**Week at Glance**

**Subject: High School Orchestra Course: High School Orchestra Grade:**9-12 **Date: 8/11/2025**

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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):** [x]  **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 a A melodic minor scale and arpeggio | …play a a melodic minor scale and arpeggio with a standard fingering.…explain why scales are important.  | Play video of Vivaldi Concerto in a minor RV522 [Vivaldi Video](https://www.google.com/search?q=Vivaldi+Concerto+in+a+minor+RV+522&rlz=1C5CHFA_enUS997US997&oq=Vivaldi+Concerto+in+a+minor+RV+522&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIICAEQABgWGB4yCAgCEAAYFhgeMgcIAxAAGO8FMgcIBBAAGO8FMgcIBRAAGO8FMgcIBhAAGO8FMgYIBxBFGDzSAQkxMzUxN2owajeoAgCwAgA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:1d4713e5,vid:VbFv0PXKbQ4,st:0)*Assessment:* How are scales used in the primary motif of this piece? | 1. Play A melodic minor scale for finger pattern
2. Play A melodic minor arpeggio for finger pattern.
3. Isolate each part of the scale that shifts and practice the shift to play standard finger pattern.
4. Play 1st excerpt for intonation and finger pattern.
 | Instrument maintenance*Assessment: Ticket-out-the-door:* Fill in the finger pattern chart for a melodic minor scale (ascending & descending). Blank Fingering Chart:[https://1drv.ms/w/s!Al8-mkulRvvzgz4RCSJIJyfn4eeH](https://1drv.ms/w/s%21Al8-mkulRvvzgz4RCSJIJyfn4eeH) | Vocabulary Word Wall: motif, scale, arpeggio, ascend. descend |
| **Tuesday** | …how to use my bow to play with characteristic tone  | …play in third position and discuss the usage of my bow. | 1.Play A melodic minor scale for finger pattern | 1.Play A melodic minor scale for finger pattern2.Play A melodic minor arpeggio for finger pattern.3.Isolate each part of the scale that shifts and practice the shift to play standard finger pattern.4.Play 1st excerpt for intonation and finger pattern. | Instrument maintenance*Assessment:* Ask students to play assigned portion of scale on top string  | Reading of lyrics of My Wild Irish Rose |
| **Wednesday** | …the finger pattern of G major and g minor in third position.  | …play in tune in G Major and g minor. | 1. Play A melodic minor scale and arpeggio.
2. *Assessment:* Observation shout-out
 |  1. Play A melodic minor scale and arpeggio
2. Play Vivaldi Excerpt #1 for bow placement, bow speed/bow distribution
 | Make a list of what you can do to improve your shifting to third position. | Writing list to check for understanding of the elements of a waltz |
| **Thursday** | …playing major scales and arpeggios with correct finger patterns | …play a G major scale and arpeggio with a standard fingering.…play Third Positio0n Etude with characteristic bowing | 1.Review shifting.2.Play video of shifting<https://youtu.be/fWeDnXw2QbU?si=c8TAEuYwGd3tjPbi>3.Review scale and arpeggio | Play quizzes on A melodic minor scale and arpeggio..*Assessment:* Performance rubric, self-assessment, and peer assessment[https://1drv.ms/w/s!Al8-mkulRvvzg0EF7pU9JTM8Gsio](https://1drv.ms/w/s%21Al8-mkulRvvzg0EF7pU9JTM8Gsio) | Discussion of peer assessment of performances | Peer and self-assessment rubrics using content-appropriate (music) vocabulary |
| **Friday** | …playing 3 different forms of minor scales (natural, melodic, and harmonic) with the correct finger pattern | …play the correct finger pattern in melodic minor scales (ascending) | 1. Review minor scales

<https://youtu.be/a34qYxvRtJU>1. *Assessment:* Have students write down the pitches of a g melodic minor scale
 | 1. Play a melodic minor scale (ascending)
2. Play audition excerpt at EN=60 for intonation in shifting
3. Play audition excerpt at EN=70 for intonation in shifting
 | Students will reflect on progress of the week and set goals for next week on practice log | Practice log reflection and goal setting.  |

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

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