INTERMEDIATE BAND
HIGH SCHOOL – LEVEL 1
Grades 9, 10, 11

Unit of Credit: One Year (Elective)

Prerequisite: Previous Instruction in Grade School or Audition

Course Overview:
Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate band literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and knowledge. Marching techniques may also be incorporated with regard to specific performance situations. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation. This course curriculum is based on the National Core Arts Standards.

Units of Study:
- Aesthetic values
- Cultural awareness
- Instrumental pedagogy
- Musical literacy
- Presentation
- Styles periods

Vocabulary:
Accelerando, Adagio, Ad Libertum, Alla Breve, Allargando, Allegretto, Allegro, Andante, Animato, Assia, Attacca, A Tempo, Brio, Cadenza, Cantabile, Coda, Con, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Divisi, Dolce, Endings, Espressivo, Fine, Forte, Fortepiano, Fortissimo, Fuoco, Grand Pause, Grave, Grazioso, Largo, Legato, Lento, L'istesso Tempo, Maestoso, Marcato, Meno Mosso, Mezzo, Moderato, Molto, Morendo, Non Troppo, Ossia, Pesante, Pianissimo, Piano, Piu Mosso, Poco a Poco, Prestissimo, Presto, Rallentendo, Ritardando, Rubato, Secco, Semplice, Sempre, Senza, Sforzando, Simile, Slur and Tie, Soli, Solo, Sordino, Sostenuto, Staccato, Stringendo, Subito, Tacet, Tenuto, Tutti, Unison, Vivace.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods

studied in rehearsal.

- Students improvise melodies using designated pitches in a given key. Major, minor, pentatonic and whole tone. (open time w/drone)
    - I can improvise a 4-measure melody within a designated key center and meter.
    - I can start a melodic phrase within a designated major/minor key center.
    - I can complete a melodic phrase within a designated major/minor key center.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise a two-measure rhythm in a designated meter.
- Students compose melodies in a given key. Major, minor.
    - I can create and notate melodic fragments in a designated key center.
    - I can compose an 8-measure melodic phrase within a designated key center and meter.
    - I can use serial music techniques to create a melody by applying scale degrees to given numbers.
- Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.).
    - I can compose a melody that expresses specific emotion(s) or feeling(s).
    - I can express musical consonance and dissonance in a way that reflects my daily life.
    - I can contour my melody to represent the topography of a chosen geographical location.
    - I can use texture, dynamics, rhythm, and other musical elements to depict a soundscape.
    - I can call to mind a specific emotion and create a musical line that represents that emotion. (the musical line sounds how I feel).

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using a designated key center.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.Ib Preserve draft compositions and improvisations through standard notation and audio recording.

- Students notate an original composition on staff paper using traditional pitch and rhythm.
    - I can create an original melody using a designated scale or key center.
    - I can notate my melody on staff paper using traditional notation.
    - I can notate the rhythm of my composition using traditional notation.

    - I can use and describe the musical elements used in my melody (dynamics, articulation, tempi, etc.).
- Students can develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
    - I can compose a 2 measure melodic fragment phrase based on the style of the piece we are performing.
    - I can create a variation on a rhythmic motive from the piece we are studying.
    - I can create a short melody that uses the key in the piece we are studying.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

- I can listen to my recording and describe my creation by referring to the musical elements.
- I can identify ways to revise and improve my creation to meet the established guidelines.
- I can use appropriate terminology to give feedback to peers regarding their compositions and improvisations.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements - individually or as an ensemble – that address identified purposes.

- I can effectively rehearse and perform my creation individually or in a group.
- I can record my original composition or improvisation.
- I can identify and communicate how my creation addresses the identified purpose.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
    - I can select a series of three or more tunes from a group of tunes we have sight-read/rehearsed (to be used at a concert).
    - I can understand why the music being studied has been chosen as it relates to my own personal growth.
    - I can understand why the music being studied has been chosen as it relates to a program theme.
    - I can provide an appropriate program order from the music selected.

- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story-line for the piece we are performing.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.

    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.
- Students will describe how a composer used specific compositional devices to create a specific result.
    - I can describe the form of the piece.
    - I can describe the quality of the chords/harmony and how they contribute to the meaning of the music.
    - I can identify the multiple layers within the music.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach.
    - I can tune my instrument.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

- Students will perform an appropriate part in an ensemble demonstrating music literacy.
    - I can identify all note names and enharmonic equivalents.
    - I can identify and perform rhythms up through sixteenth note subdivision.

- I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature.
- I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight).
- I can perform a variety of articulations including slurred, legato, and staccato.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- I can prepare and perform my part independently within the ensemble.
- I can blend my sound with the other members of the ensemble.
- I can perform my part to achieve correct balance within the ensemble.
- I can adjust my pitch to the other members of the ensemble.
- I can sight-read, accurately and expressively, music with a level of difficulty of 3.5, on a scale of 1-6.
- I can watch my conductor while playing and clearly understand what my conductor is asking me to do while performing.
- I can understand and demonstrate concert etiquette and professionalism as a performer and listener.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
  - I can select a series of three or more tunes from a group of tunes we have sight-read/rehearsed (to be used at a concert).
  - I can understand why the music being studied has been chosen as it relates to my own personal growth.
  - I can understand why the music being studied has been chosen as it relates to a program theme.
  - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story-line for the piece we are performing.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.Ia Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.Ia Evaluate works and performances based on personally- and collaboratively-developed criteria, including analysis of the structure and context.

- I can evaluate a performance as a performer within the ensemble.
- I can attend live performances on a regular basis and enjoy listening for complex musical elements such as changes in style, tonality, irregular phrases, or familiar and/or unusual melodies.
- I can research the context of the music or performance using available resources, such as the library, scholarly journals, and community experts.

- I can use the MHSA performance rubric to evaluate a performance.
- I can analyze an ensemble as if I were the conductor.
- I can analyze a composition as if I were the composer/arranger.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can be open to changing my opinion of a piece of music after I have experienced performing it.
- I can perform with appreciation and intent after growing to understand the technical challenges, emotional content, and compositional makeup of a selected piece of music.
- I can understand how my knowledge of composer's intentions will deepen my experience with a piece of music.
- I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
- I can connect to music that emulates music from a variety of cultures, eras, and origins.
- I can identify opportunities to perform and hear music in the community and beyond.
- I can describe the ways instrumental music is used in various cultures and demographic groupings of the United States and other countries.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can group music by style, period, and culture, even if I am unfamiliar with that particular style.
- I can trace different styles of music to their origins and relate it to contemporary music.

- I can create timelines of music styles and find parallels to art, history, or technology.
- I can state the different roles that musicians perform within a culture.
- I can understand the functions of music, roles of musicians, and conditions that music is typically performed in a variety of world cultures.