

## Curriculum Map: 9/10 Concert Band

Course: Sr High Band 9th and 10th Gr Sub-topic: Band

Grade(s): 9 to 10

### Course

#### Description:

This is an instrumental ensemble for interested students in grades 9-10. These students will be provided the opportunity to play in a large group situation in which proper instrumental technique and rehearsal skills are emphasized. Prior and current instruction in a band instrument is a required prerequisite of this course for the student to perform successfully. Students are directed towards achieving continuing proficiency in the mechanics of playing their instrument, and to gain an appreciation for musical interpretation with the ultimate goal of public performance.

Students will have a daily large ensemble rehearsal and a weekly scheduled lesson.

### Essential

#### Questions:

- How do I play with proper technique?
- How do I play with good intonation?
- How do I follow my part in band score?
- How does my part relate to the rest of the ensemble?
- How do I play with good balance and blend with other sections?
- How does instrumental music relate to the world around me?
- How do I make musical choices within an ensemble setting?
- How does the ensemble use rehearsals to prepare for public performances?

### Course

#### Textbooks, Workbooks, Materials Citations:

- Instrumental music of varying genres and styles
- Necessary concert percussion and band instruments
- Recordings

- Smart board / dry erase board
- Pencils
- Band Risers
- Music Stands
- Overhead Presentation
- Computer
- Video Presentations
- Audio and Video Recording Equipment

### **Resources:**

- Existing music from Conneaut School District music libraries.
- New music purchased from various music publishing companies.
- Articles from Music Educator Journals and/or websites on various topics related to singing, performance, etc.
- Other online music resources including listening, notation, theory, etc.

### **Course Interdisciplinary Math Connections:**

- Students will learn about simple and compound meters and how note values are subdivided in each measure.

#### History/Geography

- Students will be introduced to various eras and styles of music and how they relate to the historical periods around them.
- Students will be introduced to music from various regions in the world.

#### Science

- Students will learn about the mechanics and physics of



**Unit Essential Questions:**

- How do I play individually?
- How do I play in an ensemble?
- How do I care for my instrument?
- How do I effectively practice to be successful in large ensembles?
- How do I utilize the resources available to me to work on more difficult music?
- How do I use my lesson and practice times to maximize my contribution to band rehearsals?

**Unit Big Ideas:**

- Instrumental technique
- Stylistic and musical playing practices
- Embouchure and tone quality
- Balance and blend
- Listening across ensemble
- Playing individually in a weekly lesson
- Playing in a group setting in daily rehearsals

**Unit Materials:**

- Instrumental music from CASH music library and various music publishers
- Assigned folders
- Concert percussion and band instruments
- Projector / dry erase board / visual aid
- Sheet Music
- Scale Sheets
- Fingering Charts
- Music stands
- Band risers
- Recordings
- Pencils
- Reeds, valve oil and greases

**Unit**

**Assignments:** Students will perform pieces as follows:

- Three to four individual ensemble pieces

- Combined numbers with other band TBA&nbsp;

Pieces will vary yearly dependent on instrumentation, student numbers, student and director choice, etc.&nbsp;

**Unit Key  
Terminology &  
Definitions :**

- Circle of Fifths
- Enharmonic Tones
- Major Scales
- Key Signatures
- Time Signatures
- Articulations
- Clefs
- Dynamics
- Tempos
- Rhythms
- Breath Support
- Tone
- Balance & Blend
- Subdivision
- Syncopation&nbsp;

**Resources:**

- CASH Instrumental Music Library
- Various music publishers
- Varying music recording websites and listening resources&nbsp;

**Unit Notes:**

- All music for this unit will be selected from popular genres and will be performed in the appropriate style.&nbsp;
- Students may have the opportunity to play solos as indicated by the music.&nbsp; The director will hold auditions and select students for the solos based on characteristics of the music.&nbsp;&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.E (Advanced) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. &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;
- 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, performing and exhibiting works in the arts or the works of others. &nbsp;
- Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment).
  - Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).
- 9.1.3.K (Advanced) Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities. &nbsp;

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This Curriculum Map Unit has no Topics to display

## Unit: Unit 2 - Winter Concert

Timeline: Week 10 to 18

## **Unit**

### **Description:**

Students will prepare for a public concert with music emphasizing popular forms of music - i.e. jazz, classical, rock, movie soundtracks, Broadway, etc.&nbsp;&nbsp; 

Music selected will be a combination of director and student input.&nbsp;&nbsp; 

Unit 2 will culminate in or around a Winter Concert public performance.&nbsp;  

### **Unit Essential Questions:**

- How do I play individually?
- How do I play in an ensemble?
- How do I care for my instrument?
- How do I effectively practice to be successful in large ensembles?
- How do I utilize the resources available to me to work on more difficult music?
- How do I use my lesson and practice times to maximize my contribution to band rehearsals?

### **Unit Big Ideas:**

- Instrumental technique&nbsp;
- Stylistic and musical playing practices
- Embouchure and tone quality
- Balance and blend&nbsp;
- Listening across ensemble
- Playing individually in a weekly lesson
- Playing in a group setting in daily rehearsals

### **Unit Materials:**

- Instrumental music from CASH music library and various music publishers&nbsp;
- Assigned folders
- Concert percussion and band instruments&nbsp;
- Projector / dry erase board / visual aid
- Sheet Music
- Scale Sheets
- Fingering Charts



- Music stands
- Band risers
- Recordings
- Pencils
- Reeds, valve oil and greases

## **Unit**

**Assignments:** Students will perform pieces as follows:

- Three to four individual ensemble pieces&nbsp;
- Combined numbers with other band TBA&nbsp;

Pieces will vary yearly dependent on instrumentation, student numbers, student and director choice, etc

## **Unit Key Terminology & Definitions :**

- Circle of Fifths
- Enharmonic Tones
- Major Scales
- Key Signatures
- Time Signatures
- Articulations
- Clefs
- Dynamics
- Tempos
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- Breath Support
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- Subdivision
- Syncopation







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## Unit: Unit 4 - Spring Concert

Timeline: Week 28 to 36

### Unit

**Description:** Students will prepare for a public concert with music emphasizing popular forms of music - i.e. jazz, rock, classical, movie soundtracks, Broadway, etc.&nbsp;&nbsp; 

Music selected will be a combination of director and student input.&nbsp;&nbsp; 

Unit 4 will culminate in or around a Spring Concert public performance.

### Unit Essential Questions:

- How do I play individually?
- How do I play in an ensemble?
- How do I care for my instrument?
- How do I effectively practice to be successful in large ensembles?
- How do I utilize the resources available to me to work on more difficult music?
- How do I use my lesson and practice times to maximize my contribution to band rehearsals?

### Unit Big Ideas:

- Instrumental technique&nbsp;
- Stylistic and musical playing practices
- Embouchure and tone quality
- Balance and blend&nbsp;
- Listening across ensemble
- Playing individually in a weekly lesson
- Playing in a group setting in daily rehearsals

### Unit Materials:

- Instrumental music from CASH music library and various music publishers&nbsp;
- Assigned folders
- Concert percussion and band instruments&nbsp;



- Projector / dry erase board / visual aid
- Sheet Music
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- Pencils
- Reeds, valve oil and greases

## **Unit**

**Assignments:** Students will perform pieces as follows:

- Three to four individual ensemble pieces&nbsp;
- Combined numbers with other band TBA&nbsp;

Pieces will vary yearly dependent on instrumentation, student numbers, student and director choice, etc

## **Unit Key Terminology & Definitions :**

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