

Cocalico School District
Year-at-a-Glance - Curriculum Overview

Department: Music

Course: Applied Music Performance II

Grade Level: 9-12

Big Ideas

- The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.
- Artists use tools and resources as well as their own experiences to create art.
- The arts provide a medium to understand and exchange ideas.
- People have expressed experiences and ideas through the arts throughout time and across cultures.
- There are formal and informal processes used to assess the quality of works in the arts.
- People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

Units of Study	% of Course Time	Textbooks & Supplemental Materials	Assessments	Standards Addressed
Performing – Interpreting Playing Technique Interpreting Music Notation	50%	<ul style="list-style-type: none"> • Schoology, SmartMusic, Sheet Music, guitars / pianos 	<ul style="list-style-type: none"> • Rhythm reading and dictation 	<ul style="list-style-type: none"> • 9.1.12.A-C • 9.1.12.G • 9.1.12.K
Performing – Rehearsing, Evaluating, Refining, and Presenting Solo Performance Skills Ensemble Performance Skills	40%	<ul style="list-style-type: none"> • Schoology, SmartMusic, Sheet Music, guitars / pianos 	<ul style="list-style-type: none"> • Informal and formal progress monitoring and repertoire journals 	<ul style="list-style-type: none"> • 9.1.12.A-D • 9.1.12.G
Responding Selecting, Analyzing, and Describing Music Interpreting and Evaluating	10%	<ul style="list-style-type: none"> • Schoology, laptops, earbuds, stereo system, Bluetooth speakers 	<ul style="list-style-type: none"> • Daily listening experiences, listening critiques, performance critiques 	<ul style="list-style-type: none"> • 9.2.12.A-D • 9.2.12.F • 9.2.12.L • 9.3.12.A-C • 9.3.12.G



Eagle P.A.C.T. Course Connections:

Students in this course work to identify strengths and weaknesses in their playing and singing techniques to make regular improvements, offer constructive critiques of self and peers, and perform in a variety of ensemble experiences.