

## Middle School Band

Curriculum/Content Area: Middle school Band	Course Length: 3 years
Course Title:	Date last reviewed: 2018
Prerequisites:	Board approval date: November 2018
<b>Primary Resources:</b> <ul style="list-style-type: none"><li>● Essential Elements Lesson Book</li><li>● EEi Student recording audio data storage</li><li>● Music Tech Teacher Web Site</li><li>● Music Theory.net</li><li>● Screencastify</li><li>● Concert selections</li></ul>	

### Desired Results

#### Course description and purpose:

Band classes provide a learning environment for students to develop musical knowledge, skills, and understandings through a variety of experiences - creating, performing, responding to, and making connections to music - ultimately building a lifelong appreciation of music

Enduring Understandings:	Essential Questions:
<b>STANDARD 1 - Create:</b> <ul style="list-style-type: none"><li>● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li><li>● Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li><li>● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li><li>● Musicians' presentation of creative work is the culmination of a process of creation and communication.</li></ul>	<b>STANDARD 1 - Create:</b> <ul style="list-style-type: none"><li>● How do musicians generate creative ideas?</li><li>● How do musicians make creative decisions?</li><li>● How do musicians improve the quality of their creative work?</li><li>● When is creative work ready to share?</li></ul>
<b>STANDARD 2 - Perform:</b> <ul style="list-style-type: none"><li>● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li><li>● Analyzing creators' context and how they manipulate elements of music provides</li></ul>	<b>STANDARD 2 - Perform:</b> <ul style="list-style-type: none"><li>● How do performers select repertoire?</li><li>● How does understanding the structure and context of musical works inform performance?</li><li>● How do performers interpret musical works?</li><li>● How do musicians improve the quality of their performance?</li></ul>

<p>insight into their intent and informs performance.</p> <ul style="list-style-type: none"> <li>● Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● Musicians judge performance based on criteria that vary across time, place, and cultures.</li> <li>● The context and how a work is presented influence the audience response.</li> </ul>	<ul style="list-style-type: none"> <li>● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ul>
<p><b>STANDARD 3 - RESPOND:</b></p> <ul style="list-style-type: none"> <li>● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</li> <li>● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</li> </ul>	<p><b>STANDARD 3 - RESPOND:</b></p> <ul style="list-style-type: none"> <li>● How do individuals choose music to experience?</li> <li>● How does understanding the structure and context of music inform a response?</li> <li>● How do we discern musical creators' and performers' expressive intent?</li> <li>● How do we judge the quality of musical work(s) and performance(s)?</li> </ul>

**STANDARD 4 - CONNECT:**

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**STANDARD 4 - CONNECT:**

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

## Priority Standards

- **Standard 1 - CREATE** Students will generate, develop, and refine artistic work
- **Standard 2 - PERFORM** Students will analyze, develop, and convey meaning through the presentation of artistic work
- **Standard 3 - RESPOND** Students will critically interpret intent and meaning in order to evaluate artistic work
- **Standard 4 - CONNECT** Students will relate prior knowledge and personal experience with music to cultural and historical context

## Middle School Band

Topics of Study: (see all EU and EQ above)

- **CREATE:**
- **PERFORM:**
- **RESPOND:**
- **CONNECT:**

## Standards:

### Standard 1 - CREATE

- MP1.Cr.9.m: Develop musical compositions for voices or instruments.
- MP1.Cr.10.m: Improvise rhythmic, melodic and harmonic variations to embellish a song. (class warm ups)
- MP1.Cr.11.m: Compose short pieces using standard/alternative notation and technology with specified guidelines, demonstrating the use of the elements of music.

### Standard 2 - PERFORM

- MP2.P.17.m: Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat. (perfect for sight reading target/unit)
- MP2.P.18.m: Perform using expressive qualities.
- MP2.P.19.m: Discuss own ideas and feedback of others to develop strategies to address technical challenges.
- MP2.P.23.m: Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance.

### Standard 3 - RESPOND

- MP3.R.11.m: Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.

### Standard 4 - CONNECT

- MP4.Cn.10.m: Explain how music relates to self, others, and the world using grade-appropriate

music vocabulary.

**Learning Targets:**

**Standard 1 - CREATE**

- I can improvise rhythmic, melodic, and harmonic variations to embellish a song. (class warm ups) MP1.Cr.10.m
- I can compose short pieces using standard/alternative notation and technology with specified guidelines, demonstrating the use of the elements of music. MP1.Cr.11.m

**Standard 2 - PERFORM**

- I can perform on my instrument with proper technique and characteristic tone. MP2.P.17.m
- I can perform using expressive qualities. MP2.P.18.m
- I can provide constructive/positive feedback to a performance. MP2.P.19.m
- I can select and perform solo and small group literature. MP2.P.23.m

**Standard 3 - RESPOND**

- I can evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology. MP3.R.11.m

**Standard 4 - CONNECT**

- I can explain how music relates to self, others, and the world using grade- appropriate music vocabulary. MP3.R.13.m

**Assessment Evidence:**

*This section will answer the questions: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways? Include standards-reference rubrics and learning continuums in this section once they are developed.*

**Performance Assessment Options** *May include, but are not limited to the following:*

- Online assessments examples include rhythm trainer, canvas assessments
- Recordings audio or video using essential Elements, screencastify
- Lesson performance
- Large or small ensembles

**Other assessment options**

*May include, but are not limited to the following:*

- Written work to show musical knowledge
- Large and small group discussion
- Leading class warm ups

**Digital Tools & Supplementary Resources:**

*Tools and resources that can augment the learning experience for students*

- Online or physical metronome.
- Student selected solos or ensembles to fit skill level or to provide growth opportunity.

- Student lead small groups with the teachers input.
- Listening or watching performances on their instrument of their peers.
- Listening or watching performances on their instruments by professionals.
- Online games and assignments to sharpen fingering, rhythm and note reading skills.
- Daily sight reading in the large group