

**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS

Subject: High School Band

Grade: 9-12<sup>th</sup>

***Benchmark Assessment 1***

Instructional Timeline: 3<sup>rd</sup> Quarter (January, February, March) Performance Assessment, Spring Concert

Topic(s):

Performing Grade Level III Literature at Distinguished Level: Air for Band and Three Ayres from Gloucester

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<ul style="list-style-type: none"> <li>● AH-HS-PA-S-Mu1: be actively involved in creating, notating, improvising and performing music (e.g.,</li> <li>● similar style answers to musical phrases, variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others</li> <li>● AH-HS-PA-S-Mu3: sing or play alone and with others examples of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice)</li> <li>● AH-HS-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner</li> <li>● AH-HS-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics)</li> <li>● AH-HS-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner</li> <li>● AH-HS-SA-S-Mu5: identify and describe instruments according to classifications (family, voices, folk and orchestral instruments)</li> <li>● AH-HSth-PeArs-S-Mu5: identify and apply criteria for evaluating music (e.g., skill of performers, originality, emotional impact, variety, interest)</li> <li>● AH-HS-PA-S-Mu6: demonstrate behavior appropriate for observing the particular context</li> </ul>	<ul style="list-style-type: none"> <li>● Produce a characteristic tone using proper breath, posture, embouchure, and hand position.</li> <li>● Read and perform music grade level literature</li> <li>● Clap, count and perform rhythm patterns (whole, half, quarter, eighth, sixteenth, dotted notes and triplets.)</li> <li>● Perform concert scales; Bb, Eb, Ab, F and C</li> <li>● Perform a one-octave chromatic scale</li> <li>● Identify key signatures and accidentals</li> <li>● Identify and perform articulations</li> <li>● Identify and perform dynamics</li> <li>● Perform with correct shape and phrasing</li> <li>● Perform with proper blend and balance within the ensemble</li> <li>● Demonstrate appropriate stage, rehearsal and audience etiquette.</li> <li>● Perform grade level band literature.</li> <li>● Sight-read band literature one grade level below.</li> <li>● Evaluate (in written form) individual and group performance/rehearsals.</li> <li>● Participate in solo, small ensemble, and large group performances.</li> <li>● Participate with the band in public performances at school and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Melody; shape and phrasing.</li> <li>● Harmony; major/minor</li> <li>● Rhythm; quarter, half, whole, dotted, eighths, sixteenths notes and corresponding rests. Downbeats and upbeats. Subdivision.</li> <li>● Tempo</li> <li>● Timbre; Tone quality, oral cavity, embouchure, breath support, follow through.</li> <li>● Intonation: Flat -Sharp</li> <li>● Time Signature; Common Time, Duple Meter, Compound Meter</li> <li>● Key Signatures: Bb, Eb, Ab, F, C</li> <li>● Form: 1st and 2nd Endings, D.S. Al Coda, D.C. a Capo</li> <li>● Articulations: Staccato, Accent, Legato, Marcato, Slurs.</li> <li>● Dynamics: Piano, Mezzo-Piano, Mezzo-Forte, Forte, Fortissimo, Crescendo, Decrescendo.</li> </ul>

**CUMBERLAND COUNTY SCHOOL DISTRICT  
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS

Subject: Music Appreciation

Grade: 9-12<sup>th</sup>

***Benchmark Assessment 2***

Instructional Timeline: 3<sup>rd</sup> Quarter

Topic(s):

Performance Assessment on piano.

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<ul style="list-style-type: none"> <li>• AH-HS-PA-S-Mu1: be actively involved in creating, notating, improvising and performing music (e.g., similar style answers to musical phrases, variations on given melodies, demonstrating unity/variety, tension/release, and balance) alone and with others</li> <li>• AH-HS-PA-S-Mu3: sing or play alone and with others examples of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice)</li> <li>• AH-HS-PA-S-Mu2: use knowledge of musical elements and a variety of sound sources to create and perform music in an expressive manner</li> <li>• AH-HS-SA-S-Mu1: use appropriate terminology to identify and analyze the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify notes on the grand staff</li> <li>• Perform music on the piano using both hands at the same time.</li> <li>• Identify and perform Major and Minor chords</li> <li>• Count and perform rhythm patterns (whole, half, quarter, eighth, sixteenth, dotted notes.)</li> </ul>	<ul style="list-style-type: none"> <li>• Major and Minor Chords</li> <li>• Finger Patterns</li> <li>• Treble and Bass Clef and the corresponding note names</li> <li>• Rhythms: Quarter, half, whole, dotted notes and rest.</li> </ul>

