

Palisades HS Band Grades 9-12 Curriculum Guide

Big Idea: Musicians use tools and resources as well as their own experiences and skills to create music.

Standards and Essential Questions	Concepts	Competencies and Core Skills	Content	Instructional Materials	Suggested Activities	Suggested Assessments
<p>Standards:</p> <p>9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.G, 9.1.12.H</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is it important to create, recreate, and perform music independently? ● Why is it important to create, recreate, and perform music in a group setting? ● What individual skills are necessary in order to create, recreate, and perform music? ● What ensemble skills are necessary in order to create, recreate, and perform music? ● What criteria can one use to make value judgements regarding a musical performance? 	<p>Students should know that:</p> <ul style="list-style-type: none"> ● While much of the school based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently. ● There are a number of individual skills needed to perform in an ensemble setting are related to, but are in addition to, the ability to perform independently. ● Skills need to be built sequentially, with specific practicing techniques, over time. ● There are specific criteria to consider and to listen for when making value judgements regarding a musical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. ● Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 2.5 - 4. ● Sight read, accurately and expressively, music with a difficulty level 2 ½. ● Accurately perform expression, style, and articulation markings presented in music. ● Demonstrate understanding of effective individual practice habits. ● Demonstrate understanding of appropriate rehearsal and performance etiquette. ● Demonstrate understanding of the care and maintenance of music equipment. ● Effectively critique individual and group performance in rehearsal and concert settings. 	<ul style="list-style-type: none"> ● Use of air, embouchure, posture and equipment in developing characteristic tone quality on each instrument. ● Fingerings and technique through at least a two octave range, as appropriate for individual instruments. ● Reading and responding to notation of pitch, rhythm, articulation, expression, and style typically found in grade 3-4 music. ● Expectations and examples of effective individual practice. ● Expectations and examples of proper rehearsal and performance etiquette. ● Expectations and examples of proper instrument care and maintenance, in addition to the care of sheet music, stands, and other equipment used. ● Examples of quality performances by individuals and ensembles related to the students' current experience. 	<p>Scale Workouts- Marty Magnini</p> <p>Rhythm Workouts</p> <p>Symphonic Band Warm ups Claude T. Smith</p> <p>Teaching Rhythm Logically - Darcy Potter Williams</p> <p>101 Sightreading Rhythms book.</p> <p>Sightreadingfactory.com Musictheory.net</p> <p>Varied, quality repertoire Dr. Beat</p> <p>TE Tuner APP iReal Pro APP Metronome APP</p> <p>Instruments to model</p>	<p>Teach and demonstrate proper warmups for individuals and the band.</p> <p>Consistently reinforce the importance of proper air, embouchure, and posture.</p> <p>Address all tonal and rhythmic demands from the literature in warm-ups.</p> <p>Focus on Pyramid of Sound for balance of all instruments.</p> <p>Maintain and expect proper rehearsal etiquette.</p> <p>Set up opportunities for students to hear live performances.</p>	<p>Playing tests and quizzes uploaded to Canvas.</p> <p>Student self evaluation of recorded performances.</p> <p>Music Theory quizzes.</p> <p>Students mentoring each other.</p> <p>Students will self evaluate themselves after a rehearsal rep.</p> <p>Group performance projects where they learn the material themselves and perform it.</p> <p>In class discussions, evaluating the connections students make between music and other art forms.</p>

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Big Idea: Musicians use tools and resources as well as their own experiences and skills to create music (cont)

Standards and Essential Questions	Concepts	Competencies and Core Skills	Content	Instructional Materials	Suggested Activities	Suggested Assessments
<p>Standards:</p> <p>9.1.12.I</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How and why do people continue to engage in music after graduation? ● What opportunities do people have to experience music after graduation? ● What tools and resources are available for musicians to improve? 	<p>Students should know that:</p> <ul style="list-style-type: none"> ● People use resources available in their communities to make music throughout their lives. ● Opportunities exist for making music as an individual as well as in an ensemble setting. ● Music involvement generally becomes less formal outside of an academic setting. ● Studying with a private music teacher enhances an individual's performance. ● Attending sectionals enhances an individual's performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Students post-graduation opportunities to be part of the musical community as audience members, amateur musicians or professional musicians. ● List local performance organizations, and their venues. ● Discuss the advantages and challenges of participating in a collegiate ensemble. ● Understand the requirements for an audition for a collegiate ensemble. ● Seek private instruction. ● Attend after school sectionals during school. 	<ul style="list-style-type: none"> ● Types of community ensembles ● Types of collegiate ensembles ● Private lesson opportunities ● Available literature for solo playing ● Available literature for small ensemble playing ● Recommendations on equipment. 	<p>Live and recorded ensemble performances</p> <p>Guidelines for critical listening</p> <p>Concert schedules</p> <p>Sectional schedules</p> <p>Independent study</p>	<p>Set up opportunities for students to hear live performances of other ensembles</p> <p>Play recordings in class of ensembles and have students write evaluations</p> <p>Record rehearsals and ask for student feedback</p> <p>Discuss collegiate and community ensemble opportunities</p> <p>Attend sectionals</p> <p>Invite local private teachers to visit band classes as clinicians.</p>	<p>Evaluate student written concert reviews of other ensembles</p> <p>Evaluate student written concert reviews of their own concert and rehearsal recordings</p> <p>Survey students on their post high school plans</p> <p>Assess sectional attendances</p>

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Big Idea: Humans have expressed experiences and ideas through the arts throughout time and across cultures.

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<p>Standards: 9.2.12.E, 9.2.12.L</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How and why do works in the different arts disciplines share characteristics? • How do historical and cultural events influence composers and their writing? 	<p>Students should know that:</p> <ul style="list-style-type: none"> • There are similarities between works in different arts disciplines from different time periods and different cultures. • Composers and musicians are influenced by their historical and cultural experiences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain similarities between works in dance, music, theater, and visual arts in various cultural and historical contexts. • Identify how composers have been influenced by historical and cultural events. 	<ul style="list-style-type: none"> • Literature representing a wide variety of cultures and time periods. • Examples of works of art such as sculpture, painting, architecture, and dance. • Literature that specifically addresses historical and cultural events. 	<p>Various ensemble literature</p> <p>Various recordings or live demonstrations of other art form</p>	<p>Perform literature representing various cultures and time periods in rehearsal and performance.</p> <p>Compare literature to other works of art and discuss.</p>	<p>Teacher and peer evaluation of expressive content in performance.</p> <p>Teacher and peer evaluation of etiquette as performers and as audience members</p>

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Big Idea: People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Standards and Essential Questions	Concepts	Competencies and Core Skills	Content	Instructional Materials	Suggested Activities	Suggested Assessments
<p>Standards: 9.3.12.C, 9.4.12.C</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What decisions do musicians make to influence the way people experience their work. ● How can musicians use research to determine their own interpretation of music? 	<p>Students should know that:</p> <ul style="list-style-type: none"> ● Musicians make choices that influence the way people experience their work. ● Musicians use accepted historical practices to influence their own interpretation of music. ● The way musicians approach their performance influences audience opinion of the performance. ● The quality characteristics of the performance space influence audience opinion of the performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Analyze the ways in which a musician’s use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience’s response to the music. ● Use of accepted historical performance practices to influence their interpretation of music. ● Display appropriate concert etiquette related to their performance. 	<ul style="list-style-type: none"> ● Interpretation as is appropriate for orchestral, jazz, popular, chamber, and contemporary styles. ● Interpretation as is appropriate for ancient, renaissance, baroque, classical, romantic, 20th century, and contemporary time periods. ● Elements that make up interpretation ● Decisions musicians must make to develop an interpretation ● On stage etiquette ● Off stage etiquette 	<p>Literature which specifically contains expressive performance opportunities.</p> <p>Performance opportunities for students to participate on and off the stage.</p>	<p>Perform literature which contains expressive performance opportunities</p> <p>Perform literature which gives the opportunity to interpret based on stylistic and historical practices.</p> <p>Discuss concert etiquette as a performer and an audience member.</p>	<p>Teacher and peer evaluation of expressive content in performance</p> <p>Teacher and peer evaluation of etiquette as performers and as audience members..</p>

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Big Idea: There are formal and informal processes used to assess the quality of works in the arts

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<p>Standards: 9.3.12.A, 9.3.12.B, 9.3.12.G</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians compare their work to the work of others? ● How does a musician evaluate his or her achievement? 	<p>Students should know that:</p> <ul style="list-style-type: none"> ● Musicians use both aesthetic and critical processes to assess their own work and compare it to the works of others. ● Musicians can self-evaluate as well as be evaluated by others. ● A specific set of criteria can exist to evaluate a musical performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Analyze their own performances and make judgements about their own works as compared with those of other performers and composers. ● Analyze and critique performances using appropriate terminology ● Address specific elements of performance such as tone, pitch accuracy, rhythmic accuracy, articulation, and expression. 	<ul style="list-style-type: none"> ● Elements of music and their related vocabulary ● Format for evaluation of musical performances ● Appropriate avenues and methods for critique and feedback. 	<p>Concert evaluation forms</p> <p>Self evaluation forms</p> <p>Performance rubrics</p>	<p>Listen to recordings of performances and rehearsals, and evaluate using predetermined criteria</p> <p>Listen to peer performances and provide feedback</p> <p>Students analyze their own performances and critique</p>	<p>Submit written evaluations of performance of self and others</p> <p>Assess appropriate use of vocabulary and terminology in evaluation</p> <p>Receive feedback in the form of performance evaluation rubric 2-3 times a semester.</p>

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Big Idea: Music provides a medium to understand and exchange ideas.

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<p>Standards: 9.1.12.K, 9.1.12.J</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● As technology has changed, how has it changed the way we make music? ● How does music function as a universal language? 	<p>Students should know that:</p> <ul style="list-style-type: none"> ● Contemporary technology allows people to share and collaborate on musical ideas. ● Technology has impacted the way music is composed, performed, and experienced. ● Music is a language of expression and emotion that communicated across boundaries of culture and time. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Collaborate with others to create a musical work using contemporary technologies. ● Utilize technological applications to enhance the creation, performance, and experience of music. ● Interpret musical works for their emotional content. 	<ul style="list-style-type: none"> ● Use of contemporary electronic instruments such as synthesizers, pre-recorded material, sound modules, and computers in musical performance. ● Use of recording and playback equipment as needed to interpret musical performances. ● Performance of programmatic and non-programmatic music. 	<p>Electronic instruments as needed and called for in performance</p> <p>Recording and playback equipment</p> <p>Band literature</p> <p>Ipads</p> <p>Cell phones</p>	<p>Perform works of contemporary composers which utilize electronic instruments</p> <p>Record ensemble in rehearsal and in performance</p> <p>Discuss emotional content of music and how composers communicate</p>	<p>Evaluate ensemble in performance using electronic instruments</p> <p>Listen to recordings of ensemble in rehearsal and performance and evaluate emotional content</p>