<table>
<thead>
<tr>
<th>AHSGE OBJ. #</th>
<th>Applied Assessment</th>
<th>COS #</th>
<th>WEEK</th>
<th>Standards/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>RS 1.3</td>
<td>Teacher Observation</td>
<td>Level I Standard 1, Level II Standard 1,2, Level III Standard 1,2,3, Level IV Standard 1,2</td>
<td>Week 1</td>
<td>• Demonstrate appropriate care of personal instrument.</td>
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<td>• Demonstrate the components necessary for characteristic tone quality.</td>
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<td></td>
<td>Written Evaluation</td>
<td>Level I Standard 2,9 Level II Standard 14</td>
<td>Week 2</td>
<td>• Sight reading unison literature.</td>
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<td></td>
<td>Playing Test</td>
<td></td>
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<td>• Identify order of flats and sharps.</td>
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<td>Teacher Observation</td>
<td>Level I Standard 3,4 Level II Standard 5,15 Level III Standard 6,7</td>
<td>Week 3</td>
<td>• Perform major scales, arpeggios, Concert Bb chromatic, and rudiments.</td>
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<td>• Demonstrate correct fingerings for all notes in the practical range of personal instruments.</td>
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<td>• Demonstrate construction of a major scale using the whole step-half step pattern.</td>
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<td>Teacher Observation</td>
<td>Level II Standard 3, Level III Standard 4</td>
<td>Week 4 Aug</td>
<td>• Demonstrate adjustment of pitch on personal instrument while playing within the ensemble.</td>
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<td>• Demonstrate proper balance when playing in an ensemble.</td>
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<td>Performance Evaluation</td>
<td>Level II Standard 4, Level III Standard 5</td>
<td>Week 5</td>
<td>• Demonstrate building and tapering phrases on personal instruments.</td>
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<td>• Demonstrate choices of breathing places in a manner that prevents breaking a phrase.</td>
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<td>Aural Skills Test</td>
<td>Level II Standard 6, Level III Standard 3, Level IV Standard 4</td>
<td>Week 6</td>
<td>• Demonstrate proper intonation during crescendo and decrescendo passages.</td>
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<td>• Identify characteristically out of tune notes.</td>
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<td>• Demonstrate a combination of mature tone, good pitch center, and proper balance when performing as a member of a group.</td>
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<td>Week 7</td>
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<td>AHSGE</td>
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<td>LS 1.1</td>
<td>Teacher Observation</td>
<td>Level I Standard 6,8 Level II Standard 8 Level III Standard 10 Level IV Standard 6</td>
<td>Week 8</td>
<td>• Critique live and/or videotaped performances with respect to tone quality, dynamic contrast, and articulation.</td>
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<tr>
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<td>Written Evaluation</td>
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<td>• Demonstrate conducting patterns of four, three, and two beats per measure; entrance cues; and cutoffs.</td>
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</tbody>
</table>
| LS 5.1 | Teacher Observation | Level I Standard 7 Level II Standard 6 | Week 9 | • Sight read Grade II literature.  
• Identify characteristics of various forms of musical compositions. |
| MS 5.1 | Written Evaluation Teacher Observation | Week 10 | Individual Performance Assessment  
**Level I** students will complete intonation chart that spans one octave in the middle range of the instrument.  
**Level II** students will complete intonation chart that spans two octaves of the instrument.  
**Level III** students will complete intonation chart that spans the range of the instrument.  
**Level IV** students will complete an intonation chart that spans the range of the instrument.  
*Use Grading Rubric Provided
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<th>AHSG E OBJ. #</th>
<th>Performance Assessment/ Applied Assessment</th>
<th>COS #</th>
<th>WEEK</th>
<th>Standards/Objectives</th>
<th>Dates: Taught</th>
<th>Tested</th>
</tr>
</thead>
</table>
| Aural Skills Test  
Teacher Observation | Level I Standard 1, 10  
Level II Standard 1, 7  
Level III Standard 1  
Level IV Standard 1 | Level I Standard 1, 3, 10  
Level II Standard 1, 7  
Level III Standard 1  
Level IV Standard 1 | Week 11 | • Produce characteristic tone quality in all registers.  
• Identify the size of the interval between two given notes.  
• Demonstrate performance of scales and arpeggios.  
• Demonstrate alternate fingerings within the practical range of personal instruments. |  |  |
| RS 4.4 Written Evaluation | Level I Standard 13  
Level II Standard 9 | Level II Standard 2, 4, 8, 14 | Week 12 | • Define the elements of music, including melody, rhythm, form, timbre, harmony, and texture.  
• Explain the musical elements used to evoke feelings and emotions with a given instrument. |  |  |
| Teacher Observation | Level II Standard 2, 4, 8, 14  
Level III Standard 2, 4, 8, 14 | Week 13 | • Sight-read Grade II and III literature.  
• Demonstrate trill fingerings for all notes within the practical range of the instrument.  
• Continue rehearsal of performing within a balanced sound.  
• Demonstrate appropriate maintenance of a personal instrument, including checking adjustment screws, examining conditions of pads and corks, and replacing strings. |  |  |
| Teacher Observation | Level II Standard 11  
Level III Standard 9 | Level II Standard 11  
Level III Standard 9 | Week 14 | • Demonstrate a conducting pattern of six beats per measure, entrance cues, and cut offs.  
• Demonstrate compositional skills by performing an eight measure melody based on a diatonic scale, including dynamic and tempo changes. |  |  |
| Written Evaluation | Level II Standard 12  
Level III Standard 11 | Level II Standard 12  
Level III Standard 11 | Week 15 | • Notate from aural dictation rhythms including half notes, quarter notes, and eighth notes.  
• Notate from aural dictation rhythms including sixteenth note rhythms. |  |  |
| Written Evaluation | Level II Standard 16  
Level III Standard 12 | Level II Standard 16  
Level III Standard 12 | Week 16 | • Name all the pitches of the grand staff.  
• Construct ascending intervals from a given pitch. |  |  |
| RS 2.2 Written Evaluation  
Teacher Observation | Level II Standard 2, 13  
Level III Standard 2 | Level II Standard 2, 13  
Level III Standard 2 | Week 17 | • Discuss the importance of instrumental music in other cultures.  
• Continued sight reading of Level II and III literature. |  |  |
|  |  | Week 18 | AHSGE |  |  |
| RS 2.1, 2.2 | Verbal Feedback | Level I Standard 13 Level II Standard 10 | Week 19 | *Identify various composers and stylistic periods of music.*
|             |                |                                     |        | *List professional artists who play the same instrument as the student.*
|             |                |                                     |        | *Describe the relationship between music and society.*

| Performance Test | Week 20 | *Individual Performance Assessment*
|                 |         | **Level I** students will perform 6 major scales (Concert Bb, Eb, Ab, C, G, D) and related arpeggios. Also, Bb Concert Chromatic. Strings=Concert C to C. Percussion-5 stroke and 9 stroke roll, flam, single paradiddle, and flamacue.
|                 |         | **Level II** wind and percussion students will perform 8 major scales with related arpeggios (Concert C, F, Bb, Eb, Ab, G, D, A) Flutes and clarinets two octaves. Also, the Bb Concert chromatic. Strings must perform C, G, A, D, F and related arpeggios. Percussion rudiments are 5, 7, and 9 stroke rolls, flams, flam accent, flam paradiddle, flamacue, ruff, single and double paradiddles, and controlled open rolls for a snare drum.
|                 |         | **Level III** wind and percussion students will perform 10 major scales with related arpeggios (Concert C, F, Bb, Eb, Ab, Db, G, D, and A) Flute and Clarinet perform two octaves. Also the A melodic minor scale, and Bb Concert chromatic. Percussion 5, 7, 9, 11, 13, and 17 stroke rolls, flam, flam accent, flam paradiddle, flamacue, ruff, single drag, double drag, single and double paradiddle, single ratamcuce, triple ratamcuce, and controlled long rolls at all dynamic levels for percussion. Chromatic scale over the practical range of the instrument.
|                 |         | **Level IV** wind and percussion students will perform all 12 major scales with related arpeggios (C, F, Bb, Eb, Ab, Db, Gb, G, D, A, E, B), the A melodic minor, C harmonic minor, and the Bb concert chromatic. Flute, Clarinet, and Strings must perform two octaves. Percussion will perform the 5, 7, 9, 11, 13, and 17 stroke rolls, flam, flam accent, flam paradiddle, flamacue, ruff, single drag, double drag, single and double paradiddle, single ratamcuce, triple ratamcuce, and controlled long rolls at all dynamic levels for percussion.

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