



Park Hill School District

Building Successful Futures • Each Student • Every Day

Modern Band Curriculum

Course Description: A year-long performance class for students interested in the study of historical and cultural roots of, and the performance of popular music styles such as rock, pop, country, R&B, and Latin. Special skills consisting of reading chord voicings, notated melodies, and syncopated rhythms are covered with an emphasis on application for performance. Several performance opportunities during the school year are provided. Students are expected to commit to performing at outside events listed on the current school year's performance calendar, and participation in performances is required. Additional projects beyond performances can include arranging popular songs, composing original music, and developing a brand through logos, flyers, & merch. Instrumentation is limited to guitar, bass guitar, keyboard/piano, drum set, and vocals. All students will learn at least one instrument, even if vocals are their primary area of focus. Students with experience on other instruments may also be considered. Students will also gain experience with basic music technology including amplification, recording, and sound reinforcement. This course may be repeated for additional credits.

**Standards: Modern Band is a new course that will provide a different experience for students*

Scope and Sequence:

Timeframe	Unit	Instructional Topics
ongoing	Performance	Topic 1: Genre & Style Topic 2: Ensemble and Solo Performance
ongoing	History	Topic 1: Eras Topic 2: Genres
ongoing	Technique	Topic 1: Musical Accuracy
ongoing	Reading	Topic 1: Notations
ongoing	Music Technology	Topic 1: Instrument Setup Topic 2: Recording Topic 3: Amplification
ongoing	Arranging & Composing	Topic 1: Chord Progressions Topic 2: Lyrics Topic 3: Voicings Topic 4: Style Topic 5: Song Form
ongoing	Marketing	Topic 1: Marketing

Unit 1: Performance

Subject: Modern Band

Grade: 9-12

Name of Unit: Performance

Length of Unit: Ongoing

Overview of Unit: In this unit, students will build their skills as performers. By engaging with a wide variety of musical genres and styles, students will explore how stylistic elements shape musical expression. Repertoire will be selected collaboratively by students and staff, ensuring relevance and variety while promoting student voice and choice. Throughout the unit, students will rehearse regularly in small and large groups. As they rotate through varying group sizes and instrumentation, students will gain practical experience adapting to different musical contexts, refining their technique, timing, and expressiveness in the process.

Priority Standards for unit:

- MU:Pr6A.E.1a - 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.
- MU:Pr6A.E.1b - Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Supporting Standards for unit:

- MU:Pr5A.E.1a - 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.

Essential Questions:

1. When is a performance judged ready to present?
2. How do context and the manner in which musical work is presented influence audience response?

Enduring Understanding/Big Ideas:

1. Musicians judge performance based on criteria that vary across time, place, and cultures.
2. The context and how a work is presented influence the audience response.

Unwrapped Priority Standards:

Priority Standard: MU:Pr6A.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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Student will perform a prepared piece with correct rhythm, pitch, and expressive elements appropriate to the style.	3
	Apply
Student will adjust performance in rehearsal based on feedback to improve accuracy and expression.	3
	Evaluate

Priority Standard: MU:Pr6A.E.Ib - Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Learning Targets	Webb's DOK Level
	Bloom's Level
Student will identify expressive qualities (like dynamics, articulation, and tempo) in a notated piece of music.	2
	Understand
Student will use notation and rehearsal strategies to prepare a performance that matches the style of the selected genre.	3
	Apply

Engaging Scenario

Engaging Scenario The ensemble(s) culminating activities will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to musical technique.

Additional performances may include other school or community events.

Topic 1: Genre & Style

Engaging Experience 1

Title: Genre & Style

Suggested Length of Time: Ongoing

Standards Addressed

Priority Standards:

- MU:Pr6A.E.1a - 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.
- MU:Pr6A.E.1b - Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Supporting Standards:

- MU:Pr5A.E.1a - 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.

Detailed Description/Instructions: Students will perform multiple genres and styles over the duration of the course. Genres and styles will be contrasting to expose students to a wide spectrum of repertoire. The repertoire will include ensemble and solo music selected by students and staff.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Ensemble and Solo Performance

Engaging Experience 1

Title: Ensemble and Solo Performance

Suggested Length of Time: Ongoing

Standards Addressed

Priority Standards:

- MU:Pr6A.E.1a - 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.
- MU:Pr6A.E.1b - Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Supporting Standards:

- MU:Pr5A.E.1a - 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.

Detailed Description/Instructions: Students will perform in groups and individual settings.

Students will collaborate and rehearse music in preparation for a live performance. Comping and improvising will be skills that students will develop and use to support a musical performance.

Varying ensemble sizes and instrumentations will be used based on the repertoire selected.

Bloom's Levels: Evaluate

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Genre & Style Performance	Students will perform multiple genres and styles over the duration of the course. Genres and styles will be contrasting to expose students to a wide spectrum of repertoire. The repertoire will include ensemble and solo music selected by students and staff.	Ongoing
Ensemble and Solo Performance	Students will perform in groups and individual settings. Students will collaborate and rehearse music in preparation for a live performance. Comping and improvising will be skills that students will develop and use to support a musical performance. Varying ensemble sizes and instrumentations will be used based on the repertoire selected.	Ongoing

Unit 2: History

Subject: Modern Band

Grade: 9-12

Name of Unit: History

Length of Unit: Ongoing

Overview of Unit: This unit invites students to explore the evolution of popular music from the 1950s to the present, examining how key musical eras and genres reflect and influence broader cultural and historical movements. Beginning with early rockabilly and extending through grunge, indie pop, and modern hip hop, students will investigate how music both shapes and responds to the world around it. Through listening, discussion, performance, and analysis, students will study the defining characteristics of major genres and consider how each fits into its historical moment.

Priority Standards for unit:

- MU:Re8A.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.
- MU:Re9A.E.Ia - Valuate works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context.
- MU:Cn11A.E.Ia - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Supporting Standards for unit:

- MU:Re7B.E.Ia - Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

Essential Questions:

1. How do we discern the musical creators' and performers' expressive intent?
2. How do we judge the quality of musical work(s) and performance(s)?
3. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding/Big Ideas:

1. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
2. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
3. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Unwrapped Priority Standards:

Priority Standard: MU:Re8A.E.1a - 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe how the elements of music and historical context help express the meaning of a song.	2
	Understand
Students will support their interpretation of a song's meaning using musical elements and contextual evidence.	3
	Analyze

Priority Standard: MU:Re9A.E.1a - Evaluate works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will create criteria to evaluate a musical genre or performance based on its structure and cultural context.	3
	Create
Students will use those criteria to evaluate and explain my judgment of a song or performance.	3
	Evaluate

Priority Standard: MU:Cn11A.E.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how music connects to events, movements, or ideas from other subjects or areas of life.	2
	Understand
Students will analyze how a song's meaning or impact changes based on cultural or historical context.	3
	Analyze

Engaging Scenario

Engaging Scenario The ensemble(s) culminating activities will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to musical technique.

Additional performances may include other school or community events.

Topic 1: Eras

Engaging Experience 1

Title: Eras Explorations

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Re8A.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.
- MU:Re9A.E.Ia - Valuate works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context.
- MU:Cn11A.E.Ia - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7B.E.Ia - Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

Detailed Description/Instructions: Eras of popular music will be explored going back to the 1950's through present day. Analysis and reflection of historical relevance will be investigated. Eras will include but not be limited to 1950s rockabilly, 1960s anti-war, 1970s classic rock, 1980s new wave, 1990s grunge, 2000s indie pop, etc. Cross-curricular tie-ins associated with monthly themes (Black History, Irish History, Women's History, Hispanic Heritage, etc.) and historical events (civil rights, anti-war, Super Bowl halftime shows, benefit shows, etc.) will also be included.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Genres

Engaging Experience 1

Title: Genres Explorations

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Re8A.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.
- MU:Re9A.E.Ia - Value works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context.
- MU:Cn11A.E.Ia - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Supporting:

- MU:Re7B.E.Ia - Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

Detailed Description/Instructions: Multiple genres of music will be explored going back to the inception of rockabilly. Analysis and reflection of historical relevance will be investigated.

Genres will include but not be limited to rockabilly, classic rock, yacht rock, glam metal, new wave, grunge, alternative, indie, pop, Latin, hip hop, R&B, country, etc.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Eras Explorations	Eras of popular music will be explored going back to the 1950's through present day. Analysis and reflection of historical relevance will be investigated. Eras will include but not be limited to 1950s rockabilly, 1960s anti-war, 1970s classic rock, 1980s new wave, 1990s grunge, 2000s indie pop, etc. Cross-curricular tie-ins associated with monthly themes (Black History, Irish History, Women's History, Hispanic Heritage, etc.) and historical events (civil rights, anti-war, Super Bowl halftime shows, benefit shows, etc.) will also be included.	Ongoing
Genres Explorations	Multiple genres of music will be explored going back to the inception of rockabilly. Analysis and reflection of historical relevance will be investigated. Genres will include but not be limited to rockabilly, classic rock, yacht rock, glam metal, new wave, grunge, alternative, indie, pop, Latin, hip hop, R&B, country, etc.	Ongoing

Unit 3: Technique

Subject: Modern Band

Grade: 9-12

Name of Unit: Technique

Length of Unit: Ongoing

Overview of Unit: In this unit, students will develop precision and control in their playing through a focused study of musical accuracy. Emphasis will be placed on producing or selecting correct notes, chords, rhythms, and stylistic elements in alignment with the repertoire being studied. Whether performing on guitar, bass, keyboard, drums, or vocals, students will be expected to demonstrate a growing command of their instrument and the technical demands of each piece.

Through guided practice, peer feedback, and rehearsal, students will refine their ability to reproduce music faithfully and consistently. Repertoire will serve as both a learning tool and an assessment benchmark, as students prepare for live performance opportunities where accuracy and attention to detail are essential. This unit lays the groundwork for expressive, confident performance by ensuring students can reliably execute the musical fundamentals.

Priority Standards for unit:

- MU:Pr6A.E.1a - 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.
- MU:Pr4C.E.1a - Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Supporting Standards for unit:

- MU:Pr4B.E.1a - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Essential Questions:

1. When is a performance judged ready to present?
2. How do context and the manner in which musical work is presented influence audience response?
3. Performers make interpretive decisions based on their understanding of context and expressive intent.

Enduring Understanding/Big Ideas:

1. Musicians judge performance based on criteria that vary across time, place, and cultures.
2. The context and how a work is presented influence the audience response.
3. How do performers interpret musical works?

Unwrapped Priority Standards:

Priority Standard: MU:Pr6A.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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate technical accuracy (notes, rhythms, articulation) in their performance of selected repertoire.	2
	Apply
Students will incorporate expressive qualities (dynamics, tone, phrasing) appropriate to the style and genre of the music performed.	3
	Analyze

Priority Standard: MU:Pr4C.E.Ia - Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how cultural and historical context influences the interpretation of a piece of music.	2
	Understand
Students will apply contextual understanding to shape their interpretation and performance of music.	3
	Analyze

Engaging Scenario

Engaging Scenario The ensemble(s) culminating activities will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to musical technique.

Additional performances may include other school or community events.

Topic 1: Musical Accuracy

Engaging Experience 1

Title: Musical Accuracy

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr6A.E.1a - 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.
- MU:Pr4C.E.1a - Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Supporting:

- MU:Pr4B.E.1a - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Detailed Description/Instructions: Accurate production or selection of musical notes, chords, rhythms, and style will be taught. Emphasis will be placed on accurate reproduction of selected repertoire. Students will demonstrate proficiency of these skills through live performance.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Musical Accuracy	Accurate production or selection of musical notes, chords, rhythms, and style will be taught. Emphasis will be placed on accurate reproduction of selected repertoire. Students will demonstrate proficiency of these skills through live performance.	Ongoing

Unit 4: Reading

Subject: Modern Band

Grade: 9-12

Name of Unit: Reading

Length of Unit: Ongoing

Overview of Unit: In this unit, students will build their music literacy skills by learning to interpret both iconic and standard notation systems. Modern Band embraces a variety of visual tools to support diverse learners in accessing and performing music. Students will learn to read and apply notated chords, bass lines, melodies, and grooves to real musical contexts, enhancing their ability to communicate and collaborate within an ensemble. Emphasis will be placed on using notation as a practical tool for learning, rehearsing, and performing music across multiple genres.

Priority Standards for unit:

- MU:Pr4B.E.1a - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- MU:Pr4C.E.1a - Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Supporting Standards for unit:

- MU:Cr3A.E.1a - Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

Essential Questions:

1. How does understanding the structure and context of musical works inform performance?
2. How do performers interpret musical works?

Enduring Understanding/Big Ideas:

1. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
2. Performers make interpretive decisions based on their understanding of context and expressive intent.

Unwrapped Priority Standards:

Priority Standard: MU:Pr4B.E.1a - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify structural and theoretical elements in notated music, such as form, rhythm, harmony, and melody.	2
	Understand
Students will apply their understanding of compositional and structural elements to inform how they prepare and perform a piece.	3
	Apply

Priority Standard: MU:Pr4C.E.1a - Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe how a piece's cultural, historical, or stylistic context influences its notation and interpretation.	2
	Understand
Students will use contextual understanding to interpret and perform music appropriately.	3
	Apply

Engaging Scenario

Engaging Scenario The ensemble(s) culminating activities will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to musical technique.

Additional performances may include other school or community events.

Topic 1: Notations

Engaging Experience 1

Title:

Suggested Length of Time:

Standards Addressed

Priority:

- MU:Pr4B.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 or improvised performances.
- MU:Pr4C.E.Ia - Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Supporting:

- MU:Cr3A.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.

Detailed Description/Instructions: Modern Band uses a combination of iconic and standard notation to help students play different songs. Iconic notation uses drawings, pictures, lines, numbers, and other visual devices. Standard musical notation will also be used as students become more familiar and comfortable with their instrument. Students will read chords, melodies, bass lines, guitar tablature, and rhythmic grooves.

Bloom's Levels: Apply

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Notations	Modern Band uses a combination of iconic and standard notation to help students play different songs. Iconic notation uses drawings, pictures, lines, numbers, and other visual devices. Standard musical notation will also be used as students become more familiar and comfortable with their instrument. Students will read chords, melodies, bass lines, guitar tablature, and rhythmic grooves.	Ongoing

Unit 5: Music Technology

Subject: Modern Band

Grade: 9-12

Name of Unit: Music Technology

Length of Unit: Ongoing

Overview of Unit: In this unit, students will gain hands-on experience with the tools and technologies essential to modern music-making. Students will build technical fluency that supports both rehearsal and performance. They will begin by learning proper setup and maintenance of their instruments, including placement, tuning, tone control, and volume balance. As they progress, students will be introduced to basic recording techniques using microphones and digital interfaces. They will explore concepts such as microphone placement, input gain, and signal levels, and apply these skills to document rehearsals and performances for learning and reflection.

Additionally, students will learn to operate amplification equipment—including amps, mixers, microphones, and cables—safely and effectively. Emphasis will be placed on gain structure, power management, and appropriate cable routing to ensure high-quality, interference-free sound.

Priority Standards for unit:

- MU:Cr3A.T.1a - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- MU:Pr5A.T.1a - Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
- MU:Re8A.T.1a - Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Supporting Standards for unit:

- MU:Re9A.T.1a - Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Essential Questions:

1. How do musicians improve the quality of their creative work?
2. How do musicians improve the quality of their performance?
3. How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding/Big Ideas:

1. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
2. 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.
3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unwrapped Priority Standards:

Priority Standard: MU:Cr3A.T.1a - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use peer and teacher feedback to identify ways to improve the technical or expressive elements of their recorded or improvised work.	2
	Evaluate
Students will revise or refine their compositions and improvisations using feedback and specific strategies.	3
	Apply

Priority Standard: MU:Pr5A.T.1a - Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify specific rehearsal strategies that target improvement in tone, timing, balance, or expression.	2
	Understand
Students will implement those rehearsal strategies to enhance their individual and group performance.	3
	Apply

Priority Standard: MU:Re8A.T.1a - Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how digital tools (such as microphones, mixers, or recording software) affect the expressive qualities of a performance.	3
	Analyze
Students will support their interpretation of a recorded or amplified performance by referencing musical elements and production choices.	3
	Evaluate

Engaging Scenario

Engaging Scenario The ensemble(s) culminating activities will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to musical technique.

Additional performances may include other school or community events.

Topic 1: Instrument Setup

Engaging Experience 1

Title: Instrument Setup

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr3A.T.Ia - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- MU:Pr5A.T.Ia - Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
- MU:Re8A.T.Ia - Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Supporting:

- MU:Re9A.T.Ia - Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Detailed Description/Instructions: Appropriate instrument setup including placement, volume, tuning, tamber, etc. Proper maintenance and care such as changing a guitar string will also be covered. Students will demonstrate mastery of these setup concepts and procedures.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Recording

Engaging Experience 1

Title: Recording

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr3A.T.Ia - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- MU:Pr5A.T.Ia - Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
- MU:Re8A.T.Ia - Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Supporting:

- MU:Re9A.T.Ia - Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Detailed Description/Instructions: In-class rehearsal and live performances will be recorded for educational instruction. Instruction on appropriate levels, gain, and microphone placement will be covered. Students will demonstrate how to appropriately setup and operate recording equipment.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 3: Amplification

Engaging Experience 1

Title: Amplification

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr3A.T.Ia - Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- MU:Pr5A.T.Ia - Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
- MU:Re8A.T.Ia - Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.

Supporting:

- MU:Re9A.T.Ia - Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

Detailed Description/Instructions: Amplification equipment will be used in rehearsals and live performances. Equipment will include but not be limited to sound mixers, guitar amps, bass amps, keyboards, microphones, and cables. Appropriate setup and operation of amplification equipment will be taught. Instruction will include appropriate power management, cable placement, gain leveling, and volume leveling.

Bloom's Levels: Evaluate

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Instrument Setup	Appropriate instrument setup including placement, volume, tuning, tamber, etc. Proper maintenance and care such as changing a guitar string will also be covered. Students will demonstrate mastery of these setup concepts and procedures.	Ongoing
Recording	In-class rehearsal and live performances will be recorded for educational instruction. Instruction on appropriate levels, gain, and microphone placement will be covered. Students will demonstrate how to appropriately setup and operate recording equipment.	Ongoing
Amplification	Amplification equipment will be used in rehearsals and live performances. Equipment will include but not be limited to sound mixers, guitar amps, bass amps, keyboards, microphones, and cables. Appropriate setup and operation of amplification equipment will be taught. Instruction will include appropriate power management, cable placement, gain leveling, and volume leveling.	Ongoing

Unit 6: Arranging and Composing

Subject: Modern Band

Grade: 9-12

Name of Unit: Arranging and Composing

Length of Unit: Ongoing

Overview of Unit: In this unit, students will create their own music and reimagine existing songs in new ways. They'll explore chord progressions, write original lyrics, and shape their sound through smart choices in instrumentation and voicing. Whether it's a solo track or a full band arrangement, students will build pieces that reflect their voice and musical taste.

Students will also experiment with style and form by changing the genre of a song to give it a new feel or structuring their own compositions using familiar formats like verse-chorus-bridge. The focus is on making music that is both creative and playable, using real tools and ideas from the world of modern music.

Priority Standards for unit:

- MU:Cr2A.C.1a - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3B.C.1a - Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Pr4C.C.1a - Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

Supporting Standards for unit:

- MU:Re8A.C.1a - Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Essential Questions:

1. How do musicians make creative decisions?
2. When is creative work ready to share?
3. How do performers interpret musical works?

Enduring Understanding/Big Ideas:

1. Musicians' creative choices are influenced by their expertise, context, and expressive intent.
2. Musicians' presentation of creative work is the culmination of a process of creation and communication.
3. Performers make interpretive decisions based on their understanding of context and expressive intent.
- 4.

Unwrapped Priority Standards:

Priority Standard: MU:Cr2A.C.1a - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will organize chord progressions, rhythms, and melodies to express a selected theme or emotion.	2
	Apply
Students will create original musical ideas that reflect a mood, image, or story.	3
	Create

Priority Standard: MU:Cr3B.C.1a - Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will present their original or arranged music using performance, written notation, or recording technology.	2
	Apply
Students will explain how musical elements in their composition or arrangement communicate expressive intent.	3
	Analyze

Priority Standard: MU:Pr4C.C.1a - Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze how the use of musical elements and stylistic features contributes to a work's overall mood and meaning.	3
	Analyze
Students will explain how their own musical choices reflect the style, mood, or expressive intent of the original work or their own creative vision.	3
	Evaluate

Engaging Scenario

Engaging Scenario The ensemble(s) culminating activities will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to musical technique.

Additional performances may include other school or community events.

Topic 1: Chord Progressions

Engaging Experience 1

Title: Chord Progressions

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr2A.C.Ia - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3B.C.Ia - Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Pr4C.C.Ia - Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

Supporting:

- MU:Re8A.C.Ia - Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Detailed Description/Instructions: Accurate notation and use of chords and chord progressions will be explored. Chords in root position and inversion will be used to develop progressions. Progressions will be used to develop student arrangements and original compositions. Major & minor chords will be used primarily in popular songs, but additional extended chord qualities can also be explored.

Bloom's Levels: Create

Webb's DOK: 3

Topic 2: Lyrics

Engaging Experience 1

Title: Lyrics

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr2A.C.Ia - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3B.C.Ia - Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Pr4C.C.Ia - Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

Supporting:

- MU:Re8A.C.Ia - Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Detailed Description/Instructions: Students will compose/create original lyrics set over a chord progression, melody, and/or beat. Personal experiences or relevant social themes can be used as inspiration for original lyrics. The lyrical content of original songs must be appropriate for the classroom.

Bloom's Levels: Create

Webb's DOK: 3

Topic 3: Voicings & Instrumentation

Engaging Experience 1

Title: Voicings & Instrumentation

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr2A.C.Ia - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3B.C.Ia - Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Pr4C.C.Ia - Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

Supporting:

- MU:Re8A.C.Ia - Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Detailed Description/Instructions: Selection of appropriate voices and instruments settings will be explored. Settings will include but not be limited to solo, duets, three-part harmony, four-part harmony, guitar and bass, traditional four-piece rock band instrumentation, etc. Students will explore and incorporate appropriate voices and instrumentations into their arrangements and compositions.

Bloom's Levels: Create

Webb's DOK: 3

Topic 4: Style

Engaging Experience 1

Title: Style

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr2A.C.1a - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3B.C.1a - Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Pr4C.C.1a - Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

Supporting:

- MU:Re8A.C.1a - Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Detailed Description/Instructions: Students will make arrangements of popular songs by creating a cover (or remake) within a different style. Different styles of music may include pop, rock, hip hop, R&B, electronic dance music, country, and other contemporary styles. This allows students to select the repertoire and ensures that they are reflected in the curriculum with different styles of music.

Bloom's Levels: Create

Webb's DOK: 3

Topic 5: Song Form

Engaging Experience 1

Title: Song Form

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Cr2A.C.Ia - Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines
- MU:Cr3B.C.Ia - Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
- MU:Pr4C.C.Ia - Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

Supporting:

- MU:Re8A.C.Ia - Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Detailed Description/Instructions: Through investigation of rehearsed songs and critical listening of popular music, students will develop a sense of how songs are structured, shaped, and organized. These sections will include the verses, chorus, and bridge to create contrast and repetition throughout a song. Form is the main organizing principle in music, and students will use these structures in their original popular songs & arrangements.

Bloom's Levels: Create

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Chord Progressions	Accurate notation and use of chords and chord progressions will be explored. Chords in root position and inversion will be used to develop progressions. Progressions will be used to develop student arrangements and original compositions. Major & minor chords will be used primarily in popular songs, but additional extended chord qualities can also be explored.	Ongoing
Lyrics	Students will compose/create original lyrics set over a chord progression, melody, and/or beat. Personal experiences or relevant social themes can be used as inspiration for original lyrics. The lyrical content of original songs must be appropriate for the classroom.	Ongoing
Voicings & Instrumentation	Selection of appropriate voices and instruments settings will be explored. Settings will include but not be limited to solo, duets, three-part harmony, four-part harmony, guitar and bass, traditional four-piece rock band instrumentation, etc. Students will explore and incorporate appropriate voices and instrumentations into their arrangements and compositions.	Ongoing
Style	Students will make arrangements of popular songs by creating a cover (or remake) within a different style. Different styles of music may include pop, rock, hip hop, R&B, electronic dance music, country, and other contemporary styles. This allows students to select the repertoire and ensures that they are reflected in the curriculum with different styles of music.	Ongoing
Song Forms	Through investigation of rehearsed songs and critical listening of popular music, students will develop a sense of how songs are structured, shaped, and organized. These sections will include the verses, chorus, and bridge to create contrast and repetition throughout a song. Form is the main organizing principle in music, and students will use these structures in their original popular songs & arrangements.	Ongoing

Unit 7: Marketing

Subject: Modern Band

Grade: 9-12

Name of Unit: Marketing

Length of Unit: Ongoing

Overview of Unit: Once bands or ensembles are formed, students will shift gears to focus on promotion. They'll create real-world marketing tools like logos, merch designs, gig flyers, and press photos to represent their group's identity. Students will also build press kits and artist riders. By the end of the unit, each group will have a complete promo package ready to pitch their act and grow their audience.

Priority Standards for unit:

- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G) - DECA
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.

Essential Questions:

1. How can understanding your audience help you create marketing strategies that are relevant, appealing, and successful?

Enduring Understanding/Big Ideas:

1. Effective marketing begins with a deep understanding of the target audience; when marketing strategies are informed by audience data and customer needs, they are more likely to connect, engage, and drive action.

Unwrapped Priority Standards:

Priority Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G) DECA

G.2: Competency: Employ marketing information to plan marketing activities.

G.3: Competency: Employ marketing information to determine and meet customer needs.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze audience demographics and preferences to determine effective marketing strategies for their band or ensemble.	3
	Analyze
Students will apply audience and market research to design marketing materials that meet the needs and interests of a specific target audience.	4
	Create

Engaging Scenario

Engaging Scenario The ensemble(s) culminating activity for this unit will be appropriate marketing materials for the ensemble and its performance(s). This may include cross-curricular and cross-course collaboration on logos and graphic design, merchandising, press kits, riders, booking gigs, etc.

Topic 1: Marketing

Engaging Experience 1

Title: Marketing

Suggested Length of Time:

Standards Addressed

Priority:

- Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience. (G) - DECA
 - G.2: Competency: Employ marketing information to plan marketing activities.
 - G.3: Competency: Employ marketing information to determine and meet customer needs.

Detailed Description/Instructions: Once bands/ensembles have been established, students will develop marketing tools to help promote their performing groups. Projects may include, but not limited to, creating original logos, band merch, gig flyers, and press photos, as well as producing a press kit and artist rider. Each of these marketing projects can be used in getting a performance gig and developing a following.

Bloom's Levels: Create

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Marketing	Once bands/ensembles have been established, students will develop marketing tools to help promote their performing groups. Projects may include, but not limited to, creating original logos, band merch, gig flyers, and press photos, as well as producing a press kit and artist rider. Each of these marketing projects can be used in getting a performance gig and developing a following.	Ongoing

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.