

**YEAR AT A GLANCE:** *High School Band: Concert Band and Wind Ensemble (updated Dec 2022)*

	<u>UNIT 1</u>	<u>UNIT 2</u>	<u>UNIT 3</u>	<u>UNIT 4</u>
<b>Title</b>	Pumpkin Pops Pep Band/Parades	Winter Concert	Spring Pops Concert	Spring Concert and Music in the Parks
<b>Unit Length</b>	8-10  *Pep Band music is learned in Unit 1. Performances occur throughout the school year.	8-10	8-10	8-10
<b>Performance Task</b>	<ul style="list-style-type: none"> <li>• Public performance of practiced repertoire</li> <li>• Small group and individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Public performance of practiced repertoire</li> <li>• Small group and individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Public performance of practiced repertoire</li> <li>• Small group and individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Public performance of practiced repertoire</li> <li>• Small group and individual instruction</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate</li> </ul>

	<p>and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> <li>• Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> <li>• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>• Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>• To express their musical ideas, musicians analyze,</li> </ul>	<p>and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> <li>• Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> <li>• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>• Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance</li> </ul>	<p>and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> <li>• Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> <li>• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>• Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance</li> </ul>	<p>and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> <li>• Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> <li>• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>• Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>• To express their musical ideas, musicians analyze,</li> </ul>
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	<p>evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>• Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</li> <li>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>• The personal</li> </ul>	<p>over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>• Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</li> <li>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>• The personal evaluation of musical work(s) and</li> </ul>	<p>over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>• Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</li> <li>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>• The personal evaluation of musical work(s) and</li> </ul>	<p>evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>• Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</li> <li>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>• The personal</li> </ul>
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	<p>evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</li> </ul>	<p>performance(s) is informed by analysis, interpretation, and established criteria.</p> <ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding</li> </ul>	<p>performance(s) is informed by analysis, interpretation, and established criteria.</p> <ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</li> </ul>	<p>evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What does a great [band, chorus, orchestra] sound like?</li> <li>• Does music reflect culture or shape it?</li> <li>• What criteria would you use to (assess, define, explore) a culture through its music?</li> <li>• Does the exposure to the art, music and dance of other cultures have an affect on our unique world-view or perception?</li> </ul>	<ul style="list-style-type: none"> <li>• What does a great [band, chorus, orchestra] sound like?</li> <li>• Does music reflect culture or shape it?</li> <li>• What criteria would you use to (assess, define, explore) a culture through its music?</li> <li>• Does the exposure to the art, music and dance of other cultures have an affect on our unique world-view or perception?</li> </ul>	<ul style="list-style-type: none"> <li>• What does a great [band, chorus, orchestra] sound like?</li> <li>• Does music reflect culture or shape it?</li> <li>• What criteria would you use to (assess, define, explore) a culture through its music?</li> <li>• Does the exposure to the art, music and dance of other cultures have an affect on our unique world-view or perception?</li> </ul>	<ul style="list-style-type: none"> <li>• What does a great [band, chorus, orchestra] sound like?</li> <li>• Does music reflect culture or shape it?</li> <li>• What criteria would you use to (assess, define, explore) a culture through its music?</li> <li>• Does the exposure to the art, music and dance of other cultures have an affect on our unique world-view or perception?</li> </ul>

- How does one cultivate and realize their potential to express themselves through music?
- How does participation in a performing ensemble prepare you for life outside of school?
- Why/how is music literacy valuable?
- What advantage, if any, does someone who is musically literate have over someone who is not?
- What importance is there to being able to interpret musical notation?
- Why do we need to know about the different interpretations associated with the performance of specific style/genres, historical periods or cultures?
- How do musicians generate creative ideas?
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