**Semester 1: Improvisation**
Classical Improvisation: Improv based on three Classical pieces. Ornamentation in Canadian Regional Fiddling Traditions.

**Semester 2: The Human Jukebox Project**
"?” Piece: Solo and Ensemble Project Piece or collaborative arrangement of a tune of your choice.

Collaborate to create a Jukebox performance.

**Jukebox Performance Opportunities:**
Fine Arts Week Performances at OHS
Pre-Show, May Orchestra Concert Performance
A TBD OHS venue or event-your choice!

**Make it your Final Project too!**
Create your own performance in the Oregon community.
Film and Present at the end of the year to count as your Final Orchestra Project.
Human Jukebox Timeline:

**Semester 1:**
Classical Improv Pieces.
Canadian Fiddle Tunes, with ornaments.

**Semester 2:**
? Tune and/or Solo and Ensemble Piece
Human Jukebox Performance

**Learning Target 1:** I can create ideas for melodies and different rhythmic passages based on characteristics of the classical pieces studied in small group learning.

**Learning Target 2:** I can exhibit an understanding of the two-way relationship between music and people of various cultures, ethnicities, locales and eras through an exploration of Canadian Fiddle Traditions and styles.

**Learning Target 3a:** I can collaborate to create an arrangement of a tune for my Human Jukebox performance.
OR
**Learning Target 3b:** I can research, study and perform chamber music and/or solo repertoire. (Solo and Ensemble)

**Learning Target 4:** I can develop strategies to perform a varied repertoire of music as a “Human Jukebox”. I can evaluate the success of these strategies using feedback from ensemble peers and other sources to refine performances.

**Small Group Learning (SGL)- Project Grading-(200 points)**

**Semester 1: 100 points**
Learning Target 1: Be able to perform “in the style of” a Classical piece of music. (50 points)

Learning Target 2: Be able to perform by a Canadian Fiddle Tune with ornaments. (50 points)

**Semester 2: 100 points**
Learning Target 3a/3b: Create an arrangement of a tune or solo and ensemble piece. (50 points)

Learning Target 4: Jukebox Performance (50 points)
Unit 1: Improvisation based on three Classical pieces.

MU:Cr1.1.E.5a, MU:Cr1.1.E.8a, MU:Cr1.1.E.1a, MU:Cr1.1.E.IIa, MU:Cr1.1.E.IIIa,

Learning Target Presented to students: I can create ideas for melodies and different rhythmic passages based on characteristics of the classical pieces studied in small group learning.

Strand: Creating
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Process Component: I (Imagine)
E=Ensemble
Level= 5, 8 I, II and III
Process Component: a

Learning Target 1:
Novice: I can compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of the classical pieces studied in small group learning.

Intermediate: I can compose and improvise ideas for melodies and rhythmic passages based on characteristics of the classical pieces studied in small group learning.

Proficient: I can compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of classical music pieces from a variety of historical periods studied in small group learning.

Accomplished: I can compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristics of music from a variety of cultures reflected in the classical pieces studied in small group learning.

Advanced: I can compose and improvise musical ideas for a variety of purposes and contexts.

Assessment(s):
1. Students make a recording in October and January. Teacher evaluates using a rubric.
2. Jukebox Performance

Pieces and Composers Studied:
1. Canon in D, Pachelbel
2. Habanera from Carmen, Bizet
3. Echorus, Glass
Unit 2: Canadian Fiddle Traditions and Styles.

Learning Target Presented to students: I can exhibit an understanding of the two-way relationship between music and people of various cultures, ethnicities, locales and eras through an exploration of musical and extra-musical components.

Strand: Connecting
Common Anchor #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Process Component: Broaden-relate musical ideas and works to varied contexts and daily life to deepen understanding.
E=Ensemble

Learning Target 2: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.

MU:CN11.1.E.5c-WI
MU:CN11.1.E.8c-WI
MU:CN11.1.E.1c-WI
MU:CN11.1.E.1lc-WI
MU:CN11.1.E.1llc-WI

Assessment(s):
1. Students make a recording in October and January. Teacher evaluates using a rubric.
2. Jukebox Performance

Pieces and Regional Styles Studied:
1. Metis Fiddle Style: Jonah’s First Change
2. Old-time Canadian Fiddle Style: Andy’s Jig
3. French Canadian Fiddle Style: Waltz Quadrille
4. Cape Breton Fiddle Style: Memories of Father Charles MacDonald
Unit 3: Collaborative arrangement of a “?” tune
MU:Cr3.2.E.5a, MU:Cr3.2.E.8a, MU:Cr3.2.E.1a, MU:Cr3.2.E.lla, MU:Cr3.2.E.lla, MU:Cr3.2.E.lla,

Strand: Creating
Common Anchor #3: Refine and complete artistic work.
Process Component: Present-Share creative musical work that conveys intent, demonstrates craftmanship, and exhibits originality.
E=Ensemble
Level: 5a, 8a, 1a, 1la, 1lla

Learning Target Presented to students: I can collaborate to develop an arrangement of a tune for my Human Jukebox project.

Learning Target 3:

Novice: Share personally-developed melodic and rhythmic ideas or motives-individually or as an ensemble-that demonstrate understanding of a characteristic. MU:Cr3.2.E.5a

Intermediate: Share personally-developed melodic and rhythmic passages-individually or as an ensemble- that demonstrate understanding of characteristics of music or texts studied in rehearsal. MU:Cr3.2.E.8a

Proficient: Share personally-developed melodic and rhythmic passages, and arrangements-individually or as an ensemble- that address identified purposes. MU:Cr3.2.E.1a

Accomplished: Share personally-developed arrangements, sections, and short compositions-individually or as an ensemble-that address identified purposes. MU:Cr3.2.E.lla

Advanced: Share varied, personally-developed musical works-individually or as an ensemble-that address identified purposes and contexts. MU:Cr3.2.E.lla

Assessment:
1. Rubric
2. Jukebox Performance
Unit 4: Human Jukebox Performance
MU:Pr5.1.E.5a, MU:Pr5.1.E.8a, MU:Pr5.1.E.1a, MU:Pr5.1.E.11a, MU:Pr5.1.E.11la

Strand: Performing
Common Anchor #5: Develop and refine artistic work for presentation.
Process Component: Rehearse, Evaluate, and Refine-Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Learning Target Presented to students: I can develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Learning Target 4:
Novice: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. MU:Pr5.1.E.5a

Intermediate: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr5.1.E.8a

Proficient: Develop strategies to address expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr5.1.E.1a

Accomplished: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. MU:Pr5.1.E.11a

Advanced: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:Pr5.1.E.111a

Assessment:
1. Rubric
2. One of the Options below:
   b. Recording of Jukebox Performance in the Oregon Community.
   c. Recording of Jukebox Performance in another TBD location.
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<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Not yet Meeting Standard (1)</th>
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<tbody>
<tr>
<td><strong>2019-2020 Jukebox Project Rubric</strong></td>
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<tr>
<td><strong>(Circle)</strong></td>
<td><strong>Exemplary (4)</strong></td>
<td><strong>Proficient (3)</strong></td>
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<td>Advanced Learner</td>
<td>The improvisation exceeds expectations with regards to confidence of performance, fluency, intonation, tone, articulation, and stylistically appropriate elements that reflect the historical era it came from.</td>
<td>The improvisation meets expectations with regards to confidence of performance, fluency, intonation, tone, articulation, and stylistically appropriate elements that reflect the historical era it came from.</td>
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<tr>
<td>Accomp. Learner</td>
<td>Unit 1: Playing in the Classical Style</td>
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<td>Proficient Learner</td>
<td>Unit 2: Regional Canadian Fiddle Styles</td>
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<td>Intern. Learner</td>
<td>Unit 3: ? Mark Piece</td>
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<td>Novice</td>
<td>Unit 4: Jukebox Performance</td>
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