



# Mount Pleasant Central School District

## WHS Band, Performing Arts

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How do musicians interpret and communicate meaning through music? What does it mean to be a responsible and engaged ensemble member? In High School Concert Band, students continue their development of technical and expressive skills on their instruments while learning to collaborate effectively within an ensemble. Guided by questions like how music expresses culture and what makes a strong performance, students build proficiency in tone, musical interpretation, intonation, and rhythm. The course emphasizes key concepts such as balance, blend, and dynamics, and is supported by review and study of key music vocabulary and music theory. Aligned with national standards, our main goal is to foster artistic growth, discipline, and teamwork, helping students understand how to use music as a vehicle for self-expression. Assessment focuses on performance-based evaluations, which incorporate recording assignments, feedback in rehearsals and small group lessons, participation in performances, and opportunities for self-reflection to monitor growth.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Rhythm 9-10	All Year	<ul style="list-style-type: none"> <li>- Review basic note and rest values, dotted rhythms and common pairings and subdivisions</li> <li>-dotted 8th+16th</li> <li>-dotted quarter+8th</li> <li>-basic syncopation</li> <li>-offbeat 8ths, the "and" of the beat</li> <li>-2/4, 3/4, 4/4, 6/8, 9/8, 12/8 beat subdivisions, triplet, subdivisions</li> </ul>	<ul style="list-style-type: none"> <li>- Beat, Tempo, Meter, Measure, Downbeat, Upbeat, Syncopation</li> </ul>	<p>MU:Pr4.3.E.5.a - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>MU:Pr5.1.E.5.a - Use self-reflection and peer feedback to refine individual and ensemble performances of a</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>-perform simple and compound meter rhythms accurately.</li> <li>-Demonstrate the ability to internally subdivide beats (counting 8ths or 16ths in 2/4, 4/4, 6/8 etc).</li> <li>-Clap or tap subdivisions accurately during rhythmic exercises or rehearsals.</li> <li>-Maintain consistent</li> </ul>	<p>To communicate artistic intent with clarity and nuance, musicians must critically analyze and refine their performances over time by embracing innovative ideas, demonstrating perseverance, and applying sophisticated evaluative criteria.</p>	<p>Performance-Based, self and group assessment; accurate rhythm in rehearsal/concert setting</p>

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				varied repertoire of music.	tempo with or without a metronome. Adjust to changes in tempo as indicated in the music or by the conductor. Understands and interprets a variety of time signatures accurately.		
<b>Rhythm 11-12</b>	All Year	- Ties across barlines, anticipations, compound and mixed meter, 5/8, 7/8 Polyrhythms (3 over 2	- Beat, Tempo, Meter, Measure, Downbeat, Upbeat, Syncopation, Subdivision, Anacrusis, Polyrhythm	MU:Pr4.3.E.8.a - Demonstrate understanding and application of expressive qualities in	Students will: -Read and perform syncopated rhythms with precision. -Accurately execute	To communicate artistic intent with clarity and nuance, musicians must critically analyze and	Performance-Based, self and group assessment; accurate rhythm in rehearsal/concert

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		and 4 over 3) advanced triplets when encountered in repertoire (quintuplets, septuplets etc) Asymmetrical phrasing		a varied repertoire of music through prepared and improvised performances.  MU:Pr5.1.E.8.a - Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine	dotted rhythms and ties across barlines. -Applies rhythmic precision with section and full ensemble. -Responds to visual and aural cues to maintain ensemble rhythmic integrity. -Accurately sight reads rhythmic passages appropriate to grade level using NYSSMA criteria. -Uses strategies like silent counting,	refine their performances over time by embracing innovative ideas, demonstrating perseverance, and applying evaluative criteria when appropriate.	setting

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				performances.	conducting, or subdividing during sight reading. -Connects rhythm with musical expression through varied articulation (staccato, legato, marcato)		
Pitch 9-10	All Year	<b>Ranges:</b> Flute: Low D to G above staff. Oboe: Low D to Bb above staff. Clarinet: Low E to G	Pitch, Note, Tone, Interval, Staff, Clef, Ledger Lines, Accidentals, Sharp, Flat, Natural, Key Signature, Scale,	MU:Pr6.1.E.5.a - Demonstrate attention to technical accuracy and expressive qualities in prepared and	-Identifies and maintains the correct pitch center in a given key.  -Demonstrates	To achieve precise and expressive performances, musicians continually analyze and refine their pitch accuracy	Performance-Based, self and group assessment; accurate pitch in rehearsal/concert setting

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		above staff. Alto Sax: Low G to B above staff Tenor Sax: Low D to G above staff. Bari Sax: Low C to A above staff. Trumpet: Low A to E above staff. Horn: Low A to 4th line D Trombone: Low F to D above staff. Baritone: Low F to D above staff. Tuba: Low F to 2nd	Tonic, Octave, Intonation, Tuning, Pitch matching, Transposition, Concert Pitch, Range	improvised performances of a varied repertoire of music.	understanding on how to adjust tuning mechanisms (slide, barrel, embouchure, reed placement, posture, breath support.).	and intonation by remaining open to new strategies and persisting through challenges.	

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		space C.					
Pitch 11-12	All Year	Flute: Low D to C 2 octaves above staff Oboe: Low D to C above staff Clarinet Low E to G two octaves above staff. All Sax: Low D to A two octaves above staff.	- Pitch, Note, Tone, Interval, Staff, Clef, Ledger Lines, Accidentals, Sharp, Flat, Natural, Key Signature, Scale, Tonic, Octave, Intonation, Tuning, Pitch matching, Transposition, Concert	MU:Pr6.1.E.8.a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing	- Identifies individual pitch tendencies on their instrument.  - Self-adjusts their pitch for tuning sequence with no supports or minimal support.	To achieve precise and expressive performances, musicians continually analyze and refine their pitch accuracy and intonation by remaining open to new strategies and persisting through	Performance-Based, self and group assessment; accurate pitch in rehearsal/concert setting

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		Trumpet: Low G to A above staff. Horn: Low A to top line F. Trombone: Low F to F above the staff. Baritone: Low F to F above staff. Tuba: Low F to 3rd space Eb.	Pitch, Range	diverse cultures and styles.	-Demonstrate understanding on how to adjust tuning mechanisms (slide, barrel, embouchure, reed placement, posture, breath support.).	challenges.	
<b>Dynamics 9-10</b>	All year	- Dynamic Contrast, Balance, Blend, Expressive Playing, Dynamic Range,	piano mezzo forte forte crescendo	MU:Cn10.O.E.5.a - Demonstrate how interests, knowledge, and skills relate to	Students will: -demonstrate the ability to perform basic dynamic	Musicians use dynamic contrast and control to shape musical expression,	Performance-Based, self and group assessment; accurate dynamics in rehearsal/concert

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		Sectional balance, Conducting cues for dynamics	decrescendo mezzo piano pianissimo subito piano subito forte Balance Blend	personal choices and intent when creating, performing, and responding to music.	markings (pp to ff) with reasonable accuracy. -Adjust volume appropriately within their section to match. -Listen actively across the ensemble and make real- time pitch adjustments. -Blends pitch and tone with section and full ensemble. -Demonstrate responsiveness to conductor cues for < >	continually refining their sensitivity to volume, balance, and tonecolor through critical listening, thoughtful experimentation, and informed artistic decision making.	setting

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					and accents. -Continue developing use of dynamics in musical phrasing to shape a line or phrase.		
<b>Dynamics 11-12</b>	All Year	- Dynamic Contrast, Balance, Blend, Expressive Playing, Dynamic Range, Sectional balance, Conducting cues for dynamics	-	MU:Cn10.O.E.8.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	- Students will: consistently perform a wide range of dynamic markings with control and expressive intent. Maintain excellent tone and intonation at various dynamic levels. Can make	Musicians use dynamic contrast and control to shape musical expression, continually refining their sensitivity to volume, balance, and tonecolor through critical listening, thoughtful	Performance-Based, self and group assessment; accurate dynamics in rehearsal/concert setting

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					independent decisions about dynamics in the absence of marked instructions.	experimentation, and informed artistic decision making.	
<b>Articulation 9-10</b>	All Year	- Heavy vs light tonguing -Air accent vs tongue accent -Repeated note articulation clarity and consistency -Direction and shaping through legato lines	Tonguing, legato, staccato, staccatissimo, tenuto, accent, marcato, sforzando, light tonguing, heavy tonguing, air accent, tongue accent, lifted articulation, separated articulation, clarity,	MU:Pr5.1.E.5.a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	- Students will: demonstrate an understanding of basic articulation markings and terminology (staccato, legato, tenuto, accents) through oral explanation and accurate performance.	Musicians use articulation to shape musical meaning, refining how notes begin, connect, and release in order to communicate style, character, and expressive intent.	Performance-Based, self and group assessment; accurate articulations in rehearsal/concert setting

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		<ul style="list-style-type: none"> <li>-Lifted vs separated staccato</li> <li>-Introduce staccatissimo</li> <li>-Dynamic driven accents (ff accent vs mp accent)</li> <li>-March style separation</li> <li>-Articulation matching in ensemble</li> <li>-Applying articulations to enhance phrasing</li> </ul>	directional air, cantabile, march style, matching, phrase shaping, balance, blend		Demonstrate consistency and control over articulations, and coordinate the tongue, air, and embouchure to continue developing individual and section tone. Adjusts articulations depending on tempo and musical style/genre.		
Articulation 11-12		- Introduce double	- legato tonguing,		-	Developing precise	

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		tonguing -Legato vs articulated tonguing -Intensity levels of accents -Subito accents -Comparing marcato vs sforzato -Staccato concepts and length variation depending on style and tempo. -Jazz articulations (doo, dah, daht, dot) -Period-style articulations	articulated tonguing, double tonguing, subito, sforzato, staccatissimo, espressivo, jazz vocalizations, period style articulations, style, tempo, artistic intent, ensemble cohesion, unification, direction, interpretation			and varied articulations expands a musician's technical fluency, enabling them to perform a wider range of styles with clarity, control, and accuracy.	

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		<ul style="list-style-type: none"> <li>-Choosing articulations that express composer intent</li> <li>-Applying articulation choices to enhance musical intent.</li> </ul>					
<b>Cultural Connections</b>	All Year	<ul style="list-style-type: none"> <li>- Planning and collaboration on choosing repertoire from diverse cultures and experiences.</li> <li>-Research and application of historical cues to help</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural context, tradition, heritage, identity, aesthetic, Authenticity, oral tradition, cultural exchange, Folk music, perspective, representation,</li> </ul>	MU:Cn11.1.E.HSI a. 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' intentions.	<ul style="list-style-type: none"> <li>- Individual and ensemble adjustments to reflect a specific cultural or historical style.</li> <li>-Ability to verbally articulate WHY specific styles/genres</li> </ul>	Music reflects the identity, beliefs and traditions of the people who create it. -Performing music from diverse cultures requires understanding the	Performance based assessment, checking for rhythmic and stylistic accuracy. -Student self assessment, discussing/questioning composer intent and

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		inform performances and provide context.	interpretation,	a. Describe the role of music in significant social and historical events. b. Investigate how cultural perspectives, community ideas, and individual beliefs affect a musical work. c. Identify and describe the contributions of community organizations that promote music. MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music	of music requires different performance practices -Developing expressive intent based on identity, heritage, or the cultural story that may shape the music.	style, history, and performance practices of those traditions. -Musical ideas travel, blend, and evolve as cultures interact. -Engaging with music from diverse cultures builds empathy, respect, and global awareness.	the musical choices a performer must take.

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				through prepared and improvised performances.			
<b>Musicianship</b>	All Year	- Discussion on individual vs ensemble musicianship and how to continue to enhance performances throughout the year. Modeling and guiding best practices for rehearsal etiquette, practice routines,	- Phrasing, style, composition markings, contrast, balance, blend	MU:Pr5.1.E.HSI.a - 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 an understanding of musical terminology, and apply them in both written and spoken feedback for their peers, as well as during self reflection. Will contribute to a classroom culture of open dialogue, where	-Technical musical skills inform expressive playing.  -Interpretation reflects both the performers intention and the composer's vision  -Ensemble music relies on shared	-Performance based assessments, self and group assessments, peer feedback, reflection journals or exit tickets

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		consistency, Observing/studying open rehearsals of high performing ensembles			students can articulate ways to enhance group or individual performance using appropriate language and constructive tone.	responsibility amongst the performers	
<b>Pulse/Tempo</b>	All Year	- Students will: continue to review terminology in regards to pulse and tempo and apply them to their role within the ensemble and in their repertoire. Students will focus on	- Rhythmic Cohesion, subdivision, syncopation, ritardando, rallentando, rubato, accelerando, a tempo, poco a poco, con moto	MU:Pr5.1.E.HSII.a - Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	- Internalization of pulse and subdivisions, ensemble breath to align entrances, understanding role when reacting to tempo changes or planned changes in	A steady ensemble pulse is the foundation of all successful ensemble performances.  -Tempo choices shape the character, energy and meaning of music	Performance based, self and group assessments, peer oral and written feedback addressing ensemble's ability to maintain steady pulse, especially during moments of

*Educating Each Student Today for Endless Possibilities Tomorrow*

# Mount Pleasant Central School District

## WHS Band, Performing Arts



*We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.*

How do musicians interpret and communicate meaning through music? What does it mean to be a responsible and engaged ensemble member? In High School Concert Band, students continue their development of technical and expressive skills on their instruments while learning to collaborate effectively within an ensemble. Guided by questions like how music expresses culture and what makes a strong performance, students build proficiency in tone, musical interpretation, intonation, and rhythm. The course emphasizes key concepts such as balance, blend, and dynamics, and is supported by review and study of key music vocabulary and music theory. Aligned with national standards, our main goal is to foster artistic growth, discipline, and teamwork, helping students understand how to use music as a vehicle for self-expression. Assessment focuses on performance-based evaluations, which incorporate recording assignments, feedback in rehearsals and small group lessons, participation in performances, and opportunities for self-reflection to monitor growth.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		ensemble rhythmic cohesion, especially during moments of transition within pieces.			the repertoire. Identifying who leads tempo changes/who to listen for. Following and understanding the conductor's role in transitional moments in the repertoire. Learning gestures for cutoffs, tempo changes, and expressive motions	we perform.  -Pulse and tempo are shared responsibilities across the ensemble.	transition.