**Week at Glance**

**Subject: High School Orchestra Course: High School Orchestra Grade:**9-12 **Date: 8/25/2025**

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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 a G major and g minor scale and arpeggio | …play a G major and g minor scale and arpeggio with a standard fingering.  …explain why scales are important. | Play Robert McCashin Fandango video and discuss characteristics in the music.  <https://www.jwpepper.com/sheet-music/search.jsp?keywords=Robert+D.+McCashin&perPage=12&pageview=list-view&srsltid=AfmBOop_DbJy40CKbpteBU5EObbtV9M7A-Et50mw8u_3sgiq-H7Qyxvq> | 1. Play A melodic minor scale and arpeggio. 2. Isolate each part of the scale that shifts and practice the shift to play standard finger pattern. 3. Play quiz on A melodic minor scale   *Assessment:* Performance rubric, self-assessment, and peer assessment  <https://1drv.ms/w/s!Al8-mkulRvvzg0EF7pU9JTM8Gsio> | Instrument maintenance  *Assessment: Ticket-out-the-door:* Fill in the finger pattern chart for a g minor scale.  Blank Fingering Chart:  <https://1drv.ms/w/s!Al8-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 2. Play excerpts for intonation, rhythm, and tempo. | 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 D major. | …play in tune in D Major scale | 1. Play D major scale | 1. Play D major scale and arpeggio for finger pattern. 2. Play Johnny for rhythm 3. Play Fandango & Bouree for intonation | 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 | 1. Play D major scale and arpeggio for finger pattern. 2. Play Bouree & Sleeping Beauty Waltz for intonation & bowing. 3. Play Johnny for rhythm. | 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 D major scale | 1. Introduce key signatures and associated finger patterns   <https://youtu.be/M6588OmxV6Q?si=Uqnh4JdVsqMCGcRc>  Fill in the finger pattern chart for a g minor scale.  Blank Fingering Chart:  <https://1drv.ms/w/s!Al8-mkulRvvzgz4RCSJIJyfn4eeH> | 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\_\_\_\_\_\_\_\_\_