

Moon Area School District Curriculum Map

Course: #3570 Honors Symphonic Band

Grade Level: 9-12

Content Area: Music

Frequency: Full-Year Course

Big Ideas

1. The skills, techniques, elements and principles of music can be learned, studied, refined and practiced through a systematic and consistent approach.
2. Artists use tools and resources as well as their own experiences and skills to create art.
3. There are formal and informal processes used to assess the quality of works in the arts.
4. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Essential Questions

5. Why it is important to be able to create, recreate and perform music independently
6. How and why do people continue to engage in music after graduation?
7. How do musicians compare their work to the work of others?
8. What decisions do musicians make to influence the way people experience their work?

Primary Resource(s) & Technology:

MAHS Technique Packet (2020); Yaus 40 Rhythmical Studies for Band (Unison); Remington Studies;
Sight Reading Book For Band Vol IV (J. West)
Function Chorales (S. Melillo); Varied Performance Repertoire
MS Teams, Promethean Board, Instruments

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1, 2, 3, 5	9.1.12.A , 9.1.12.B , 9.1.12.C ,	<ul style="list-style-type: none"> • Development of appropriate tone production, articulation, and breath support. • Development of personal and ensemble intonation. • Continue development of pitch and rhythmic notation reading. • Coach and develop a practice method. 	August – June (Daily)
1,2,3,5	9.1.12.A , 9.1.12.B , 9.1.12.C ,	<ul style="list-style-type: none"> • Continue to develop appropriate skills to match difficulty of repertoire/literature, ie. chromatic/alternate fingering, instrument intonation tendencies. 	October – June (Daily)
1, 3,4,7	9.3.12.A 9.3.12.B , 9.3.12.G , 9.3.12.C , 9.4.12.C	<ul style="list-style-type: none"> • Assess, affect, and refine the quality of personal and ensemble performance via the exercises and/or repertoire. 	August – June (Daily)
1,2,4,8	9.3.12.C , 9.4.12.C	<ul style="list-style-type: none"> • Discuss, engage, perform, and understand how to create musical and expressive phrases within the performance repertoire. • Discuss, engage, perform musical and expressive literature. 	October – June (2-3/week)
1, 2, 3,4,6, 8	9.1.12.A , 9.1.12.B , 9.1.12.C ,	<ul style="list-style-type: none"> • Explore, identify, and perform varied themes and styles of music through performance repertoire. 	August – June (Daily)
1,2,6,8	9.1.12.A , 9.1.12.B , 9.1.12.C	<ul style="list-style-type: none"> • Explore composers intent/influence, historical significances through performance repertoire. 	November, January – June (1-2/week)