



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Concert Band Curriculum

Course Description: This year-long class is primarily a performance-oriented ensemble. Students gain membership in Concert Band through the audition of scales and prepared music. Enrollment for this course is limited based on instrumentation needs/requirements and students' playing proficiency. Basic wind and percussion skills continue to be stressed with an emphasis on application for performance. Band music of various periods and styles is studied and performed throughout the year. Members of Concert Band are combined with Symphonic Band to form the Marching Band. Pre-season rehearsals are a regular part of the yearly band calendar and are held prior to the beginning of the school year. Additional auditions are held during marching season for placement in either Symphonic Band or Concert Band for the remainder of the concert season. Many opportunities for performance are provided for all members and participation in performances is required. Additional outside of the school day rehearsals may be required at the discretion of the director or instructor. This course may be repeated for additional credits.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Performance	Topic 1: Genre Topic 2: Ensemble and Solo Performances
Ongoing	Technique	Topic 1: Posture Topic 2: Tone Topic 3: Articulation Topic 4: Fingering/Note Accuracy
Ongoing	Reading	Topic 1: Notation
1 month	Marching	Topic 1: Visual and Musical Integration Topic 2: Ensemble and Solo Performance

Curriculum Revision Tracking

Spring, 2020

- Aligned the course to the new Fine Arts Missouri Learning Standards

Unit 1: Performance

Subject: Concert Band

Grade: 9-12

Name of Unit: Performance

Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate music performance skills. The student will transfer this understanding to their performances through a variety of genres and ensemble performance skills.

Priority Standards for unit:

- MU:Pr4A.H.I Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
- MU:Re8A.H.I Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Supporting Standards for unit:

- MU:Pr4B.H.I Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Pr4C.H.I Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes

melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

- MU:Re9A.H.I Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)	Explain	Understand	2
Criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances	Develop	Create	3
Criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances	Apply	Apply	3
A varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical)	Perform	Apply	3
Interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of	Explain	Understand	2

the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources			
Interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources	Support	Understand	2

Essential Questions:

1. Why does performance change in each unique band genre?
2. How are the roles of the individual musicians varied?

Enduring Understanding/Big Ideas:

1. Given the historical understanding of the many and varied genres, a performer must adapt their performance to fit the style, tone, articulation, and timing of the composition.
2. The roles of the individual musician vary in ensemble performance according to the instrumentation needs and the style or genre of a piece.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Styles:</p> <p>march</p> <p>chorale</p> <p>overture</p> <p>programmatic</p> <p>classical</p> <p>scales</p> <p>arpeggios</p> <p>thirds</p> <p>instrumentation:</p> <p>flute</p> <p>oboe</p> <p>bassoon</p> <p>clarinet</p> <p>alto saxophone</p> <p>tenor saxophone</p> <p>trumpet</p> <p>French horn</p>

	trombone euphonium tuba piano bells xylophone chimes vibes (vibraphone) marimba auxiliary percussion timpani snare drum bass drum clef treble clef bass clef staff grand staff double bar bar line ledger lines time signature common time 2/4, 3/4, 4/4, 5/4, 6/8, 9/8 cut time major minor <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or < for <i>crescendo</i> <i>decres</i> or > for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> <i>accelerando</i> <i>ritardando</i> <i>poco</i> <i>allegro</i> <i>moderato</i>
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	<p> <i>andante</i> <i>largo</i> <i>a tempo</i> <i>accent</i> <i>fermata</i> <i>ties</i> <i>slurs</i> <i>glissando (gliss)</i> <i>straight mute</i> <i>solo</i> <i>solì</i> staccato marcato legato accidental sharp flat natural sign rhythm whole note/rest quarter note/rest half note/rest eighth-note/rest dotted half note/rest sixteenth notes/rest dotted quarter/rest dotted eighth/rest dotted quarter note/rest multimeasure rest Rule of the Dot syncopation cadence repeat signs 1st ending/2nd ending <i>DC/Fine</i> <i>DS al coda/Fine</i> balance blend chord divisi </p>
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	unison harmony intonation measure barline Time signature Meter - simple Meter - compound Chromatic Range Timbre Tutti Consonance Dissonance Resonance Vibrato Body alignment/posture
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Topic 1: Genre

Engaging Experience 1

Title: Performing music of varied band genres

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performance s, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
- MU:Re8A.H.I Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Supporting

- MU:Pr4B.H.I Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Pr4C.H.I Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Re9A.H.I Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique. Genres may include but are not limited to marches, ballades/chorales, overtures, and programmatic works.

Bloom's Levels: Create

Webb's DOK: 2, 3

Topic 2: Ensemble and Solo Performance

Engaging Experience 1

Title: Learning to Perform as an Ensemble and/or Soloist

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4A.H.I Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Supporting:

- MU:Pr4B.H.I Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Pr4C.H.I Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique. **Bloom's Levels:** Create; **Webb's DOK:** 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public performance at least four times per year. Each student will complete a post-concert evaluation with regards to musical performance skills.

An additional performance at this level will include an evaluative or a chamber festival.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Genre	Performing music of varied band genres	Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique. Genres may include but are not limited to marches, ballades/chorales, overtures, and programmatic works.	Ongoing
Ensemble and Solo Performance	Learning to Perform as an Ensemble and/or Soloist	Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique.	Ongoing

Unit 2: Technique

Subject: Concert Band

Grade: 9-12

Name of Unit: Technique

Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate music technique skills. The student will transfer this understanding to their performances through correct posture, tone, articulation, and note accuracy.

Priority Standards for unit:

- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Supporting Standards for unit:

- MU:Re9A.H.I Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances	Develop	Create	3

Criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances	Apply	Apply	3
A varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical)	Perform	Apply	3

Essential Questions:

1. Why is proper posture essential for successful musical performance?
2. Why are breathing and proper tone production essential for a successful musical performance?
3. Why is correct articulation essential for successful musical performance?
4. Why are correct fingering and note accuracy essential for successful musical performance?

Enduring Understanding/Big Ideas:

1. Proper posture facilitates correct hand position and breathing necessary to create technical fluency and a characteristic tone.
2. Correct breathing and proper tone production are necessary to achieve the specific timbre required by the genre of music.
3. Correct articulation is necessary to achieve the desired effect for the genre of music being performed.
4. Correct fingering and note accuracy are necessary to achieve the desired effect of the music being performed.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Styles: march chorale overture

	<p> programmatic classical scales arpeggios thirds instrumentation: flute oboe bassoon clarinet alto saxophone tenor saxophone trumpet French horn trombone euphonium tuba piano bells xylophone chimes vibes (vibraphone) marimba auxiliary percussion timpani snare drum bass drum clef treble clef bass clef staff grand staff double bar bar line ledger lines time signature common time 2/4, 3/4, 4/4, 5/4, 6/8, 9/8 cut time major minor </p>
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	<p> <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or <i><</i> for <i>crescendo</i> <i>decres</i> or <i>></i> for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> <i>accelerando</i> <i>ritardando</i> <i>poco</i> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>largo</i> <i>a tempo</i> <i>accent</i> <i>fermata</i> <i>ties</i> <i>slurs</i> <i>glissando</i> (<i>gliss</i>) <i>straight mute</i> <i>solo</i> <i>sol</i> <i>staccato</i> <i>marcato</i> <i>legato</i> <i>accidental</i> <i>sharp</i> <i>flat</i> <i>natural sign</i> <i>rhythm</i> <i>whole note/rest</i> <i>quarter note/rest</i> <i>half note/rest</i> <i>eighth-note/rest</i> <i>dotted half note/rest</i> <i>sixteenth notes/rest</i> <i>dotted quarter/rest</i> </p>
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	dotted eighth/rest dotted quarter note/rest multimeasure rest Rule of the Dot syncopation cadence repeat signs 1st ending/2nd ending <i>DC/Fine</i> <i>DS al coda/Fine</i> balance blend chord divisi unison harmony intonation measure barline Time signature Meter - simple Meter - compound Chromatic Range Timbre Tutti Consonance Dissonance Resonance Vibrato Body alignment/posture
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Topic 1: Posture

Engaging Experience 1

Title: Correct Posture

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Supporting:

- MU:Re9A.H.I Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Through supported breath, healthy body alignment/posture, proper instrument placement, and hand position, a student will perform with acceptable instrumental performance technique. Students will video record themselves playing and will be evaluated on their posture. Feedback will be provided about proper posture.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: Tone

Engaging Experience 1

Title: Breathing/Tone

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Supporting:

- MU:Re9A.H.I Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year students will learn a variety of techniques to produce a characteristic tone for their individual instrument. Students will video record themselves playing and will be evaluated on their tone. Feedback will be provided about proper tone.

Bloom's Levels: Create

Webb's DOK: 2

Topic 3: Articulation

Engaging Experience 1

Title: Correct Articulation

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Supporting:

- MU:Re9A.H.I Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year students will learn a variety of techniques to produce characteristic articulations for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their articulation. Feedback will be provided about proper articulation.

Bloom's Levels: Create

Webb's DOK: 2

Topic 4: Fingering/Note Accuracy

Engaging Experience 1

Title: Fingerings and Note Accuracy

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Supporting:

- MU:Re9A.H.I Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year, students will learn a variety of techniques to produce correct fingerings and note accuracy for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their note accuracy. Feedback will be provided about proper fingering and note accuracy.

Bloom's Levels: Create

Webb's DOK: 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regard to musical technique. An additional performance at this level may include an evaluative or a chamber festival.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Posture	Correct Posture	Through supported breath, healthy body alignment/posture, proper instrument placement, and hand position, a student will perform with acceptable instrumental performance technique. Students will video record themselves playing and will be evaluated on their posture. Feedback will be provided about proper posture.	Ongoing
Tone	Breathing/ Tone	Throughout the year students will learn a variety of techniques to produce a characteristic tone for their individual instrument. Students will video record themselves playing and will be evaluated on their tone. Feedback will be provided about proper tone.	Ongoing
Articulation	Correct Articulation	Throughout the year students will learn a variety of techniques to produce characteristic articulations for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their articulation. Feedback will be provided about proper articulation.	Ongoing
Fingering and Note Accuracy	Fingering and Note Accuracy	Throughout the year, students will learn a variety of techniques to produce correct fingerings and note accuracy for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their note accuracy. Feedback will be provided about proper fingering and note accuracy.	Ongoing

Unit 3: Reading

Subject: Concert Band

Grade: 9-12

Name of Unit: Reading

Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate music literacy skills. The student will transfer this understanding to their performances through correct notation and rhythmic accuracy.

Priority Standards for unit:

- MU:Pr4B.H.I Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Re8A.H.I Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Supporting Standards for unit:

- MU:Pr4C.H.I Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)	Identify	Understand	2
Important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire	Describe	Understand	2

pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)			
Interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.	Explain	Understand	2
Interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.	Support	Understand	2

Essential Questions:

1. How is music represented in written form?

Enduring Understanding/Big Ideas:

1. Music uses a symbolic notation on staves to indicate duration and pitch of sound.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Styles:</p> <p>march</p> <p>chorale</p> <p>overture</p> <p>programmatic</p> <p>classical</p> <p>scales</p> <p>arpeggios</p> <p>thirds</p> <p>instrumentation:</p> <p>flute</p> <p>oboe</p> <p>bassoon</p> <p>clarinet</p> <p>alto saxophone</p> <p>tenor saxophone</p> <p>trumpet</p>

	<p>French horn</p> <p>trombone</p> <p>euphonium</p> <p>tuba</p> <p>piano</p> <p>bells</p> <p>xylophone</p> <p>chimes</p> <p>vibes (vibraphone)</p> <p>marimba</p> <p>auxiliary percussion</p> <p>timpani</p> <p>snare drum</p> <p>bass drum</p> <p>clef</p> <p>treble clef</p> <p>bass clef</p> <p>staff</p> <p>grand staff</p> <p>double bar</p> <p>bar line</p> <p>ledger lines</p> <p>time signature</p> <p>common time</p> <p>2/4, 3/4, 4/4, 5/4, 6/8, 9/8 cut time</p> <p>major</p> <p>minor</p> <p><i>p</i> for <i>piano</i></p> <p><i>f</i> for <i>forte</i></p> <p><i>mp</i> for <i>mezzo piano</i></p> <p><i>mf</i> for <i>mezzo forte</i></p> <p><i>pp</i> for <i>pianissimo</i></p> <p><i>ff</i> for <i>fortissimo</i></p> <p><i>cresc</i> or < for <i>crescendo</i></p> <p><i>decres</i> or > for <i>decrescendo</i></p> <p><i>dim</i> for <i>diminuendo</i></p> <p><i>accelerando</i></p> <p><i>ritardando</i></p> <p><i>poco</i></p> <p><i>allegro</i></p>
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	<p><i>moderato</i></p> <p><i>andante</i></p> <p><i>largo</i></p> <p><i>a tempo</i></p> <p><i>accent</i></p> <p><i>fermata</i></p> <p><i>ties</i></p> <p><i>slurs</i></p> <p><i>glissando (gliss)</i></p> <p><i>straight mute</i></p> <p><i>solo</i></p> <p><i>solì</i></p> <p>staccato</p> <p>marcato</p> <p>legato</p> <p>accidental</p> <p>sharp</p> <p>flat</p> <p>natural sign</p> <p>rhythm</p> <p>whole note/rest</p> <p>quarter note/rest</p> <p>half note/rest</p> <p>eighth-note/rest</p> <p>dotted half note/rest</p> <p>sixteenth notes/rest</p> <p>dotted quarter/rest</p> <p>dotted eighth/rest</p> <p>dotted quarter note/rest</p> <p>multimeasure rest</p> <p>Rule of the Dot</p> <p>syncopation</p> <p>cadence</p> <p>repeat signs</p> <p>1st ending/2nd ending</p> <p><i>DC/Fine</i></p> <p><i>DS al coda/Fine</i></p> <p>balance</p> <p>blend</p> <p>chord</p>
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	<divisi </divisi unison harmony intonation measure barline Time signature Meter - simple Meter - compound Chromatic Range Timbre Tutti Consonance Dissonance Resonance Vibrato Body alignment/posture
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Topic 1: Notation

Engaging Experience 1

Title: Notation

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4B.H.I Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Re8A.H.I Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Supporting:

- MU:Pr4C.H.I Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year students will learn to read a variety of symbols and signs and apply them to music performance. Students may use MusicTheory.net and/or SmartMusic.com to practice these concepts.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Reading and performing rhythms

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4B.H.I Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

- MU:Re8A.H.I Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Supporting:

- MU:Pr4C.H.I Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year students will be learning how to read various rhythms and applying them in music performance. Students may use MusicTheory.net and/or SmartMusic.com to practice these concepts.

Bloom's Levels: Apply

Webb's DOK: 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regard to rhythm and note accuracy. An additional performance at this level may include an evaluative or a chamber festival.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Notation	Notation	Throughout the year students will learn to read a variety of symbols and signs and apply them to music performance. Students may use MusicTheory.net and/or SmartMusic.com to practice these concepts.	Ongoing
Notation	Reading and Performing Rhythms	Throughout the year students will be learning how to read various rhythms and applying them in music performance. Students may use MusicTheory.net and/or SmartMusic.com to practice these concepts.	Ongoing

Unit 4: Marching

Subject: Concert Band

Grade: 9-12

Name of Unit: Marching

Length of Unit: 1 month

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate visual and music integration skills.

Priority Standards for unit:

- MU:Pr4A.H.I Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
- MU:Re8A.H.I Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Supporting Standards for unit:

- MU:Pr4B.H.I Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Pr4C.H.I Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

- MU:Re9A.H.I Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)	Explain	Explain	2
Criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances	Develop	Create	3
Criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances	Apply	Apply	3
A varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical)	Perform	Apply	3
Interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and	Explain	Explain	2

cultural), and (when appropriate) the setting of the text, and outside sources			
Interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources	Support	Understand	2

Essential Questions:

1. How do visual and musical integration change the roles of the individual musicians?

Enduring Understanding/Big Ideas:

1. The role of the individual musician changes when visual and musical integration takes place. New demands are realized when students are asked to move and play at the same time.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Styles:</p> <p>march</p> <p>chorale</p> <p>overture</p> <p>programmatic</p> <p>classical</p> <p>scales</p> <p>arpeggios</p> <p>thirds</p> <p>instrumentation:</p> <p>flute</p> <p>oboe</p> <p>bassoon</p> <p>clarinet</p> <p>alto saxophone</p> <p>tenor saxophone</p> <p>trumpet</p> <p>French horn</p> <p>trombone</p> <p>euphonium</p> <p>tuba</p>

	<p>piano</p> <p>bells</p> <p>xylophone</p> <p>chimes</p> <p>vibes (vibraphone)</p> <p>marimba</p> <p>auxiliary percussion</p> <p>timpani</p> <p>snare drum</p> <p>bass drum</p> <p>clef</p> <p>treble clef</p> <p>bass clef</p> <p>staff</p> <p>grand staff</p> <p>double bar</p> <p>bar line</p> <p>ledger lines</p> <p>time signature</p> <p>common time</p> <p>2/4, 3/4, 4/4, 5/4, 6/8, 9/8 cut time</p> <p>major</p> <p>minor</p> <p><i>p</i> for <i>piano</i></p> <p><i>f</i> for <i>forte</i></p> <p><i>mp</i> for <i>mezzo piano</i></p> <p><i>mf</i> for <i>mezzo forte</i></p> <p><i>pp</i> for <i>pianissimo</i></p> <p><i>ff</i> for <i>fortissimo</i></p> <p><i>cresc</i> or <i><</i> for <i>crescendo</i></p> <p><i>decre</i> or <i>></i> for <i>decrescendo</i></p> <p><i>dim</i> for <i>diminuendo</i></p> <p><i>accelerando</i></p> <p><i>ritardando</i></p> <p><i>poco</i></p> <p><i>allegro</i></p> <p><i>moderato</i></p> <p><i>andante</i></p> <p><i>largo</i></p> <p><i>a tempo</i></p>
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	<i>accent</i> <i>fermata</i> <i>ties</i> <i>slurs</i> <i>glissando (gliss)</i> <i>straight mute</i> <i>solo</i> <i>solì</i> staccato marcato legato accidental sharp flat natural sign rhythm whole note/rest quarter note/rest half note/rest eighth-note/rest dotted half note/rest sixteenth notes/rest dotted quarter/rest dotted eighth/rest dotted quarter note/rest multimeasure rest Rule of the Dot syncopation cadence repeat signs 1st ending/2nd ending <i>DC/Fine</i> <i>DS al coda/Fine</i> balance blend chord divisi unison harmony intonation
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	measure barline Time signature Meter - simple Meter - compound Chromatic Range Timbre Tutti Consonance Dissonance Resonance Vibrato Body alignment/posture Visuals Parade rest Attention Horns up/down Step size 8 to 5 6 to 5 12 to 5 16 to 5 Adjusted step Forward march Slide Flank Coordinates Yard line Hash marks Side line End zone Color guard General Effect Visual Effect Music Effect Box 1,2,3,4
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Topic 1: Visual and Musical Integration

Engaging Experience 1

Title: Visual and Musical Integration

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Supporting:

- MU:Pr4C.H.I Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: The students will be performing varying aspects of marching techniques to demonstrate their understanding of visual and musical integration skills and techniques.

Bloom's Levels: Create

Webb's DOK: 2, 3, 4

Topic 2: Ensemble and Solo Performance

Engaging Experience 1

Title: Learning to Perform as an Ensemble and/or Soloist

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4A.H.I Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Pr5A.H.I Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.I Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
- MU:Re8A.H.I Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.

Supporting:

- MU:Pr4B.H.I Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).
- MU:Pr4C.H.I Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

- MU:Re9A.H.I Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
- MU:Cn10A.H.I Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Throughout the year students will be performing several public performances of marching band music to include the integration of visual elements designed to enhance the musical presentation.

Bloom's Levels: Create

Webb's DOK: 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be several public performances. Each performance builds towards the final culminating performance which is a representative performance of all visual/musical skills learned throughout the unit.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Visual and Musical Integration	Visual and Musical Integration	The students may be performing varying aspects of marching techniques to demonstrate their understanding of visual and musical integration skills and techniques.	Ongoing
Ensemble and Solo Performance	Learning to Perform as an Ensemble/Soloist	Throughout the year students will be performing several public performances of marching band music to include the integration of visual elements designed to enhance the musical presentation.	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.