

Moon Area School District Curriculum Map

Course: #3576 Honors Percussion Ensemble

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 Percussion Technique Packet (2022),
 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 dynamic support. • Development of personal and ensemble intonation (timpani). • 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, i.e. 4 mallet technique, extended techniques. 	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)

Moon Area School District Curriculum Map

Course: #3575– Percussion Ensemble

Grade Level: 9-12

Content Area: Music

Frequency: Full-Year Course

Big Ideas

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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?
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Primary Resource(s) & Technology:

MAHS Percussion Technique Packet (2022),
 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 dynamic support. • Development of personal and ensemble intonation (timpani). • 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, i.e. 4 mallet technique, extended techniques. 	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 and engage how to create musical and expressive phrases within the performance repertoire. • Discuss, engage, perform musical and expressive literature. 	January-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. 	January -June (1-2/week)
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 & March (1 week