonstrate basic vibrato. d. Exhibit the ability to accurately tune respective instrument. e. Demonstrate the ability to shift to advanced positions (Violin/Viola -III position, Cell - II and IV position, Bass 1/2 - IV position.) <p>MHSIO.3</p> <ul style="list-style-type: none"> e. Sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6. <p>CCGPS: CCRAS-SL.6</p> <p>AWL: elaborate, evidence</p> <p>CIM: S2.4 Develops iterative mindset by consciously forming provisional answers, testing, revising, testing, etc.</p>	Post-Assessment	<p>Concepts/Skills: Sight Reading (Post-Assessment)</p> <p>Activities and Suggested Lesson:</p> <p>Resources:</p> <p>Post-Assessment packet</p>

ATLANTA PUBLIC SCHOOLS

Scope and Sequence

High School Intermediate Orchestra

Week	SLO Alignment	GPS and CCGPS Alignment	Unit Theme	Concepts, Skills, Activities
Week 35 and ongoing	3	<p>Orchestra GPS: multiple</p> <p>CCGPS: CCRAS - W.2 AWL: interact, conceptual</p> <p>CIM: S2.5 Questions hierarchies of value and logic by critiquing and producing music works.</p>	Post-Assessment	<p>POST-ASSESSMENT: Aural Test (Post-Assessment)</p> <p>Activities and Suggested Lesson: Finalize Post-Assessment</p> <p>Resources: Post-Assessment packet</p>
Week 36	1,2 and 3	<p>Orchestra GPS: multiple</p> <p>CCGPS: CCRAS - SL.6 AWL: evaluate, evidence</p> <p>CIM:</p>	Internal Post-Assessment	<p>Concepts/Skills: The Language of Music</p> <p>Activities and Suggested Lesson: Summative assessment Practical: Public performance (Spring Concert) Listening responses Improvisation activities Written: Score analysis Quiz Listening critique Socio/historic projects or research reports</p>