

## Curriculum Map: Modern Band

Course: Modern Band Sub-topic: Guitar

Grade(s): 9 to 12

### Course

#### Description:

This class is an exploration into production and creation of popular music through the medium of modern "rock" band for students in grades 9 - 12. Students will be provided with the opportunity to learn and grow in basic knowledge of guitar, keyboard, bass, drum set, vocals, and creation of music through a "rock" combo. This course is designed so that any level of student can be a part of the ensemble and directed towards growth on each of the instruments.

This class meets five (5) times per week for one semester (two quarters) and will culminate in a final performance of a school-appropriate cover song of the group's choice.

### Essential

#### Questions:

- How do I play the guitar?
- How do I play the bass?
- How do I play the keyboard?
- How do I play the drum set?
- How do I provide vocals?
- What is a cover?
- How do all the parts of a combo work together to create a cover?
- How do I record and produce music I create?
- How do I develop the skills and find the resources I need to perform covers in my own personal music making?

### Course

#### Textbooks, Workbooks, Materials

The curriculum will be adapted from MusicWill's "Music as a Second Language & The Modern Band Movement" manual.







- Bridge and nut - part that holds the strings to the guitar and keeps tension on the strings
- Chord - a combination of more than one note sounded at once
- Strumming pattern - the rhythm in which we strum the guitar to create the music
- Tablature - markings of fret numbers on strings to display melodic ideas

**Resources:**

MusicWill Jam Zone - <https://jamzone.musicwill.org/>

**Unit Notes:**

Ideally, this will be a 2 week introduction unit. However, more or less time may be spent on the instrument depending on student grasp of the basics.

Guitar skill will grow as students dive into their own cover songs in Unit 5 of the class.

**STANDARDS: STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.3.A (Advanced) Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements ?? Dance: • energy/force • space • time ?? Music: • duration • intensity • pitch • timbre ?? Theatre: • scenario • script/text • set design ?? Visual Arts: • color • form/shape • line • space • texture • value • Principles ?? Dance: • choreography • form • genre • improvisation • style • technique ?? Music: • composition • form • genre • harmony • rhythm • texture ?? Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ?? Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/ harmony

9.1.3.C (Advanced)	Recognize and use fundamental vocabulary within each of the arts forms.	&nbsp;
9.1.3.D (Advanced)	Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	&nbsp;
9.1.3.G (Advanced)	Recognize the function of rehearsals and practice sessions.	&nbsp;
9.1.3.H (Advanced)	Handle materials, equipment and tools safely at work and performance spaces.	&nbsp;
	<ul style="list-style-type: none"> <li>• Identify materials used.</li> <li>• Identify issues of cleanliness related to the arts.</li> <li>• Recognize some mechanical/electrical equipment.</li> <li>• Recognize differences in selected physical space/environments.</li> <li>• Recognize the need to select safe props/stage equipment.</li> <li>• Identify methods for storing materials in the arts.</li> </ul>	
9.1.3.J (Advanced)	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	&nbsp;
	<ul style="list-style-type: none"> <li>• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).</li> <li>• Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).</li> </ul>	
9.2.3.A (Advanced)	Explain the historical, cultural and social context of an individual work in the arts.	&nbsp;
9.2.3.B (Advanced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	&nbsp;
9.2.3.C (Advanced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	&nbsp;
9.2.3.D (Advanced)	Analyze a work of art from its historical and cultural perspective.	&nbsp;
9.2.3.F (Advanced)	Know and apply appropriate vocabulary used between social studies and the arts and humanities.	&nbsp;
9.2.3.I	Identify, explain and analyze philosophical beliefs as they relate to	&nbsp;

- (Advanced) works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
- 9.2.3.L Identify, explain and analyze common themes, forms and techniques &nbsp; (Advanced) from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
- 9.3.12.B Determine and apply criteria to a person's work and works of others in &nbsp; (Advanced) the arts (e.g., use visual scanning techniques to critique the student's own use of sculptural space in comparison to Julio Gonzales' use of space in Woman Combing Her Hair).
- 9.3.12.C Apply systems of classification for interpreting works in the arts and &nbsp; (Advanced) forming a critical response.
- 9.4.12.C Compare and contrast the attributes of various audiences' &nbsp; (Advanced) environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).

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This Curriculum Map Unit has no Topics to display

### Unit:

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### Unit: Bass

#### Unit

**Description:** Students will learn the basics of playing bass guitar so they can transfer the skill into cover songs which pique their interest.







rhythm • style • voice ?? Visual Arts: • balance • contrast • emphasis/  
focal point • movement/rhythm • proportion/scale • repetition • unity/  
harmony

9.1.3.G  
(Advanced)

Recognize the function of rehearsals and practice sessions.

&nbsp;

9.1.3.H  
(Advanced)

Handle materials, equipment and tools safely at work and performance &nbsp;  
spaces.

- Identify materials used.
- Identify issues of cleanliness related to the arts.
- Recognize some mechanical/electrical equipment.
- Recognize differences in selected physical space/environments.
- Recognize the need to select safe props/stage equipment.
- Identify methods for storing materials in the arts.

9.1.3.J  
(Advanced)

Know and use traditional and contemporary technologies for producing, &nbsp;  
performing and exhibiting works in the arts or the works of others.

- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
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## Unit: Keys

### Unit

#### Description:

Students will learn the basics of playing chords on the keyboard or piano so they can transfer the skill into cover songs which pique their interest.

**Unit Essential Questions:**

- What are the parts of the keyboard?
- How do I find different notes on the keys?
- How do I make different chord shapes?
- What is the difference between major and minor?
- What is a key signature and how does it affect the music?
- How do I change chords smoothly?
- How do I "comp" with chords to make the music more interesting?

**Unit Big Ideas:**

- Parts of the Keyboard
- Notes and note names
- How to find notes on the keyboard (black and white keys)
- Chord shapes
- Rhythms in chord shapes
- Chord changes
- "Key signature"
- Major vs. minor (in sound)

**Unit Materials:**

- Keyboards
- Keyboard Amp
- Chord shape cards (from Music Will)
- Iconic rhythmic notation
- Various songs

**Unit Assignments:**

- Parts of the keyboard quiz
- Weekly assigned progress checks
- Songs of teacher's choosing / individual selections
- Filled out / completed individual keyboard charts for chords
- Keyboard "cheat sheet"
- Circle of fifths and Key signatures

**Unit Key Terminology & Definitions :**

- Key signature - the "home base" of a song. The way the music fits into a specific





## Unit

**Description:** Students will learn the basics of playing drum set so they can transfer the skill into cover songs which pique their interest.

## Unit Essential Questions:

- What are the parts of the drum set?&nbsp;
- How do I play with limb independence?&nbsp;&nbsp;
- How do I play a backbeat and keep a beat?&nbsp;
- How do I read drum charts in standard and iconic notation?&nbsp;
- How do I play a solo fill?&nbsp;&nbsp;
- How does the drum part fit into a cover song?&nbsp;&nbsp;

## Unit Big Ideas:

- Parts of the drum set
- Keeping a beat
- Iconic notation
- Simple drum patterns&nbsp;
- Drum fills&nbsp;
- Limb independence&nbsp;
- Playing the Backbeat

## Unit Materials:

- Electronic Drum set with headphones
- Modified acoustic drum sets&nbsp;
- Mesh drum heads&nbsp;
- Body percussion&nbsp;
- Jam charts&nbsp;
- Iconic drum set notation
- Standard drum set notation&nbsp;
- Various songs

## Unit

## Assignments:

- Parts of the drum set quiz
- Weekly assigned progress checks&nbsp;

- Songs of teacher's choosing / individual selections&nbsp;
- Filled out / completed individual charts of drum patterns learned&nbsp;

**Unit Key Terminology & Definitions :**

- Backbeat - keeping the beat behind the music being played&nbsp;
- Hi-Hat - a special cymbal with a pedal and two cymbals stacked on top of each other.&nbsp; Normally signified by an X at the top of the staff.&nbsp;
- Snare - standard percussion instrument with strings of metal beads (called snares)&nbsp;
- Tom - drum with a pitched, deeper sound&nbsp;
- Kick - bass drum played with a foot pedal&nbsp;
- Ride cymbal - large cymbal on a stand&nbsp;
- Limb independence - each limb (arms and legs) performing a different action at the same time
- Fill - a solo which the drummer plays that is not written out in the music.&nbsp; It "fills" time where others are not playing or singing.&nbsp;&nbsp;

**Resources:**

MusicWill Jam Zone -&nbsp;<https://jamzone.musicwill.org/>

**Unit Notes:**

Ideally, this will be a 2 week introduction unit.&nbsp; However, more or less time may be spent on the instrument depending on student grasp of the basics.&nbsp;&nbsp;

Drum set skill will grow as students dive into their own cover songs in Unit 5 of the class.

**STANDARDS: STANDARDS**

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- Recognize the need to select safe props/stage equipment.
- Identify methods for storing materials in the arts.

9.1.3.J  
(Advanced)

Know and use traditional and contemporary technologies for producing, &nbsp; performing and exhibiting works in the arts or the works of others.

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## Unit: Vocals

### Unit

#### Description:

Students will learn vocal fundamentals and styles related to the pop / rock / punk / etc. genres of music.&nbsp; Students will listen to the original vocal models of these genres and learn about stylistic interpretations, including: Belting, growling, slides and scoops, rapping, and other techniques unique to popular music.

### Unit Essential

#### Questions:

- How is sound made within the vocal folds?
- How do I sing without damaging my voice?
- What are different vocal styles I may hear within modern band?&nbsp;&nbsp;
- How do I follow a vocal line?&nbsp;&nbsp;



- How does a microphone aid in voice amplification, and how do I properly use it?&nbsp;

**Unit Big Ideas:**

- How sound is made&nbsp;
- Parts of the vocal anatomy
- Following a vocal line
- Vocal Styles&nbsp;
- Microphone technique

**Unit Materials:**

- Various songs&nbsp;
- Lyrics sheets
- Microphones and amplification systems&nbsp;
- Example recordings and videos&nbsp;
- Diagram of the vocal anatomy&nbsp;

**Unit Assignments:**

- Favorite Singer project
- Parts of the voice quiz
- Weekly assigned progress checks
- Songs of teacher's choosing&nbsp;
- Filled out / completed individual vocal anatomy diagram
- List of different vocal styles encountered

**Unit Key Terminology & Definitions :**

- Vocal folds - vocal cords&nbsp;
- Larynx - "voice box" - area in the throat that holds the vocal cords
- Epiglottis - flap that covers the wind pipe so that food / water does not enter the lungs
- Diaphragm - major muscle of respiration, located below the lungs.
- Vocal line - the melody or the line that the singer would follow

**Resources:**

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## Unit: Cover Songs

### Unit

**Description:** Students will break into rock band combos (Guitar, keys, bass, drum set, vocals), select one instrument to "specialize" in, and perform cover songs of their choosing after teacher approval.&nbsp; In the event that there is not enough to complete a full combo, the teacher will provide a modified combo list from which the students will select their instrument.

### Unit Essential Questions:

- How do I create a cover song?
- How do I apply the techniques I learned on each instrument?
- How do I collaborate with other musicians?
- How do I make a song "my own?"&nbsp;

### Unit Big Ideas:

- Creating a Cover Song
- Collaboration with a group

- Building instrument / vocal skills
- Song selection
- "Performance" technique

**Unit Materials:**

- Electric guitar
- Bass
- Keyboard
- Microphone
- Drumset&nbsp;
- Amplifiers and speakers
- Recording materials&nbsp;
- Student selected (teacher approved) songs from MusicWill&nbsp;

**Unit Assignments:**

- Group selection&nbsp;
- Initial Song selection / approval&nbsp;
- Song progress check&nbsp;
- Final performance&nbsp;
- Recording of final performance&nbsp;

**Unit Key Terminology & Definitions :**

- Cover Song - A performance of a popular song that is not done by the original composer or artist
- Combo - a "combination" of instruments (drums, keys, vocals, etc...)&nbsp;
- &nbsp;

**Resources:**

MusicWill Jam Zone -&nbsp;<https://jamzone.musicwill.org/>

**Unit Notes:**

This unit is a culmination of all skills learned up to this point.&nbsp; Students will be responsible for rehearsing with their band, planning their song, and preparing it for the final



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