**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

**How to Use the Arts Education Curriculum Maps**

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indictors that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

**COURSE:** Band

**GRADE LEVEL(s):** 5/6-12

**PURPOSE:**

The purpose of all music courses in the Shelby County Schools is to develop comprehensive musicianship, in partnership with other core disciplines, with a focus of musical literacy.  We believe all students have tremendous potential to learn and enjoy music. While research shows that music helps students develop higher-order skills and increase desire to learn, our driving goal is to empower students to use their minds more creatively by inspiring them to broaden their experiences and enrich their lives.

The 5/6th – 12th grade band program allows students transfer prior knowledge and skills to explore and develop their musicianship through performance on wind and percussion instruments that are standard to the concert band.

All 5/6th-12th band classes are elective curricular courses that meet during the school day, every day throughout the course of the school year. For grading purposes, all music students are required to exhibit their musical knowledge through public performances and participation in district approved individual and large group assessment festivals.

**GRADE SPECIFIC BENCHMARKS:**

**Beginning Band (1st year)**

**Elective Course**

**Prerequisites**: None

| **Knowledge and Skills** | **Activities/Outcomes** | **Assessments** | **Resources / Literacy Connections** |
| --- | --- | --- | --- |
| ***QUARTER 1*** |  |  |  |
| **PERFORM**  **Standard 1.0 Singing**  **Standard 2.0 Playing Instruments**  **Standard 5.0 Reading and Notate** |  |  |  |
| **Playing Instruments** | I can…  Demonstrate proper instrument care and maintenance. SPI 2.1.2  Demonstrate continuing tonal development and an understanding of a characteristic tone quality. SPI 2.2.3  Demonstrate fundamental technique on one’s instrument. SPI2.3.2  Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping. SPI 2.6.1 | * Student performances will be recorded for teacher and student evaluation on performance rubric. * Teacher observation with feedback aligning to performance rubric. * Public performances | **Premier Performance**  Band Expression I  Mirror (at home) Band Instruments  Instrument Pictures  Instruments for display  Parent Orientation Packet  Band Progress Record (BPR)  <http://musiced.nafme.org/my-music-class/>  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) Assess how point of view or **purpose** shapes the content and style of a text.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  when reading or listening.  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take.  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| **Sight Reading** | I can:  Demonstrate an understanding of basic elements associated with successful sight-reading. SPI 5.1.2 | * Pre-Assessment (Band Readiness Assessment) * Class Discussion/Teacher feedback * Student –to-student feedback * Self-Assessment * Embedded Assessment * Formative, Structured Experience * Demonstration * Checklist rating form On-demand performance * Critical Listening as Evidenced via Written Reflection | BE1 - Transparencies #22 & #26  SMART Music  **PP1 Director’s Resource Manual**  Metronome  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Singing** | I can:  Sing a simple five-note scale (stepwise) pattern using proper breath support and intonation. SPI 1.1.1  Echo sing a melody that includes repeated pitches and rhythms, various intervals and rhythms. SPI 1.1.3 | * Pre-Assessment (Band Readiness Assessment) * Class Discussion/Teacher feedback * Self-Assessment * Checklist rubric rating form * Student created feedback rubric * Formative assessment for students’ breathing technique while singing. * Students will sing their individual parts along with the rest of the ensemble as the teacher checks for melodic and rhythmic accuracy. | **Premier Performance**  Band Expression I  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **Notation** | I can:  Demonstrate an understanding of notation through performance. SPI 2.4.3  Notate an assignment, within specified guidelines, which illustrates student understanding of meter, rhythm and pitch. SPI 5.1.3 | * Recognize, identify, and define pitches on the staff, notational values, symbols, and terms within appropriate levels of printed music. | Alfred’s Essentials of Music Theory Book 1  SMART Music  Finale – File to Open Worksheets  **Primer Performance 1**   * **Reading Music pg. 5** * **5-note /rhythmic variation pg. 11** * **Rhythm Composition pg. 13 #29**   [**http://musictechteacher.com/**](http://musictechteacher.com/)  <http://alfred.com/expressions/curriculum_ext.asp>  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **CREATE**  **Standard 3.0 Improvise**  **Standard 4.0 Composing** |  |  |  |
| **Improvise** | I can:  Improvise a simple solo on a single pitch using a variety of rhythms. SPI 3.2.1  Improvise a simple solo using no more than three pitches. SPI 3.2.2  Improvise a solo based on a simple melody or scale. SPI 3.2.3  Create and perform a variation based on a simple rhythmic pattern. SPI 3.2.1  Improvise a solo using one to three pitches over a given chord. SPI 3.3.1 | * The teacher will play or conduct an accompaniment while students demonstrate the ability to improvise 8 measures utilizing correct pitches from the blues scale. * The teacher will ask students to write or verbally state the pitches in a Bb blues scale. * Students will demonstrate the ability to repeat rhythm patterns presented by the teacher utilizing different pitches from the original. * Student knowledge will be evaluated through use of the following:   Rubric based assessments  Teacher observation  Peer critique  Individual performances  Rubric based assessment | **Jazz Ensemble Method - Standard of Excellence pg. 3.**  [**PBS The Blues**](https://www.pbs.org/theblues/classroom/defplaying.html)  **Finale – File to Open Worksheets to Scales to Blues Scale (1000)**  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **Compose** | I can:  Create, write and perform the final two measures of a four-measure melody within specified guidelines. SPI 4.1.1  Create a four-measure melody within specific guidelines. 4.1.2 | Student performances of original compositions  Pre-Assessment (Band Readiness Assessment)  Class Discussion/Teacher feedback  Self-Assessment  Embedded Assessment  Checklist rating form  Formative/Structured Experience  Checklist rating form Oral critique  Demonstration  Peer Assessment Critical Listening as Evidenced via Written Reflection  Structured Experience  On-demand performance | **Primer Performance 1**   * **Rhythm Composition** * **Time to compose**   <http://musictechteacher.com/>  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **RESPOND**  **Standard 6.0 Listening to, analyzing**  **and describing music:**  **Standard 7.0 Evaluating:** |  |  |  |
| **Analyze and Evaluate** | I can:  Identify all band instruments by sight and sound. 6.1.3  Understand and properly use basic musical terminology. 6.1.1  Explain the quality of a musical performance using appropriate vocabulary/ terminology, based on selected criteria. 6.1.1  Identify basic elements related to musical events. 6.2.1  Evaluate the quality and effectiveness of individual and group performances using selected criteria. 7.1.1  Compare and contrast, verbal or written, two different performances of the Same excerpt based on selected criteria and using appropriate vocabulary/ terminology. 7.2.3 | * Students will identify instruments by sound with 90% accuracy measured by a listening test. * Students will identify instruments by sight with 90% accuracy measured by a written assessment. * Pre-Assessment (Band Readiness Assessment) * Class Discussion/Teacher feedback * Self-Assessment * Embedded Assessment * Checklist rating form * Formative/Structured Experience * Checklist rating form Oral critique * Demonstration * Peer Assessment Critical Listening as Evidenced via Written Reflection * Structured Experience * On-demand performance * Students will critique performances and compositions, and identify elements found within various musical styles. * A rubric will measure student understanding of musical elements. * Students will submit a written essay comparing and contrasting two different musical styles using appropriate terminology, demonstrating an understanding of the elements of music that make each piece identifiable within its genre. | **Premier Performance**   * **Music Dictionary** * **Finale – File to Open Worksheet to (8000) Form and Analysis**   Band Expression 1  Instrument Pictures  Instruments for display  Metronome  [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or **themes** of a text and analyze their development; **summarize** the key supporting details and ideas.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  [CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) **Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  [CCSS.ELA-Literacy.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/) **Analyze** how and why individuals, events, or ideas develop and interact over the course of a text.  [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) **Integrate** and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1 |
| **Technical Vocabulary** | I can:  Describe musical examples using appropriate vocabulary/terminology. 6.1.1  Describe, verbally, or through writing/drawing/mapping, the main events within a musical example using appropriate vocabulary/terminology. 6.2.2 | * The students will create a musical vocabulary list inclusive of all dynamics, tempi, and stylistic and stylistic terms. * Students will create a simple concert march format inclusive of: * Introduction, 1st Strain, 2nd Strain, Trio, 1st Endings and 2nd Endings. | **Premier Performance 1**   * **Music Dictionary**   [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:**  **Standard 9.0 Historical and Cultural Relationships:** |  |  |  |
| **Connect: Relate and Apply** | I can:  Name the other art disciplines. 8.1.1  Discuss the other art disciplines. 8.1.1  Compare common terms used in arts disciplines. 8.1.2  Contrast common terms used in arts disciplines. 8.1.2 | Class Discussion/Teacher feedback  Self-Assessment  Embedded Assessment  Demonstration  Structured Experience | **Premier Performance**  <http://www.fineartbyday.com/pages/glossary.html>  <http://www.seadae.org/Corporatesite/files/ff/ffe058a7-257d-4a2d-84ed-4bc8bda9acbe.pdf>  [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) **Integrate** and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| **Interdisciplinary Connections** | I can:  Identify and explain how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines. 8.2.2  Name the four arts disciplines. List terms commonly used in all arts disciplines.  8.1.1  Compare the common elements between music and other arts disciplines.  8.1.2  Compare ways in which the subject matter of other disciplines is interrelated with those of music. 8.1.3  Identify different forms of technology associated with music. 8.3.1  Create a time**line** illustrating the progress of technology throughout history as related to music. 8.3.2 | •Students will critique performances, relating musical elements to nonmusical fine arts areas.  •A rubric will measure student understanding of musical and non-musical correlations.  •Students will relate particular works being studied to ideas, issues and  themes across the academic curriculum.  •Students initiate research projects (aural or written) to consider the social implications referenced in popular music found in different historical genres.  •Students create written reflections of the insights gained from the above studies. | **American Popular Music by Mark Ammons, D.M.A**.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two  or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take.  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.  [CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| **Historical Relationships** | I can:  Listen to and describe musical examples from selected historical periods. 9.1.1  Listen to representative music from various cultures. 9.2.1  Discuss the role of music in daily life throughout history. 9.3.1 | •Describe how historical and cultural events influenced composers.  •Describe performance applications and stylistic considerations of musical compositions to historical events occurring during that style period,  •Students will correctly interpret pieces studied as to style, culture and period  •Students will describe music genres or styles that show the influence of two or more cultural traditions.  •Students locate community members who function in various musician/composer roles, and describe their activities and achievements. | **American Popular Music by Mark Ammons, D.M.A**.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) **Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **Perform**  **Standard 1.0 Singing:**  **Standard 2.0 Playing Instruments:**  **Standard 5.0 Reading and Notate:** |  |  |  |
| ***QUARTER 2*** |  |  |  |
| **Playing Instruments** | I can:  Continue to develop performance tone and note reading. 2.2.2  Demonstrate the ability to read new notes. 2.4.2  Demonstrates the ability to read and perform slurs and understanding the difference between ties and slurs. 2.5.2  Demonstrate improved skills in playing fundamentals, ensemble balance, and sight-reading fundamentals. 5.1.3 | Demonstration  On-demand performance  Checklist rating form  Self-evaluation  Formative/Structured experience  Peer evaluation  Checklist evaluation form  Portfolio  Smart Music Interactive Software | **Premier Performance 1**  **Band Expression 1**  2nd quarter review  Video of concert performance  Worksheet #10  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  **100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy**  [CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) Assess how point of view or **purpose** shapes the content and style of a text.  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take. |
| **CREATE**  **Standard 3.0 Improvise**  **Standard 4.0 Composing** |  |  |  |
| **Improvise** | I can:  Describe how to improvise on my instrument. 3.1.1  Create a variation on a three-note song. 3.2.2 | On-demand performance  Write a paragraph describing their thought process for improvising.  Aural formative assessment.  Improvise a variation on Merrily We Roll Along. | **Jazz Ensemble Method - Standard of Excellence pg. 3-5.**  **Premier Performance – Pg. 13 # 24**  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **Notate** | I can:  Recognize and apply standard notation symbols for dynamics, tempo, and articulation. 5.1.2.  Demonstrates the ability to read and perform slurs and understanding the difference between ties and slurs. 5.1.2  Use standard symbols to notate meter, rhythm and pitch in simple patterns within specified guidelines. 5.1.3 | Formative/Structured experience  Written assessment  Use a computer program | **Premier Performance1**  **Alfred’s Essentials of Music Theory Book 1**  **SMART Music**  **Finale – File to Open Worksheets**  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Arrange** | Understand copyright law in music and its importance.  Arrange a pentatonic song for one voice. | Checklist rating form  Self-evaluation  Peer evaluation  Checklist evaluation form  Portfolio | Video of concert performance  Library reference materials  Internet research sites  [CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Compose** | I can:  Compose a melody using eighth notes, quarter notes and rests. 4.1.2  Compose properly a rhythm in a time signature restraint. 5.1.3  Demonstrate an ability to compose rhythm using time signature restraints.  Use a limited variety of sound, notational, and/or technological sources to compose or arrange a given song. | Compose a four to 8 measure piece for their instrument.  Compose a 30 second piece in Garage Band using loops. | **Premier Performance**  **Garage Band**  **SMART Music**  **Finale**  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.W.6](http://www.corestandards.org/ELA-Literacy/CCRA/W/6/) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| **RESPOND**  **Standard 6.0 Listening to, analyzing**  **and describing music:**  **Standard 7.0 Evaluating:** |  |  |  |
| **Evaluate** | I can:  Describe a simple musical example using basic music vocabulary/terminology. 6.1.1  Recognize the difference between vocal or instrumental examples. 6.1.2  Identify instruments within selected listening examples. 6.1.3  Construct a written evaluation of one’s own performance using appropriate vocabulary/terminology. 7.2.2  Understand about what the ensemble pitch center means. 7.1.3 | Demonstration  On-demand performance  Checklist rating form  Self-evaluation  Formative/Structured experience  Peer evaluation  Checklist evaluation form  Portfolio  Listen to and evaluate winter concert performance. | Band Instrument  Video of concert performance  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression  [CCSS.ELA-Literacy.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/) **Analyze** how and why individuals, events, or ideas develop and interact over the course of a text.  [CCSS.ELA-Literacy.CCRA.R.2](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or **themes** of a text and analyze their development; **summarize** the key supporting details and ideas.  [CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/) **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:**  **Standard 9.0 Historical and Cultural Relationships:** |  |  |  |
| **Interdisciplinary Connections** | I can:  Produce an oral analysis of how the elements of music are incorporated in an art discipline other than music. 8.1.3  Demonstrate an understanding of musical representations of physical objects or characters. 8.2.3  Research information on their chosen instrument using good research techniques. 8.2.3  Identify different forms of technology used in creating, producing, and listening to music. 8.3.1  Discuss distinguishing characteristics of music of selected cultures. 9.2.2 | Discuss how elements of fall and winter are incorporated into winter concert music and examples of winter art.  Discuss visual representations seasonal icons and how they are represented in music.  Discuss winter festival songs from around the world and characteristics of the music.  Compare and contrast Christmas and Hanukkah songs.  Demonstration | **American Popular Music by Mark Ammons, D.M.A**.  <http://musictechteacher.com/>  Band Instrument  2nd quarter review  Video of concert performance  Library reference materials  Internet research sites  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.  [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| ***QUARTER 3*** |  |  |  |
| **Perform**  **Standard 1.0 Singing:**  **Standard 2.0 Playing Instruments:**  **Standard 5.0 Reading and Notate:** |  |  |  |
| **Playing Instruments** | Demonstrate development in the low register. 2.2.2  Demonstrate continue development of their finger dexterity and sight-reading technique. 2.3.3, 2.6.3  Continue to develop performance technique with slurs. 2.3.3  Learn and apply staccato, tenuto, and legato articulations. 2.3.3  Perform a solo with band accompaniment. 2.5.3  Perform a major scale in at least two keys or rudiments. 2.7.1  Learn and apply staccato, tenuto, and legato articulations. 5.1.2 | Demonstration  On-demand performance  Checklist rating form  Self-evaluation  Formative/Structured experience  Peer evaluation  Checklist evaluation form  Portfolio  Formative/Structured Product  WTSBOA Small Group Assessment  WTSBOA Solo Assessment | Premier Performance 1 Pg. 23-32, 41, 44 <http://alfred.com/expressions/curriculum_ext.asp>  Band instruments  New small ensemble music  Concert Band selections  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  **100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy**  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **CREATE**  **Standard 3.0 Improvise**  **Standard 4.0 Composing** |  |  |  |
| **Compose** | Compose missing measures of a given melody. 4.1.3  Understand concert pitch versus actual pitch. 4.2.1  . | Demonstration  On-demand performance  Checklist rating form  Self-evaluation  Formative/Structured experience  Peer evaluation  Checklist evaluation form  Portfolio  Formative/Structured Product  WTSBOA Small Group Assessment  WTSBOA Solo Assessment | **Premier Performance 1**  <http://alfred.com/expressions/curriculum_ext.asp>  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two  or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take. |
| **Improvise** | Create a variation of a simple melody of no more than three pitches. 3.2.2  Improvise a solo over a given chord (using one or more pitches). 3.3.1 | Variation of Merrily We Roll Along  Assessment rubric  Small Ensemble Music | Standard of Excellence – Jazz Ensemble Method – pg. 6-7  <http://www.dlpmusiceducation.com/2013/09/26/teaching-beginning-improvisation/>  <http://www.asa3.org/ASA/education/teach/music.htm>  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **RESPOND**  **Standard 6.0 Listening to, analyzing**  **and describing music:**  **Standard 7.0 Evaluating:**. |  |  |  |
| **Analyze** | Describe, verbally or by writing/drawing/mapping, specific events in a musical example. 6.2.2 | Demonstration  Formative/Structured experience  Map the form of a composition.  Class discussion of concert festival music. | **Premier Performance**  Band Expressions 1  Concert Band Selections  Third Quarter Performance  Assessment rubric  Small Ensemble Music  Solo Music  [CCSS.ELA-Literacy.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/) **Analyze** how and why individuals, events, or ideas develop and interact over the course of a text. |
| **Evaluate** | Compare and contrast articulation styles. 7.2.2  Construct a written evaluation of one’s own performance using appropriate vocabulary/terminology. 7.2.2  Compare and contrast two different performances of the same excerpt using appropriate vocabulary/terminology. 7.2.3 | Checklist evaluation form  Portfolio  Formative/Structured Product  WTSBOA Small Group Assessment  WTSBOA Solo Assessment  Written evaluation of solo/ensemble performance.  Written evaluation of All-West audition and compare to judges’ score. | [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two  or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take.  [CCSS.ELA-Literacy.CCRA.SL.3](http://www.corestandards.org/ELA-Literacy/CCRA/SL/3/) **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:**  **Standard 9.0 Historical and Cultural Relationships:** |  |  |  |
| **Interdisciplinary Connections** | Identify examples of how music is used by other academic disciplines. 8.2.2  Analyze the effects of the interaction between music and other academic disciplines. 8.2.3  Discuss the progress of technology throughout the history of music. 8.3.2 | Aural assessment on students identifying how music is used in other media – musicals, movies, drama  Formative assessment on the connection between music and sports  Create a technology timeline | <http://wyntonmarsalis.org/discography/title/portrait-in-seven-shades>  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/) **Analyze** how and why individuals, events, or ideas develop and interact over the course of a text.  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations. |
| **Cultural Relationships** | Discuss distinguishing characteristics of music of selected cultures. 9.2.2  Discuss the distinguishing characteristics of and the instruments used in music of selected cultures. 9.2.3 | Perform and improvise in a drum circle.  Listen and relate music of the Hispanic culture.  Complete a portfolio entry about characteristics of Hispanic music.  Learn about and perform African folk music including call and response. | **American Popular Music by Mark Ammons, D.M.A**.  <http://musictechteacher.com/>  Perform and improvise in a drum circle.  Listen and relate music of the Hispanic culture.  Complete a portfolio entry about characteristics of Hispanic music.  Learn about and perform African folk music including call and response.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Historical Style** | List historical periods as related to selected music examples. 9.1.2  Compare the accessibility of music throughout history between the poor and the rich. 9.3.2 | Create a timeline of western music  Create a timeline of American Popular music  Compare and contrast the patron system and recording companies | **American Popular Music by Mark Ammons, D.M.A**.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| ***QUARTER 4*** |  |  |  |
| **Perform**  **Standard 1.0 Singing:**  **Standard 2.0 Playing Instruments:**  **Standard 5.0 Reading and Notate:** |  |  |  |
| **Playing Instruments** | Produce a characteristic tone quality. 2.2.3  Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. 2.3.3  Identify, notate, and perform selected intermediate level rhythms and pitches. 2.4.3  Demonstrate an understanding of the concept of phrase shaping. 2.5.3  Apply basic elements associated with successful sight-reading using a variety of meters and tempi. 2.6.3  Perform a major scale in at least four keys/four rudiments. 2.7.2 | WTSBOA Large Ensemble Assessment Demonstration  On-demand performance  Checklist rating form  Self-evaluation  Formative/Structured experience  Peer evaluation  Checklist evaluation form  Portfolio  Formative/Structured Product  Demonstrate ability to perform the Bb Major Concert Scale.  Demonstrate the ability to perform sixteenth notes.  Demonstrate the ability to differentiate and perform slurs and ties.  Demonstrate the ability to read and perform syncopated rhythms.  Demonstrate improved skill in music reading and large and small ensemble performance skills.  Demonstrate knowledge of various musical styles. | **Premier Performance 1 – Pg. 32-45**  Musical Instruments  Concert Band Selections  Small Ensemble Music  Rhythm sheet  Interval Game  **A Rhythm A Day – Igor Hudadoff**  **Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta**  **100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy**  [CCSS.ELA-Literacy.CCRA.R.6](http://www.corestandards.org/ELA-Literacy/CCRA/R/6/) Assess how point of view or **purpose** shapes the content and style of a text.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Notation** | Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. 5.1.3 | Write a 8 bar phrase with specified guidelines. | **Alfred’s Essentials of Music Theory – book 1**  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **CREATE**  **Standard 3.0 Improvise**  **Standard 4.0 Composing** |  |  |  |
| **Improvise** | Apply the fundamental concepts of improvisation using a simple melody. 3.1.3  Create a variation of a simple melody with a minimum of five pitches and varying rhythms. 3.2.3  Improvise a solo over a given blues progression. 3.3.3 | Formative assessment on five note solo over a blues scale | **Standard of Excellence – Jazz Ensemble Method by Dean Sorenson & Bruce Pearson**  <http://www.kjos.com/sub_section.php?division=6&series=80>  [**http://musiced.nafme.org/interest-areas/jazz-education/teaching-improvisation-at-school/**](http://musiced.nafme.org/interest-areas/jazz-education/teaching-improvisation-at-school/) <http://www.smartmusic.com/search/?usterms=improvising>  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **Composing** | Produce a written transcription for a specified instrument using an example in concert pitch. 4.2.2  Create a simple harmonization under a given melody. 4.2.3 | Transcribe a melody form a piano score.  Create a single line harmony to an existing melody. | Finale  <http://www.opusmusicworksheets.com>  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| **RESPOND**  **Standard 6.0 Listening to, analyzing**  **and describing music:**  **Standard 7.0 Evaluating:** |  |  |  |
| **Describe and Analyze** | Compare and contrast specific musical events in a given example. 6.2.3 | WTSBOA Large Ensemble Assessment  Formative/Structured experience  Peer evaluation  Checklist evaluation form  Portfolio  Written description of festival music. | [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Evaluate** | Compare and contrast two different performances of the same excerpt using appropriate vocabulary/terminology. 7.2.3 | Compare a professional recording with a recording of your ensemble.  Compare your festival recording with spring concert.  Demonstrate the ability to identify and perform in march style. | Festival recordings.  MP3 recordings:  <http://www.jwpepper.com/sheet-music/concert-band-music.jsp>  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CONNECT**  **Standard 8.0 Interdisciplinary Connections:**  **Standard 9.0 Historical and Cultural Relationships:** |  |  |  |
| **Interdisciplinary Connections** | Analyze the effects of the interaction between music and other academic disciplines. 8.2.3  Listen to and discuss music played on at least three different forms of technology (e.g., iPod, mp3 player, computer, cassette player, radio, CD player, LP/album). 8.3.3 | Perform and understand music from stage productions from various historical periods.  Watch a musical and analyze the use of music to set the emotion scenes.  Compare and contrast the background noise in technology. | <http://www.educationindex.com/music/>  [CCSS.ELA-Literacy.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/) **Integrate** and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **Cultural Relationships** | Discuss the distinguishing characteristics of and the instruments used in music of selected cultures. 9.2.3 | Perform music from various countries.  Discuss the effects of geography on instruments from other cultures. | <http://www.carsondellosa.com/cd2/SearchCatalog.aspx?k=music>  Music Instruments of the World from Carson Dellosa  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **Historical Relationships** | Examine and discuss the role of music and its influence in present-day society. 9.3.3 | Demonstrate knowledge of J S Bach’s importance to music history and character education | **American Popular Music by Mark Ammons, D.M.A**.  <http://musictechteacher.com/>  [CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |