

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.

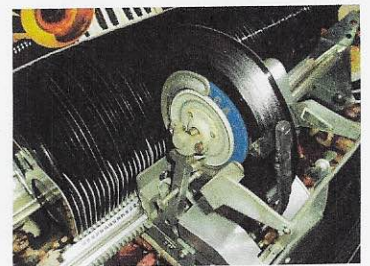


a

Collaborate to create a Jukebox performance.

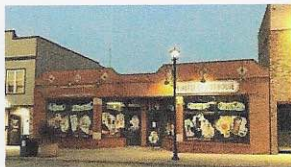
Jukebox Performance Opportunities:

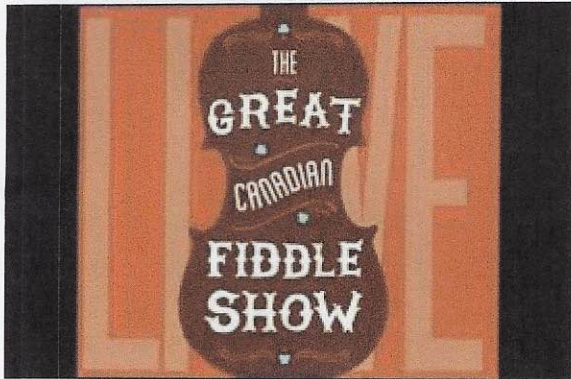
Fine Arts Week Performances at OHS
Pre-Show, May Orchestra Concert Performance
A TBD OHS venue or event-your choice!



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

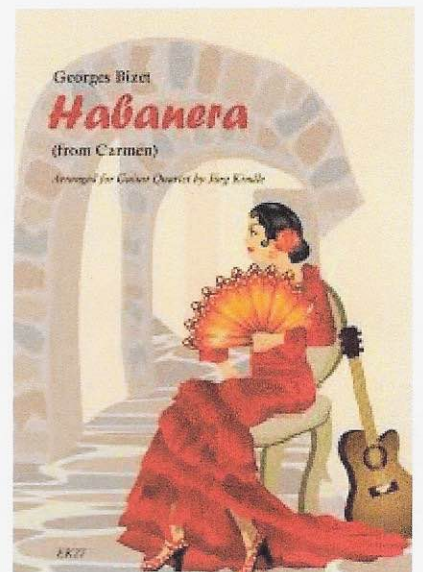
Learning Target 1: Be able to perform "in the style of" a Classical piece of music. (50 points)

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.11a, MU:Cr1.1.E.11a,

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: 1 (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.

MU:Cn11.1.E.5c-WI, MU:Cn11.1.E.8c-WI, MU:Cn11.1.E.1c-WI, MU:Cn11.1.E.IIc-WI,
MU:Cn11.1.E.IIIc-WI

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.IIc-WI

MU:Cn11.1.E.IIIc-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.11a, MU:Cr3.2.E.111a,

Strand: Creating

Common Anchor #3-Refine and complete artistic work.

Process Component: Present-Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

E=Ensemble

Level: 5a, 8a, 1a, 11a, 111a

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.11a

Advanced: Share varied, personally-developed musical works-individually or as an ensemble-that address identified purposes and contexts. MU:Cr3.2.E.111a

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.11a

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.11a

Assessment:

1. Rubric
2. One of the Options below:
 - a. Jukebox Performance at OHS Event.
 - b. Recording of Jukebox Performance in the Oregon Community.
 - c. Recording of Jukebox Performance in another TBD location.

2019-2020 Jukebox Project Rubric

Name:

Date:

(Circle) Advanced Learner Accomp. Learner Proficient Learner Interm. Learner Novice	Exemplary (4)	Proficient (3)	Progressing (2)	Not yet Meeting Standard (1)
Unit 1: Playing in the Classical Style	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.	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.	The improvisation demonstrates developing musical effect, with regards to confidence of performance fluency, intonation, tone, articulation and stylistically reflects the historical era that it came from.	The improvisation does not demonstrate musical effect, with regards to confidence of performance, fluency, intonation, tone, articulation, and stylistically reflects the historical era it came from.
Unit 2: Regional Canadian Fiddle Styles	The fiddle tune exceeds expectations with regards to the addition of culturally appropriate stylistic elements in the performance.	The fiddle tune meets expectations with regards to the addition of culturally appropriate stylistic elements in the performance.	The fiddle tune demonstrates developing musical effect, with regards to the addition of culturally appropriate stylistic elements in the performance.	The fiddle tune does not demonstrate musical effect, with regards to the addition of culturally appropriate stylistic elements in the performance.
Unit 3: ? Mark Piece	The arrangement exceeds expectations with a melody and harmony that have stylistically appropriate characteristics.	The arrangement meets expectations with a melody and harmony that have stylistically appropriate characteristics.	The arrangement demonstrates developing musical effect with regards to a melody and harmony that have stylistically appropriate characteristics.	The arrangement does not demonstrate musical effect with regards to a melody and harmony that have stylistically appropriate characteristics.
Unit 4: Jukebox Performance	The performance exceeds expectations with regards to confidence of performance, communication with group members and interactions with the audience.	The performance meets expectations with regards to confidence of performance, communication with group members and interactions with the audience.	The performance demonstrates developing musical effect with regards to confidence of performance, communication with group members and interactions with the audience.	The performance does not demonstrate musical effect with regards to confidence of performance, communication with group members and interactions with the audience.

Notes: