9-12 BAND Curricular Document

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Wind Ensemble, Symphonic Band, & Concert Band Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Music/BAND	Full Year, every-other-day
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	Music Comprehensive Program Evaluation, June 2025
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
Concert Band (grades 9-12) - participation in at least one year in middle school band or consent of teacher Symphonic Band & Wind Ensemble (grades 10-12) - participation in at least one year of Concert Band, by audition, and/or consent of the teacher	February 2026
PRIMARY RESOURCE ***if applicable***	

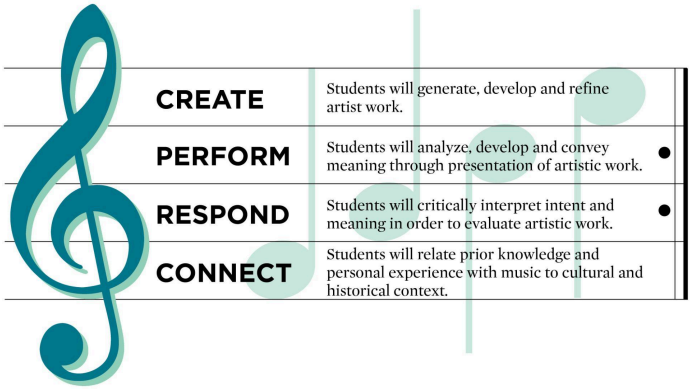
Course Desired Results

COURSE DESCRIPTION

Band is a performance-based course designed to develop students' musical understanding and technical proficiency through the study and performance of quality literature in a variety of styles. Students will work to improve their individual skills on their instrument while learning how to contribute meaningfully to a musical ensemble. Instruction supports a range of abilities and emphasizes the development of independent musicianship, critical listening, and problem-solving skills. Through the rehearsal process, students will explore music from theoretical, historical, cultural, technical, and aesthetic perspectives. They will also examine how composers use musical tools and techniques to shape expressive intent and emotional impact. Participation in concerts, home football games, basketball games, and parades is required, as outlined in the course syllabus and/or program handbook. Commitment to the ensemble is a basic expectation of this course.

All incoming 9th grade band students should register for Concert Band. The typical sequence for band students is Concert Band as a freshman, then Symphonic or Wind Ensemble in the sophomore, junior, and senior years based on placement after spring auditions. Auditioned ensembles require proficiency in music literacy, technique, sight reading, and part independence. Band courses meet all year long on an alternating day schedule.

Music Standards



ENDURING UNDERSTANDINGS *Students will understand that....*	ESSENTIAL QUESTIONS *Students will keep considering....*
CREATING • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication.	• How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share?
PERFORMING • 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 • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and	• How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • How do context and the manner in which musical work is presented influence audience response?

refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • 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.	
RESPONDING • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	• How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do we discern musical creators' and performers' expressive intent? • How do we judge the quality of musical works and performances?
CONNECTING • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	• How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
POSTSECONDARY, CAREER, AND LIFE READINESS • Music provides pathways to career opportunities, and personal fulfillment throughout life.	• Why is career and life readiness important? • What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now? • How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?

COURSE PRIORITY STANDARDS

CREATE Standard Progression:

CREATE: Students will generate, develop, and refine artistic work.				
	K-3	3-5	6-8	9-12
Priority Standard	MP1.Cr.1.e:	MP1.Cr.5.i:	MP1.Cr.9.m:	MP1.Cr.13.h:

Performance Indicator	Discover musical ideas through simple rhythm and melodic patterns.	Explore rhythmic, melodic, and harmonic phrases.	Develop musical compositions for voices or instruments.	Design and develop musical compositions for voices or instruments.

CREATE Learning Targets:

- I can create and improvise melodic and rhythmic patterns on my instrument.
- I can compose and/or arrange notes and rhythms using the elements of music to create my own composition with either standard and/or alternative notation and technologies.

PERFORM Standard Progression:

PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

	K-3	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.1.e: Explore and identify the meaning of a song through its text by singing and/or playing an instrument.	MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.	MP2.P.17.m: Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.	MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.

PERFORM Learning Targets:

- I can perform solo repertoire and ensemble music accurately with correct posture and hand position, and consistently good tone quality at all dynamic levels.
- I can perform music accurately and expressively with artistic interpretation in the correct style and/or of the composer's intent.
- I can perform all 12 major scales chromatically or using the circle of 4ths/5ths.
- I can perform a two-octave or full range chromatic scale.
- I can count and perform rhythms in a variety of different time signatures including mixed meters.
- I can perform a variety of articulations and articulation patterns accurately.
- I can perform ornaments correctly as they relate to the time period and/or style.
- *Percussion specific: I can play with proper technique on mallet instruments, timpani, snare and a variety of auxiliary percussion instruments.

	K-3	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.6.e: Perform in a classroom setting.	MP2.P.14.i: Perform as part of an ensemble.	MP2.P22.m: Perform collaboratively as part of an ensemble, demonstrating	MP2.P.30.h: Demonstrate well-developed ensemble skills while working

			well- developed ensemble skills.	collaboratively with other performers and the conductor in a rehearsal and performance.

PERFORM Learning Targets:

- I can perform collaboratively as part of a large ensemble.
- I can perform with style, articulation, and pitch including adjusting dynamics.
- I can follow the conductor's more complex beat patterns, cues, and expressive gestures, maintain tempo, phrasing, and musical expression.
- I can listen carefully to other performers and adjust my playing to match dynamics, intonation, articulation, and style.
- I can blend my sound with my section and perform with awareness of full ensemble balance.
- I can maintain accurate rhythm and precise timing to stay in sync with the ensemble.
- I can communicate and collaborate with my peers to create a unified and expressive performance.
- I can respond to feedback from the conductor and my peers to improve ensemble precision and expressiveness.
- I can demonstrate professionalism and focus in both rehearsals and performances to contribute to the success of the group

	K-3	3-5	6-8	9-12
		MP2.P.11.i: Critique performances of self and peers	MP2.P.19.m: Discuss own ideas and feedback of others to develop strategies to address technical challenges	MP2.P.27.h: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges

PERFORM Learning Targets:

- I can analyze my own playing to identify technical challenges and areas for improvement.
- I can communicate my ideas about musical and technical challenges in a constructive and respectful manner.
- I can establish criteria for evaluating individual and group performances based on the level of music performed.
- I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my technique.
- I can describe my personal preferences in music listening and group performance.
- I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique.
- I can apply feedback and practice strategies to overcome difficult passages in my music.
- I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression.

	K-3	3-5	6-8	9-12
			MP2.P.23.m Perform solos and in small	MP2.P.31.h: Perform solos and in small

			ensembles, contributing performance ideas collaboratively to enhance the performance.	ensembles, interacting with peers employing performance techniques which enhance the performance.

PERFORM Learning Targets:

- I can correctly identify tonality (including key signature) for all major and minor keys.
- I can perform a solo with confidence, demonstrating control of my tone, intonation, and expressive techniques.
- I can listen and respond to my small ensemble members to maintain balance, blend, and musical cohesion.
- I can use eye contact, breathing cues, and body language to communicate with my small ensemble.
- I can adapt my playing style to fit the character and mood of the piece while maintaining ensemble unity.
- I can give and receive constructive feedback to refine my performance and support my peers.
- I can demonstrate professionalism and confidence while performing in a solo or small ensemble setting.

RESPOND Standard Progression

RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

	K-3	3-5	6-8	9-12
Priority Standard Performance Indicator	MP2.R.3.e: Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.	MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	MP3.R.11.m: Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.	MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.

RESPOND Learning Targets:

- I can evaluate a music performance using appropriate music terminology.
- I can critique my own music performance and identify areas that need improvement as well as areas that are well performed.

CONNECT Standard Progression

CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

	K-3	3-5	6-8	9-12
Priority Standard Performance Indicator	MP4.Cn.3.e: Explore musical connections, similarities, and differences.	MP4.Cn.7.i: Examine and evaluate musical connections, similarities, and	MP4.Cn.11.m: Categorize musical connections, similarities, and	MP4.Cn.15.h: Analyze connections, similarities, and differences in a

		differences.	differences.	musical context.

CONNECT Learning Targets:

- I can explain how music connects to other disciplines.
- I can compare and contrast the characteristics of music from a variety of countries, cultures, and time periods.

CAREER & LIFE READINESS

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings. (teamwork, time management & calendar maintenance, people skills, responsibility, organization, etc)

CAREER CLUSTERS *most applicable to this course* **Music courses and ensembles teach many skills that are valuable to all Programs of Study.*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☑ Arts, A/V Technology & Communication ☐ Business Management & Administration ☐ Digital Technology ☐ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☐ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *students will learn about*	**May Include:** ***Arts, A/V Technology & Communications*** • Professional Musician/Performers • Composer/Arranger/Songwriter • Music Conductor/Director • Music Teacher/Educator • Sound Engineer/Audio Technician • Music Producer • Music Therapist • Arts Administrator

	• Instrument Repair Technician • Stage Manager • Music Critic/Journalist *Education and Training* • Music Teacher (K-12) • Private Music Instructor • College/University Professor • Curriculum Director (Music) *Business, Management & Administration* • Arts Management Professional • Event Coordinator • Marketing Specialist (Arts focused) • Entertainment Lawyer *Health Science* • Music Therapist • Audiologist • Occupational Therapist (using music-based interventions) *Information Technology (IT)* • Audio Software Developer • Acoustical Engineer • Film/Game Audio Designer • Digital Music Producer *Hospitality & Tourism/ Marketing/ Human Services* • Tour Manager (for music groups) • Cultural Program Director or Brand Manager (Music Industry) • Public Relations Specialist (Arts Focused) • Music Retail Manager/Representative *Science, Technology, Engineering & Math (STEM)* • Neuroscientist (Music Cognition- studies how the brain processes music) • Psychoacoustician- researches how people perceive sound *Government & Public Administration* • Cultural Affairs Specialist- works in government to promote community arts and culture
POSTSECONDARY EDUCATION & TRAINING OPTIONS	INDUSTRY RECOGNIZED CREDENTIALS: • DUAL CREDIT OPPORTUNITIES • AP Music Theory option

	CAREER BASED LEARNING OPPORTUNITIES ● Internships/Apprenticeships ● Summer Music Festivals and Camps ● Youth Music Programs (Band, Choir, Orchestra, Theater, etc) ● Freelancing and Gig Work ● Volunteering

UNIT 1: Marching Band & Ensemble Fundamentals

In addition to developing personal musicianship and ensemble fundamentals, students will build the skills required to perform as part of a marching band. This includes learning proper marching technique, posture, and step style; playing with characteristic tone and rhythmic accuracy while in motion; preparing and executing field drills; and demonstrating teamwork, focus, and rehearsal discipline throughout the process.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians improve the quality of their performance?
- ➔ How do performers select repertoire?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do performers interpret musical works?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ How can proper posture and marching technique improve musical performance?
- ➔ What strategies help an ensemble stay synchronized on the field?
- ➔ How do tone, blend, and balance affect overall ensemble sound?
- ➔ How can I demonstrate leadership and teamwork in an ensemble setting?
- ➔ How do rehearsal habits influence performance readiness?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

PERFORM

MP2.P.25.h	I can perform solo repertoire and ensemble music accurately with correct posture and hand position, and consistently good tone quality at all dynamic levels. I can perform music accurately and expressively with artistic interpretation in the correct style and/or of the composer's intent. I can count and perform rhythms in a variety of different time signatures including mixed meters. I can perform a variety of articulations and articulation patterns accurately. *Percussion specific: I can play with proper technique on mallet instruments, timpani, snare and a variety of auxiliary percussion instruments.

MP2.P.30.h:	I can perform collaboratively as part of a large ensemble. I can perform with style, articulation, and pitch including adjusting dynamics. I can follow the conductor's more complex beat patterns, cues, and expressive gestures, maintain tempo, phrasing, and musical expression. I can listen carefully to other performers and adjust my playing to match dynamics, intonation, articulation, and style. I can blend my sound with my section and perform with awareness of full ensemble balance. I can maintain accurate rhythm and precise timing to stay in sync with the ensemble. I can communicate and collaborate with my peers to create a unified and expressive performance. I can respond to feedback from the conductor and my peers to improve ensemble precision and expressiveness. I can demonstrate professionalism and focus in both rehearsals and performances to contribute to the success of the group
MP2.P.27.h:	I can analyze my own playing to identify technical challenges and areas for improvement. I can communicate my ideas about musical and technical challenges in a constructive and respectful manner. I can establish criteria for evaluating individual and group performances based on the level of music performed. I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my technique. I can describe my personal preferences in music listening and group performance. I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique. I can apply feedback and practice strategies to overcome difficult passages in my music. I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression.

RESPOND

MP3.R.16.h:	I can evaluate a music performance using appropriate music terminology. I can critique my own music performance and identify areas that need improvement as well as areas that are well performed.

CAREER DEVELOPMENT

	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

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Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** **(aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Marching/visual technique observations (in rehearsals)	☐ Creating ☑ Performing/Presenting ☐ Responding ☐ Connecting ☑ Career Development	
Peer feedback/marching reflections	☐ Creating ☑ Performing/Presenting ☑ Responding ☐ Connecting ☑ Career Development	
Lessons & Sectionals	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☑ Career Development	
Recording Assignments & Memorization Tests	☐ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Timeline/Extensions, adjusted parts, option to perform live or recorded
Self-Assesments (in response to video recordings of rehearsals & performances)	☐ Creating ☐ Performing ☑ Responding	Guided self reflection worksheets, varied per grade/ensemble level

	☐ Connecting ☑ Career Development	
Marching Performances	☐ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Differentiation of performance expectations set based on individual student ability/IEP goals as needed

UNIT 1 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

posture, attention, to the ready, step size (8-to-5, 6-to-5, etc.), roll step, mark time, horn angle, forward march, halt, slide (to the side), endurance, set (starting position), tone quality, balance, blend, intonation, dynamics, articulation, phrase / phrasing, tempo, pulse, subdivision, cue / cueing, listening across the ensemble, style (staccato, legato, marcato, etc.), projection, unison, harmony, section vs. ensemble, synchronization, rehearsal etiquette, leadership, responsibility, concentration / focus, teamwork, spatial awareness, showmanship, field presence, treble clef, bass clef, staff, ledger lines, sharp, flat, natural, accidental, major, minor, key signature

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,

☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Teacher-created warm-ups and group playing exercises, Method Book, Marching Drill and drill exercises, Chosen repertoire , Videos of DCI marching, reference recordings of literature, repertoire, metronome with speaker, Dr. Beat, tuner, marching fundamental videos,

UNIT 2: Ensemble Reset, Tone Foundation, Expression, and Winter Concert

While preparing concert repertoire, students will focus on developing tone quality, posture, breath support, and expressive musical interpretation, including phrasing, articulation, and style. Instruction will emphasize both individual skill development and ensemble awareness through exercises such as long tones, major scales, blend and balance work, and active listening. As appropriate, students will also explore the historical and cultural context of the music being studied to deepen their understanding and connection to the repertoire.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians improve the quality of their performance?
- ➔ When is creative work ready to share?
- ➔ How do performers interpret musical works?
- ➔ How do context and the manner in which musical work is presented influence audience response?
- ➔ How do we discern musical creators' and performers' expressive intent?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ How can I improve tone quality and intonation individually and as a group?
- ➔ How do dynamics, phrasing, and style shape musical expression?
- ➔ How can listening across the ensemble guide musical decisions?
- ➔ How do rehearsal strategies affect performance readiness for a concert?
- ➔ How does audience context influence the way I perform?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

PERFORM

MP2.P.25.h	I can perform solo repertoire and ensemble music accurately with correct posture and hand position, and consistently good tone quality at all dynamic levels. I can perform music accurately and expressively with artistic interpretation in the correct style and/or of the composer's intent. I can perform all 12 major scales chromatically or using the circle of 4ths/5ths. I can perform a two-octave or full range chromatic scale. I can count and perform rhythms in a variety of different time signatures including mixed meters. I can perform a variety of articulations and articulation patterns accurately. I can perform ornaments correctly as they relate to the time period and/or style.

	*Percussion specific: I can play with proper technique on mallet instruments, timpani, snare and a variety of auxiliary percussion instruments.
MP2.P.30.h:	I can perform collaboratively as part of a large ensemble. I can perform with style, articulation, and pitch including adjusting dynamics. I can follow the conductor's more complex beat patterns, cues, and expressive gestures, maintain tempo, phrasing, and musical expression. I can listen carefully to other performers and adjust my playing to match dynamics, intonation, articulation, and style. I can blend my sound with my section and perform with awareness of full ensemble balance. I can maintain accurate rhythm and precise timing to stay in sync with the ensemble. I can communicate and collaborate with my peers to create a unified and expressive performance. I can respond to feedback from the conductor and my peers to improve ensemble precision and expressiveness. I can demonstrate professionalism and focus in both rehearsals and performances to contribute to the success of the group
MP2.P.27.h:	I can analyze my own playing to identify technical challenges and areas for improvement. I can communicate my ideas about musical and technical challenges in a constructive and respectful manner. I can establish criteria for evaluating individual and group performances based on the level of music performed. I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my technique. I can describe my personal preferences in music listening and group performance. I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique. I can apply feedback and practice strategies to overcome difficult passages in my music. I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression.

RESPOND

MP3.R.16.h:	I can evaluate a music performance using appropriate music terminology. I can critique my own music performance and identify areas that need improvement as well as areas that are well performed.

CONNECT

MP4.Cn.15.h:	I can explain how music connects to other disciplines. I can compare and contrast the characteristics of music from a variety of countries, cultures, and time periods.

CAREER DEVELOPMENT	
	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

-

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** **(aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Tone & Technique diagnostic	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	
Recording Assessment (excerpts from repertoire)	☐ Creating ☑ Performing ☑ Responding ☐ Connecting ☐ Career Development	For Developing Musicians: ☐ Provide recordings of their individual parts to practice with. ☐ Hold targeted sectionals to review difficult passages. ☐ Highlight key musical road signs (repeats, codas) in their music. For Advanced Musicians: ☐ Encourage score study to understand how their part fits within the full ensemble. ☐ Assign leadership roles in interpreting musical phrases within their section.

		Offer opportunities to play more complex harmony parts or solos.
Winter Concert Reflection	☐ Creating ☐ Performing ☑ Responding ☑ Connecting ☐ Career Development	
Mini Research/Program Note Project	☐ Creating ☐ Performing ☑ Responding ☑ Connecting ☐ Career Development	
Major Scale Assignment(s)	☐ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Varied per band/level
Rhythm Counting Assessments (Written and Played)	☐ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Varied per band/level
Ongoing assessment/feedback throughout each rehearsal	☐ Creating ☑ Performing ☑ Responding ☑ Connecting ☐ Career Development	

UNIT 2 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*
Academic Vocabulary *Will include, but are not limited to the following...*
Posture, breath support, embouchure, resonance, intonation, balance, blend, tone quality, articulation, dynamics, phrasing, style, expression,

interpretation, legato, staccato, marcato, crescendo, decrescendo, subito, rubato, pulse, subdivision, tempo, ensemble awareness, listening across the ensemble, cueing, rehearsal etiquette, responsibility, preparation, concentration, focus, stage presence, concert etiquette, audience engagement, performance readiness, key signature, time signature, major scale, minor scale, accidentals, intervals, rhythm, syncopation, subdivision, meter, treble clef, bass clef, notation, rehearsal markings, score study, form, melody, harmony, accompaniment, counter-melody.

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.
Reference recordings from professional ensembles, music, tuner, metronome, pencil, rhythmtrainer.com and other online resources,

UNIT 3: Solo & Small Ensemble Development

Through the study and performance of solo and small ensemble repertoire, students will develop confidence in performing, focus in individual practice, and leadership and communication skills in rehearsal settings. Emphasis will be placed on balance, blend, and expressive phrasing within a chamber music context. Students will also engage in thoughtful discussion and reflection on repertoire choices, considering both musical and personal relevance.

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How do musicians improve the quality of their creative work?
- ➔ How do individuals choose music to experience?
- ➔ When is creative work ready to share?
- ➔ How do performers select repertoire?
- ➔ How do we judge the quality of musical works and performances?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ How do I select the appropriate repertoire for my skill level and interests?
- ➔ What steps help me generate and refine creative musical ideas?
- ➔ How can I evaluate my own performance and make improvements?
- ➔ How do I incorporate feedback from peers or adjudicators into my practice?
- ➔ When is a performance "ready" to share with an audience?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

PERFORM

MP2.P.25.h	I can perform solo repertoire and ensemble music accurately with correct posture and hand position, and consistently good tone quality at all dynamic levels. I can perform music accurately and expressively with artistic interpretation in the correct style and/or of the composer's intent. I can count and perform rhythms in a variety of different time signatures including mixed meters. I can perform a variety of articulations and articulation patterns accurately. I can perform ornaments correctly as they relate to the time period and/or style.

	*Percussion specific: I can play with proper technique on mallet instruments, timpani, snare and a variety of auxiliary percussion instruments.
MP2.P.30.h:	I can perform with style, articulation, and pitch including adjusting dynamics. I can listen carefully to other performers and adjust my playing to match dynamics, intonation, articulation, and style. I can maintain accurate rhythm and precise timing to stay in sync with the ensemble. I can communicate and collaborate with my peers to create a unified and expressive performance. I can demonstrate professionalism and focus in both rehearsals and performances to contribute to the success of the group
MP2.P.27.h:	I can analyze my own playing to identify technical challenges and areas for improvement. I can communicate my ideas about musical and technical challenges in a constructive and respectful manner. I can establish criteria for evaluating individual and group performances based on the level of music performed. I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my technique. I can describe my personal preferences in music listening and group performance. I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique. I can apply feedback and practice strategies to overcome difficult passages in my music. I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression.
MP2.P.31.h:	I can correctly identify tonality (including key signature) for all major and minor keys. I can perform a solo with confidence, demonstrating control of my tone, intonation, and expressive techniques. I can listen and respond to my small ensemble members to maintain balance, blend, and musical cohesion. I can use eye contact, breathing cues, and body language to communicate with my small ensemble. I can adapt my playing style to fit the character and mood of the piece while maintaining ensemble unity. I can give and receive constructive feedback to refine my performance and support my peers. I can demonstrate professionalism and confidence while performing in a solo or small ensemble setting.

RESPOND

MP3.R.16.h:	I can evaluate a music performance using appropriate music terminology. I can critique my own music performance and identify areas that need improvement as well as areas that are well performed.

CAREER DEVELOPMENT

	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 3 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- WSMA Instrumental Wind Ensemble
- WSMA Percussion Solo/Ensemble
- WSMA Instrumental Wind Solo

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** *May include, but are not limited to the following:*
Recorded/Live solo or small group performance	☐ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	**For Developing Musicians:** ☐ Guide towards a **Class C** or **Class B** event that reinforces foundational skills. ☐ Provide more structured coaching, rehearsal outlines, and check-ins. ☐ Pair with a more experienced student in an ensemble. **For Advanced Musicians:** ☐ Encourage selection of a **Class A** event. ☐ Task them with leading their own rehearsals, creating a rehearsal plan, and scheduling accompanist rehearsals independently. ☐ Introduce concepts of music theory and history as it relates to their piece to deepen their interpretation.
Peer & Self-Evaluation	☐ Creating ☐ Performing	

	☑ Responding ☑ Connecting ☐ Career Development	
Individual Practice & Sectional Goal Setting/Progress Tracking	☐ Creating ☐ Performing ☑ Responding ☑ Connecting ☐ Career Development	
Research/"Know Your Piece" Assignment	☐ Creating ☑ Performing ☑ Responding ☑ Connecting ☐ Career Development	

UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

relevant vocabulary from solo and ensemble repertoire, adjudicator / adjudication, critique sheet & rating, chamber music, interpretation, accompaniment, cueing, stage presence, rubato, timbre / tone color, phrasing, dynamics, articulation, tempo, rhythm, syncopation, key signature, time signature, major, minor, accidentals, intervals, clefs, melody, harmony, self-assessment, peer feedback, rubric criteria, practice strategies, goal setting, collaboration

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning

☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Reference recordings from professional musicians and/or other school festivals, music, tuner, metronome, pencil, WSMA rubrics,

UNIT 4: Musical Analysis, Rehearsal Refinement, Context & Connections

Students will explore the deeper meaning and context of selected repertoire, including historical, cultural, and interdisciplinary connections to literature, history, or current social themes. This unit also emphasizes the use of musical terminology, the comparison of professional and peer performances, and personal and group reflection. Students will analyze their own growth as musicians and evaluate ensemble progress to develop greater musical insight and critical thinking.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do performers interpret musical works?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do we discern musical creators' and performers' expressive intent?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?
- ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
- ➔ How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ How does understanding form, harmony, and texture inform interpretation?
- ➔ How can analyzing a composer's style help me perform more expressively?
- ➔ How does historical and cultural context influence musical meaning?
- ➔ How do I make connections between this music and other works, arts, or daily life?
- ➔ How can rehearsal strategies refine both individual and ensemble performance?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

PERFORM

MP2.P.25.h	I can perform solo repertoire and ensemble music accurately with correct posture and hand position, and consistently good tone quality at all dynamic levels. I can perform music accurately and expressively with artistic interpretation in the correct style and/or of the composer's intent. I can perform all 12 major scales chromatically or using the circle of 4ths/5ths. I can perform a two-octave or full range chromatic scale. I can count and perform rhythms in a variety of different time signatures including mixed meters.

	I can perform a variety of articulations and articulation patterns accurately. I can perform ornaments correctly as they relate to the time period and/or style. *Percussion specific: I can play with proper technique on mallet instruments, timpani, snare and a variety of auxiliary percussion instruments.
MP2.P.30.h:	I can perform collaboratively as part of a large ensemble. I can perform with style, articulation, and pitch including adjusting dynamics. I can follow the conductor's more complex beat patterns, cues, and expressive gestures, maintain tempo, phrasing, and musical expression. I can listen carefully to other performers and adjust my playing to match dynamics, intonation, articulation, and style. I can blend my sound with my section and perform with awareness of full ensemble balance. I can maintain accurate rhythm and precise timing to stay in sync with the ensemble. I can communicate and collaborate with my peers to create a unified and expressive performance. I can respond to feedback from the conductor and my peers to improve ensemble precision and expressiveness. I can demonstrate professionalism and focus in both rehearsals and performances to contribute to the success of the group
MP2.P.27.h:	I can analyze my own playing to identify technical challenges and areas for improvement. I can communicate my ideas about musical and technical challenges in a constructive and respectful manner. I can establish criteria for evaluating individual and group performances based on the level of music performed. I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my technique. I can describe my personal preferences in music listening and group performance. I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique. I can apply feedback and practice strategies to overcome difficult passages in my music. I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression.

RESPOND

MP3.R.16.h:	I can evaluate a music performance using appropriate music terminology. I can critique my own music performance and identify areas that need improvement as well as areas that are well performed.

CONNECT

MP4.Cn.15.h:	I can explain how music connects to other disciplines.

	I can compare and contrast the characteristics of music from a variety of countries, cultures, and time periods.

CAREER DEVELOPMENT

	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

-

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Recording Assessment (excerpts from repertoire)	☐ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Differentiation of performance expectations set based on individual student ability/IEP goals as needed
Spring Concert Reflection	☐ Creating ☐ Performing ☑ Responding ☑ Connecting ☐ Career Development	
Optional concert emcee scripts by students	☐ Creating ☐ Performing ☐ Responding ☑ Connecting ☐ Career Development	

Major/Minor/Chromatic Scale Assignment(s)	☐ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Theory Assessments	☐ Creating ☐ Performing ☑ Responding ☑ Connecting ☐ Career Development	
Ongoing assessment/feedback throughout each rehearsal	☐ Creating ☐ Performing ☑ Responding ☑ Connecting ☐ Career Development	

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Relevant vocabulary from ensemble repertoire, key signature, time signature, major, minor, accidentals, intervals, clefs, melody, harmony, counter-melody, form / structure, phrasing, dynamics, articulation, tempo, rhythm, syncopation, score study, rehearsal markings, thematic development, motivic analysis, harmonic progression, texture, orchestration, style, genre, composer, historical context, connections across repertoire, interpretation, expression, ensemble awareness, listening across the ensemble, cueing, balance, blend, tone quality, performance readiness, stage presence, self-assessment, peer feedback, rehearsal strategies, goal setting, collaboration

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new

	self-assessment, peer assessment, teacher feedback and digital feedback	learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Reference recordings from professional ensembles, music at a level appropriate for each ensemble, tuner, metronome, pencil, musictheory.net and other online resources,

UNIT 5: Parade Preparation & Culmination

Building on skills developed throughout the year, students will prepare for parade performances by refining marching technique, memorizing music, and maintaining performance quality while in motion. This unit also provides an opportunity for students to reflect on their individual growth and the ensemble's progress as a whole, celebrating accomplishments and setting goals for continued musical development.

UNIT 5 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians improve the quality of their performance?
- ➔ How do performers select repertoire?
- ➔ When is creative work ready to share?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do context and the manner in which musical work is presented influence audience response?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ How do marching fundamentals support musical performance in a parade setting?
- ➔ How can ensemble synchronization and spacing enhance the visual and musical effect?
- ➔ How do I balance projection, blend, and tone while moving?
- ➔ What rehearsal and preparation strategies ensure the group is performance-ready?
- ➔ How does audience context influence musical and visual presentation?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

PERFORM

MP2.P.25.h	I can perform solo repertoire and ensemble music accurately with correct posture and hand position, and consistently good tone quality at all dynamic levels. I can perform music accurately and expressively with artistic interpretation in the correct style and/or of the composer's intent. I can count and perform rhythms in a variety of different time signatures including mixed meters. I can perform a variety of articulations and articulation patterns accurately. *Percussion specific: I can play with proper technique on mallet instruments, timpani, snare and a variety of auxiliary percussion instruments.
MP2.P.30.h:	I can perform collaboratively as part of a large ensemble.

	I can perform with style, articulation, and pitch including adjusting dynamics. I can listen carefully to other performers and adjust my playing to match dynamics, intonation, articulation, and style. I can blend my sound with my section and perform with awareness of full ensemble balance. I can maintain accurate rhythm and precise timing to stay in sync with the ensemble. I can communicate and collaborate with my peers to create a unified and expressive performance. I can respond to feedback from the conductor and my peers to improve ensemble precision and expressiveness. I can demonstrate professionalism and focus in both rehearsals and performances to contribute to the success of the group
MP2.P.27.h:	I can analyze my own playing to identify technical challenges and areas for improvement. I can communicate my ideas about musical and technical challenges in a constructive and respectful manner. I can establish criteria for evaluating individual and group performances based on the level of music performed. I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my technique. I can describe my personal preferences in music listening and group performance. I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique. I can apply feedback and practice strategies to overcome difficult passages in my music. I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression.

RESPOND

MP3.R.16.h:	I can evaluate a music performance using appropriate music terminology. I can critique my own music performance and identify areas that need improvement as well as areas that are well performed.

CONNECT

MP4.Cn.15.h:	I can explain how music connects to other disciplines. I can compare and contrast the characteristics of music from a variety of countries, cultures, and time periods.

CAREER DEVELOPMENT

	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 5 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- Parade Performance rubric

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Parade performance rubric	☐ Creating ☐ Performing ☑ Responding ☑ Connecting ☑ Career Development	
End-of-the- Year reflection essay or video	☐ Creating ☐ Performing ☑ Responding ☑ Connecting ☑ Career Development	
Passion Project	☑ Creating ☑ Performing ☑ Responding ☑ Connecting ☑ Career Development	Students consult with the director in choosing a project that meets the needs and interests of each student.
Parade Performance	☐ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	Differentiation of performance expectations set based on individual student ability/IEP goals as needed

UNIT 5 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

posture, attention, parade rest, step size (8-to-5, 6-to-5, etc.), roll step, mark time, horn angle, interval, forward march, halt, ensemble awareness, listening across the ensemble, cueing, balance, blend, tone quality, dynamics, articulation, phrasing, style, tempo, pulse, subdivision, key signature, time signature, major / minor scales, accidentals, intervals, clefs, melody, harmony, form / structure, interpretation, expression, performance readiness, rehearsal strategies, goal setting, collaboration, teamwork, showmanship, spatial awareness, endurance

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.*
Metronome, speaker, recordings, tuner

UNIT 6: Composition & Improvisation

flexible unit, time of the year varies

Students will apply their musical knowledge to create original compositions that demonstrate proper notation (standard or alternative), motivic development, and personal expression. Creativity is encouraged, and students may choose their own approach or work within provided guidelines or prompts based on specific musical concepts. This unit fosters exploration, musical decision-making, and the ability to communicate ideas through sound.

Note- this is a flexible unit that occurs at various times throughout the year

UNIT 6 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do musicians generate creative ideas?
- ➔ How do musicians make creative decisions?
- ➔ How do musicians improve the quality of their creative work?
- ➔ When is creative work ready to share?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?
- ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ How do I generate and develop original musical ideas?
- ➔ What strategies help me make creative decisions while composing or improvising?
- ➔ How can I evaluate the quality of my composition or improvisation?
- ➔ How do form, harmony, melody, and rhythm guide my creative choices?
- ➔ How can I connect my work to other disciplines, genres, or real-life experiences?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.13.h:	I can create and improvise melodic and rhythmic patterns on my instrument. I can compose and/or arrange notes and rhythms using the elements of music to create my own composition with either standard and/or alternative notation and technologies.

CONNECT

MP4.Cn.15.h:	I can explain how music connects to other disciplines.

CAREER DEVELOPMENT

	I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 6 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

-

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** **(aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
8-12 measure composition	☑ Creating ☐ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Optional improvisation check	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Class share or digital submission	☑ Creating ☑ Performing ☐ Responding ☐ Connecting ☐ Career Development	

	☐ Creating ☐ Performing ☐ Responding ☐ Connecting ☐ Career Development	

UNIT 6 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following…

key signature, time signature, major / minor scales, tonic, dominant, leading tone, accidentals, intervals, clefs, melody, harmony, counter-melody, chord progression, form / structure, phrasing, dynamics, articulation, tempo, rhythm, syncopation, motif, theme, variation, melodic contour, harmonic analysis, texture, orchestration, compositional techniques, improvisation, development, repetition, contrast, tension / release, expression, style, genre, notation, score study, creativity, musical ideas, self-assessment, peer feedback, rehearsal strategies, goal setting, collaboration.

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible

highlighting, remove non-essential information, practice tracking		
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Recordings, musical knowledge, notation software