

High School Band 9-12

Curriculum/Content Area: 9-12 Instrumental Music	Course Length: 4 years
Course Title: Concert Band, Symphonic Band, Wind Ensemble	Date last reviewed:
Prerequisites: none	Board approval date: November 2018
Primary Resources: Method books (instrument specific) Smart Music Concert Repertoire Solo and Ensemble Repertoire	

Desired Results

Course description and purpose: Band is designed to provide students an opportunity to perform and understand quality music in a variety of styles at a technically appropriate level. Instruction is provided to accommodate a variety of needs with a goal of fostering independent musicianship and problem solving skills. Through the rehearsal process, students will study music from a theoretical, historical, cultural, technical, and esthetic perspective. Students will also study the tools and techniques composers use to elicit the aesthetic and emotional response unique to each piece of music being studied. Obligations include concerts, home football games, basketball games, and parades as outlined in the course syllabus. Commitment to the group is a basic expectation of this course.

Enduring Understandings:	Essential Questions:
STANDARD 1 - CREATE: <ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication. 	STANDARD 1 - CREATE: <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share?
STANDARD 2 - PERFORM: <ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own 	STANDARD 2 - PERFORM: <ul style="list-style-type: none"> • How do performers select repertoire? • How does understanding the structure and

<p>technical skill, and the context for a performance influence the selection of repertoire.</p> <ul style="list-style-type: none"> ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● 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. ● Musicians judge performance based on criteria that vary across time, place, and cultures. ● The context and how a work is presented influence the audience response. 	<p>context of musical works inform performance?</p> <ul style="list-style-type: none"> ● How do performers interpret musical works? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
<p>STANDARD 3 - RESPOND:</p> <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. 	<p>STANDARD 3 - RESPOND:</p> <ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)?
<p>STANDARD 4 - CONNECT:</p> <ul style="list-style-type: none"> ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Understanding connections to varied contexts and daily life enhances 	<p>STANDARD 4 - CONNECT:</p> <ul style="list-style-type: none"> ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating,

musicians' creating, performing, and responding.	performing, and responding to music?
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Priority Standards
<p>Standard 1 - CREATE Students will generate, develop, and refine artistic work</p> <p>Standard 2 - PERFORM Students will analyze, develop, and convey meaning through the presentation of artistic work</p> <p>Standard 3 - RESPOND Students will critically interpret intent and meaning in order to evaluate artistic work</p> <p>Standard 4 - CONNECT Students will relate prior knowledge and personal experience with music to cultural and historical context</p>

Instrumental Music
<p>Topics of Study: (see all EU and EQ above)</p> <ul style="list-style-type: none"> ● CREATE ● PERFORM ● RESPOND ● CONNECT
Standards:
<p>Standard 1 - CREATE</p> <ul style="list-style-type: none"> ● MP1.Cr.13.h: Design and develop musical compositions for voices or instruments. ● MP1.Cr.14.h: Improvise rhythmic, melodic, and harmonic variations in a variety of genres while following a harmonic progression in a specified style of music. <p>Standard 2 - PERFORM</p> <ul style="list-style-type: none"> ● MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat. ● MP2.P.26.h Perform using expressive qualities and techniques with the composer's intent. ● MP2.P.27.h: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges. ● MP2.P.28.h: Illustrate how the setting and music elements contribute to the context and expressive qualities of the music. <p>Standard 3 - RESPOND</p> <ul style="list-style-type: none"> ● MP3.R.14.h: Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.

- MP3.R.15.h: Express musical ideas through verbal, movement, written, artistic, or technological means.
- MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology

Standard 4 - CONNECT

- MP4.Cn.13.h: Interpret the historical and cultural relationships between music and other disciplines.
- MP4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.
- MP4.Cn.16.h Identify how the influence of two or more cultural traditions impact the genre and style of a piece of music.

Learning Targets:

Standard 1 - CREATE

- I can improvise melodic and rhythmic patterns on my instrument. MP1.Cr.14.h
- I can arrange/embellish/manipulate notes and/or rhythms to create my own composition. MP1.Cr.13.h

Standard 2 - PERFORM

- I can perform solo repertoire and ensemble music accurately with correct posture, hand position, and good tone on my instrument. MP2.P25.h
- I can perform music accurately and expressively with artistic interpretation of the composer's intent. MP2.P.26.h
- I can analyze recordings of myself and of my band and identify areas that need improvement as well as areas that are well performed. MP2.P.27.h
- I can explain how composers use dynamics and other expression markings to elicit emotion in music. MP2.P28.

Standard 3 - RESPOND

- I can compare two quality performances and identify areas that are interpreted differently and decide which one I prefer and why. MP3.R.14.h (and **Connect** MP4.Cn.15.h)
- I can express my own musical ideas in writing, speaking, or performing on my instrument. MP3.R.15.h
- I can analyze recordings of myself and of my band and identify areas that need improvement as well as areas that are well performed. MP3.R.16.h

Standard 4 - CONNECT

- I can explain how music connects to visual and performing arts as well as other disciplines. MP4.Cn.13.h
- I can compare and contrast the characteristics of music from a variety of countries, cultures, and time periods. MP4.Cn.15.h
- I can list the characteristics of music in a variety of genres. MP4.Cn.16.e

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:

[Performance rubric](#)

- ❖ **Create Assessments:**
Composition checklist
Recording and self-assessment of improvisation

- ❖ **Perform Assessments:**
Smart Music assignments
in class “8 second” performance quizzes
solo and chamber group performances

- ❖ **Respond Assessments:**
musictheory.net reports
Theory worksheets
listening exercises with written responses,
Journaling and self-reflection

- ❖ **Connect Assessments**

Other assessment options

May include, but are not limited to the following:

- ❖ **Teacher observation and feedback**

Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students

www.musictheory.net

Quizlet.com

Smart music

Youtube

Electronic tuner and metronome