

## 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. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. 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: perform, 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 indicators 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 5/6<sup>th</sup> – 12<sup>th</sup> 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 5/6<sup>th</sup>-12<sup>th</sup> 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:**

**Senior Band I, II, III, IV (4<sup>th</sup> -8th year)**

**Elective Course**

**Prerequisite: Beginning Band/Inst Music I, II, III and Student Audition (To insure proper placement based on director's evaluation)** The state of Tennessee allows schools to combine Senior Band I-IV sections based on director recommendation, provided that students meet district prerequisites.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<b>QUARTER 1</b>			
<b>PERFORM:</b>	<p><b>HS1.IM.P1.A:</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p><b>HS2-4.IM.P1.A:</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p><b>HS1-2.IM.P1.B:</b> Demonstrate and document, using music reading skills, how compositional devices, theoretical, and structural aspects of musical works impact and inform prepared and/or improvised performances</p> <p><b>HS3-3.IM.P1.B:</b> Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances</p> <p><b>HS1.IM.P1.C:</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances</p> <p><b>HS2-4.IM.P1.C:</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience</p> <p><b>HS1-4.IM.P2.A:</b> Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected Grade IV music (for HS1) or Grade V music (for HS2-4) using correct pitches, meters, and rhythms</p> <p><b>HS1-4.IM.P2.B:</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, bowings, and elements related to manual dexterity. Perform 12 major scales and a chromatic scale</p> <p><b>HS1-4.IM.P2.C:</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV (for HS1) or UIL Level V (for HS2-4). For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures</p> <p><b>HS1-4.IM.P2.D:</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources</p> <p><b>HS1.IM.P3.A:</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres</p> <p><b>HS2.IM.P3.A:</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods</p> <p><b>HS3-4.IM.P3.A:</b> Demonstrate an understanding and mastery of the technical demands and an understanding of expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles</p> <p><b>HS1.IM.P3.B:</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances</p> <p><b>HS2.IM.P3.B:</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances</p> <p><b>HS3-4.IM.P3.B:</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances</p>		

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Playing Instruments</b>  <b>Tone/Pitch</b>  <b>Rhythm</b>  <b>Phrasing</b>  <b>Ensemble</b>  <b>Scales</b></p>	<p>Execute periodic cleaning beyond daily maintenance.</p> <p>Detect and report minor maintenance issues with one's own instrument.</p> <p>Produce a characteristic tone throughout a teacher-selected range of the instrument.</p> <p>Produce a characteristic tone at varying dynamic levels.</p> <p>Demonstrate and apply correct technique of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking at an intermediate level.</p> <p>Demonstrate technical proficiency of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking.</p> <p>Identify and perform selected intermediate level (Grade III and IV) rhythms and pitches.</p> <p>Identify and demonstrate an understanding of selected concepts of musicality (Grades III and IV) within an ensemble.</p> <p>Perform from memory eight major scales or eight rudiments and a</p>	<p>Formative and Summative Performance Assessments of studied warm-up regimen utilizing the Secondary Wind Performance Assessment Rubric, Page 69, from Denese Odegaard's <i>Music Curriculum Writing 101</i></p> <p>Whole group response.</p> <p>Aural Observation.</p> <p>Formative Assessments</p> <p>Goal and performance chart</p> <p>Students will be evaluated using active learning, cooperative learning, discussion, guided reading, integrated technology and peer tutoring.</p> <p>Smart Music Interactive Digital Assessments.</p> <p>All-West Scales</p>	<p><b>Books:</b>  <b><u>Foundations for Superior Performance</u></b>, Richard Williams, Jeff King (Kjos)  <b><u>Treasury of Scales</u></b>, Leonard B. Smith (Alfred Publishing)  <b><u>Premier Performance Book 3</u></b>  <b><u>TIPPS for Band</u></b> by Nilo W. Hovey  <b><u>Exercises for Ensemble Drill</u></b> by Raymond C. Fussell  <b><u>66 Festive &amp; Famous Chorales for Band</u></b> by Frank Erickson  <b><u>100 Days of Sight- Reading Excellence</u></b> – Timothy J. Cotov &amp; Thomas G. Murphy  <b><u>A Rhythm A Day</u></b> – Igor Hudadoff  <b><u>Rhythm Vocabulary Charts: For Effective Rhythmic Development</u></b> – Ed Sueta</p> <p><b>Websites:</b>  <a href="http://www.nationalbandassociation.org">www.nationalbandassociation.org</a>  <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a>  <a href="http://educators.conn-selmer.com/pdf/BandManual.pdf">http://educators.conn-selmer.com/pdf/BandManual.pdf</a>  <a href="http://www.corestandards.org/ELA-Literacy/WHST/6-8/">http://www.corestandards.org/ELA-Literacy/WHST/6-8/</a></p> <p>Connetions Website for integration:  <a href="http://cnx.org/">http://cnx.org/</a></p> <p>Nilo Hovey's Band <u>Manual</u>- Pages 5-7 (tone quality) free download:  <a href="http://educators.conn-selmer.com/pdf/BandManual.pdf">http://educators.conn-selmer.com/pdf/BandManual.pdf</a>            Pre-distribute and discuss rubric with students prior to assessment (page 69, <i>Music Curriculum Writing 101</i>, Denese Odegaard, Gia Publications, Inc).</p> <p>Memphis Symphony Integrated Unit of Study "Sound Opinions"</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
	<p>chromatic scale (winds and percussion).</p>		<p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a>  <b>Present</b> 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.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.6</a>                      Assess how point of view or <b>purpose</b> shapes the content and style of a text.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Sight Reading</b></p>	<p>Apply basic elements associated with successful sight-reading using a variety of meters, tempi, and keys.</p>	<p>Individual student sight-reading performance assessment. (Teacher can score this using a rubric; an excellent "Secondary Wind Performance Assessment" rubric can be found in Denese Odegaard's book entitled <u>Music Curriculum Writing</u>.)</p>	<p><b>Books:</b>  <b>TIPPS for Band</b> by Nilo W. Hovey  <b>Exercises for Ensemble Drill</b> by Raymond C. Fussell  <b>66 Festive &amp; Famous Chorales for Band</b> by Frank Erickson  <b>100 Days of Sight- Reading Excellence</b> – Timothy J. Cotov &amp; Thomas G. Murphy  <b>A Rhythm A Day</b> – Igor Hudadoff  <b>Rhythm Vocabulary Charts: For Effective Rhythmic Development</b> – Ed Sueta  <b>Premier Performance Book 3</b>  <b>Band Expressions 2</b></p> <p><b>Websites:</b>            Utilize the WTSBOA select band list for titles:  <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a>  <a href="http://www.nationalbandassociation.org">www.nationalbandassociation.org</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Singing</b></p>	<p>Demonstrate the singing of selected intervals and melodies with pitch accuracy.</p> <p>Sing a two-part harmonization with both parts using the same rhythm.</p>	<p>Aural Formative Assessment singing before playing exercises.</p> <p>Student performance</p> <p>Small Group assessments</p>	<p><b>Books:</b></p> <p><b>TIPPS for Band</b> by Nilo W. Hovey</p> <p><b>Exercises for Ensemble Drill</b> by Raymond C. Fussell</p> <p><b>66 Festive &amp; Famous Chorales for Band</b> by Frank Erickson</p> <p><b>100 Days of Sight- Reading Excellence</b> – Timothy J. Cotov &amp; Thomas G. Murphy</p> <p><b>A Rhythm A Day</b> – Igor Hudadoff</p> <p><b>Rhythm Vocabulary Charts: For Effective Rhythmic Development</b> – Ed Sueta</p> <p><b>Premier Performance Book 3</b></p> <p><b>Band Expressions 2</b></p> <p><b>Websites:</b></p> <p>Utilize the WTSBOA select band list for titles:  <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a>  <a href="http://www.nationalbandassociation.org">www.nationalbandassociation.org</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>



# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Notation</b></p>	<p>Analyze and perform musical literature (Grade III and IV).</p> <p>Notate basic rhythmic patterns when presented aurally.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>Analyze the form of Grade 3 festival music.</li> <li>Perform grade 3 literature.</li> <li>Rhythmic dictation</li> </ul>	<p><b>Books:</b>  <b>Premier Performance 3</b>  <b>Alfred's Music Theory Book 2</b></p> <p><b>Websites:</b>  <a href="http://www.corestandards.org/ELA-Literacy/WHST/6-8/">http://www.corestandards.org/ELA-Literacy/WHST/6-8/</a>  <a href="http://musiced.nafme.org/my-music-class/">http://musiced.nafme.org/my-music-class/</a>  <a href="http://www.smartmusic.com">http://www.smartmusic.com</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.4</a>  <b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<b>CREATE:</b>	<p><b>HS1.IM.Cr1.A:</b> Compose and/or improvise ideas for melodies, rhythmic passages, or arrangements over a chordal structure for specific purposes that reflect characteristics of music from a variety of historical periods</p> <p><b>HS2.IM.Cr1.A:</b> Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristics of music from a variety of cultures</p> <p><b>HS3-4.IM.Cr1.A:</b> Compose and/or improvise music ideas for a variety of purposes and contexts</p> <p><b>HS1.IM.Cr2.A:</b> Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal</p> <p><b>HS2.IM.Cr2.A:</b> Select and develop chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal</p> <p><b>HS3-4.IM.Cr2.A:</b> Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts</p> <p><b>HS1-4.IM.Cr2.B:</b> Describe and document compositions and/or improvisations through standard notation and recording technology</p> <p><b>HS1-2.IM.Cr3.A:</b> Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on established or personally developed criteria, including the extent to which they address identified purposes</p> <p><b>HS3-4.IM.Cr3.A:</b> Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts</p> <p><b>HS1-2.IM.Cr3.B:</b> Share personally developed melodies, rhythmic passages, chordal structures, arrangements, short compositions, and/or improvisations, individually or as an ensemble, which address identified purposes</p> <p><b>HS3-4.IM.Cr3.B:</b> Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts</p>		

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Improvise</b></p>	<p>Apply fundamental concepts of improvisation using a given melody and/or rhythm pattern.</p> <p>Create a variation of a simple melody with a minimum of five pitches and varying rhythms.</p> <p>Create a simple rhythmic or chordal accompaniment for an eight-measure melody.</p>	<p>Peer Assessment Small Group Response Audio Recording</p> <p>Formative and summative improvisation assessments of studied melodies/chord progressions utilizing the Middle and High School Improvisation Assessment Rubric, Page 70, from Denese Odegaard's <i>Music Curriculum Writing 101</i> and rhythm section play-a-long recordings by Jamey Aebersold (Vol 24 "Major &amp; Minor", Vol 54 "Maiden Voyage", and Vol. 64 "Salsa/Latin Jazz" are examples).</p>	<p><b>Books:</b> <b>Premier Performance Book 3</b> <b>Advanced Jazz Ensemble Method by Dean Sorenson &amp; Bruce Pearson</b></p> <p><b>Website:</b> For integration: <a href="http://cnx.org/">http://cnx.org/</a></p> <p>Distribute the "Middle and High School Improvisation Assessment" rubric (Page 70, from Denese Odegaard's <i>Music Curriculum Writing 101</i>) to students prior to assessment; discuss and clarify rubric expectations for best preparation and performance from the students.</p> <p>Play-a-long recordings by Jamey Aebersold</p> <ul style="list-style-type: none"> <li>• Vol 24 "Major &amp; Minor"</li> <li>• Vol 54 "Maiden Voyage"</li> <li>• Vol. 64 "Salsa/Latin Jazz"</li> </ul> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> 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.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Compose</b></p>	<p>Compose and notate a simple melody using binary form.</p> <p>Transpose a given duet for specified instruments.</p>	<p>Concept Mapping</p> <p>Create a duet from a piano score</p> <p>Formative, Structured Experience with Product</p> <p>Score composition project with the Middle and High School Composition Assessment rubric, page 71, <i>Music Curriculum Writing 101</i>, Denese Odegaard, Gia Publications, Inc</p>	<p><b>Books:</b></p> <p><b>Premier Performance Book 3</b></p> <p><b>Band Expressions 2</b></p> <p>Chris Azzara's "Developing Musicianship through Improvisation" GIA</p> <p><b>Websites:</b></p> <p><a href="http://www.corestandards.org/Math/Content/8/introduction/">http://www.corestandards.org/Math/Content/8/introduction/</a></p> <p>Distribute the "Middle and High School Composition Assessment" rubric (Page 71, from Denese Odegaard's <i>Music Curriculum Writing 101</i>) to students prior to assessment; discuss and clarify rubric expectations for best preparation and performance from the students..</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.2</a></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.3</a></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>
<p><b>RESPOND:</b></p> <p><b>HS1-4.IM.R1.A:</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources</p> <p><b>HS1-4.IM.R1.B:</b> Analyze and explain how context and the manipulation of musical elements influences response to music</p> <p><b>HS1-2.IM.R2.A:</b> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, personal research, and varied researched sources</p> <p><b>HS3-4.IM.R2.A:</b> Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms</p> <p><b>HS1-2.IM.R3.A:</b> Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis of the structure and context</p> <p><b>HS3-4.IM.R3.A:</b> Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts</p>			

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Listening and Analyze</b></p>	<p>Describe a given listening example using basic music terminology and following specified guidelines.</p> <p>Use appropriate terminology to describe a given listening example.</p>	<p>Journaling/ Learning Logs Portfolio Student Performance Assessment Student Participation Teacher Checklist/Rating Form Class discussion</p>	<p><b>Books:</b> Premier Performance Book 3 Memphis Symphony Integrated Unit of Study “Sound Opinions” <i>Alfred’s Essentials of Music Theory</i>, Andrew Surmani, Karen Surmani, Morton Manus (Alfred) A Workbook in Music Theory, Frederic Swift (Belwin)</p> <p><b>Websites:</b> Nilo Hovey’s <u>Manual</u> (pages 4 and 5 and first twelve vocabulary terms on page 12) is a free download from: <a href="http://educators.conn-selmer.com/pdf/BandManual.pdf">http://educators.conn-selmer.com/pdf/BandManual.pdf</a> Compile an ever-growing ‘word bank’ of vocabulary terms; utilize flash cards to drill terms. Utilize the WTSBOA select band list for titles: <a href="http://www.wtsboa.com">www.wtsboa.com</a> <a href="http://www.corestandards.org/ELA-Literacy/WHST/6-8/">http://www.corestandards.org/ELA-Literacy/WHST/6-8/</a> <u>Language Arts: Vocabulary</u></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> 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.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> 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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Evaluating</b></p>	<p>Evaluate the quality of a Grade III composition using basic music vocabulary and following teacher-provided parameters.</p> <p>Examine criteria to evaluate a live or recorded musical performance using appropriate music vocabulary and following teacher-provided parameters.</p> <p>Evaluate and improve personal performance by comparison with an exemplary model using teacher-given parameters.</p>	<p>Formative and summative performance self and peer assessments of studied music selections utilizing the Secondary Wind Performance Assessment Rubric, Page 69, from Denese Odegaard's <u>Music Curriculum Writing 101</u></p> <p>Recognize the appropriate sound for a balanced ensemble</p> <p>Perform instruments in a way that promotes a balanced ensemble</p> <p>Define expectations for peer review</p> <p>Evaluate performances by students in class setting</p> <p>Set goals, monitor progress, evaluate results</p> <p>Identify and define a major triad</p> <p>Listen to examples of major triads in musical selections and exercises</p>	<p>Books: Nilo Hovey's <i>Manual</i>, pages 9-10, "Balance"</p> <p>Websites: <a href="http://educators.conn-selmer.com/pdf/BandManual.pdf">http://educators.conn-selmer.com/pdf/BandManual.pdf</a> <a href="http://www.corestandards.org/ELA-Literacy/WHST/6-8/">http://www.corestandards.org/ELA-Literacy/WHST/6-8/</a></p> <p>Pre-distribute and discuss the self-evaluation form with the students to promote clarity of expectations.</p> <p>Distribute the "Secondary Wind Performance Assessment" rubric to students prior to assessment; discuss and clarify rubric expectations for best preparation and performance from the students.</p> <p><a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <ul style="list-style-type: none"> <li>• WTSBOA Large Group Performance Rubric</li> <li>• WTSBOA Small Group Performance Rubric</li> <li>• WTSBOA Individual Performance Rubric</li> </ul> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> 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.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
			<p><a href="#">CCSS.ELA-Literacy.CCRA.W.1</a> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>
<p><b>CONNECT:</b> <b>HS1-4.IM.Cn1.A:</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>HS1-4.IM.Cn2.A:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<p><b>Interdisciplinary Connections</b></p>	<p>Discover shared vocabulary between music and other arts disciplines through teacher-guided discussion.</p> <p>Discover the relationship between music and another academic discipline through teacher-guided discussion.</p>	<p>Formative assessment Class discussion Written assessment</p> <ul style="list-style-type: none"> <li>• Form in Music vs Form in Art</li> <li>• Music in drama</li> <li>• Timbre in music and art</li> <li>• Mood in music and art</li> </ul>	<p><b>Books:</b></p> <p><b>Websites:</b>  <a href="http://www.corestandards.org/ELA-Literacy/WHST/6-8/">http://www.corestandards.org/ELA-Literacy/WHST/6-8/</a>  <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a>  <a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Cultural Relationships</b></p>	<p>Discover, through discussion, the relationship between a culture and a musical selection.</p>	<p>Class discussion Oral Assessment</p>	<p><b>Books:</b> Page 256, "Band Composition Titles by Style Period" (Renaissance, Baroque, Classical, Romantic, Contemporary), <i>Band Director's Curriculum Resource</i> by Connie M. Ericksen, Parker Publishing Company Social Studies: Classical vs. popular/folk styles</p> <p><b>Websites:</b> <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a> <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a> <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a> <a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>



Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>History</b></p>	<p>Discover the historical background of teacher-selected music literature.</p>	<p>Class Discussion                      Written Essay                      Short Answer                      Perform a theme concert featuring specific historical/cultural criteria; performance assessments on literature performed.</p>	<p><b>Books:</b>                      Page 256, "Band Composition Titles by Style Period" (Renaissance, Baroque, Classical, Romantic, Contemporary), <i>Band Director's Curriculum Resource</i> by Connie M. Ericksen, Parker Publishing Company                      Page 256, "Band Composition Titles by Style Period" (Renaissance, Baroque, Classical, Romantic, Contemporary), <i>Band Director's Curriculum Resource</i> by Connie M. Ericksen, Parker Publishing Company</p> <p><b>Websites:</b>  <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>  <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a>  <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a>  <a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.1</a>                      Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.9</a>                      Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<b>QUARTER 2</b>			
<b>PERFORM:</b>	<p><b>HS1.IM.P1.A:</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p><b>HS2-4.IM.P1.A:</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p><b>HS1-2.IM.P1.B:</b> Demonstrate and document, using music reading skills, how compositional devices, theoretical, and structural aspects of musical works impact and inform prepared and/or improvised performances</p> <p><b>HS3-3.IM.P1.B:</b> Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances</p> <p><b>HS1.IM.P1.C:</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances</p> <p><b>HS2-4.IM.P1.C:</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience</p> <p><b>HS1-4.IM.P2.A:</b> Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected Grade IV music (for HS1) or Grade V music (for HS2-4) using correct pitches, meters, and rhythms</p> <p><b>HS1-4.IM.P2.B:</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, bowings, and elements related to manual dexterity. Perform 12 major scales and a chromatic scale</p> <p><b>HS1-4.IM.P2.C:</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV (for HS1) or UIL Level V (for HS2-4). For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures</p> <p><b>HS1-4.IM.P2.D:</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources</p> <p><b>HS1.IM.P3.A:</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres</p> <p><b>HS2.IM.P3.A:</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods</p> <p><b>HS3-4.IM.P3.A:</b> Demonstrate an understanding and mastery of the technical demands and an understanding of expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles</p> <p><b>HS1.IM.P3.B:</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances</p> <p><b>HS2.IM.P3.B:</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances</p> <p><b>HS3-4.IM.P3.B:</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances</p>		

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Playing Instruments</b> <b>Tone/Pitch</b> <b>Rhythm</b></p>	<p>Detect and repair minor maintenance issues with one's own instrument.</p> <p>Describe the maintenance needs of one's own instrument beyond cleaning.</p> <p>Employ characteristic tone within a group/individual performance as appropriate to selected instrumental genres.</p> <p>Demonstrate technical proficiency in selected music genres.</p> <p>Perform selected intermediate level (Grade III and IV) pieces with appropriate pitch, intonation and rhythm.</p> <p>Perform, in an ensemble, selected intermediate level pieces (Grade IV) demonstrating appropriate musicality.</p> <p>Perform from memory all major scales, a chromatic scale (winds and percussion) or thirteen rudiments (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).</p>	<p>MCS Instrument Care Checklist</p> <p>Perform visual inspection of instrument (use an ongoing checklist with dates and document areas of concern; keep in students' portfolios).</p> <p>Embedded Assessment</p> <p>Formative and Summative</p> <p>Formative individual assessments of students' ability to hear and adjust out of tune notes utilizing a check list for date documentation</p> <p>Formative Assessment – All-West Scales</p> <p>Formative and summative individual compound/mixed meter performance assessment (Chart 29, <u>Rhythm Vocabulary Charts</u>, by Ed Sueta). Score with Middle and High School Rhythm Rubric on page 72 of Denise Odegaard's <u>Music Curriculum Writing 101</u>.</p> <p>WTSBOA Individual Performance Rubric</p>	<p><b>Books:</b></p> <p><b>TIPPS for Band</b> by Nilo W. Hovey</p> <p><b>Exercises for Ensemble Drill</b> by Raymond C. Fussell</p> <p><b>66 Festive &amp; Famous Chorales for Band</b> by Frank Erickson</p> <p><b>100 Days of Sight- Reading Excellence</b> – Timothy J. Cotov &amp; Thomas G. Murphy</p> <p><b>A Rhythm A Day</b> – Igor Hudadoff</p> <p><b>Rhythm Vocabulary Charts: For Effective Rhythmic Development</b> – Ed Sueta</p> <p><b>Premier Performance Book 3</b></p> <p>Nilo Hovey's <i>Manual</i>, page 19, 20, and 21, "Taking Care of Your Instrument"</p> <p><b>Websites:</b></p> <p><a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p>Nilo Hovey's <u>Manual</u> (pages 12 and 13; thirty-one terms from <i>con anima</i> to <i>grandioso</i>) is a free download from: <a href="http://educators.conn-selmer.com/pdf/BandManual.pdf">http://educators.conn-selmer.com/pdf/BandManual.pdf</a></p> <p>Lesson 41 "Dynamics" from Sandy Feldstein's <u>Practical Theory Complete</u>, Alfred Publishing</p> <p>All-West Audition Requirements <a href="http://www.wtsboa.com">www.wtsboa.com</a></p> <p><a href="http://educators.conn-selmer.com/pdf/BandManual.pdf">http://educators.conn-selmer.com/pdf/BandManual.pdf</a></p> <p><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a></p> <p><a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a></p> <p><a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a></p> <p>Distribute checklist to students prior to their inspection so they know the expectations.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
			<p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a>                      Acquire and use accurately a range of general academic and <b>domain-specific words</b> 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.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.2</a>  <b>Integrate</b> and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Sight Reading</b></p>	<p>Sight-read, accurately, examples from selected music genres (Grade II).</p>	<p>Formative Assessments on sight-reading Grade II music. Individual student assessments Student-to-student feedback</p>	<p><b>Books:</b>  <u>TIPPS for Band</u> by Nilo W. Hovey  <u>Exercises for Ensemble Drill</u> by Raymond C. Fussell  <u>66 Festive &amp; Famous Chorales for Band</u> by Frank Erickson  <u>100 Days of Sight- Reading Excellence</u> – Timothy J. Cotov &amp; Thomas G. Murphy  <u>A Rhythm A Day</u> – Igor Hudadoff  <u>Rhythm Vocabulary Charts: For Effective Rhythmic Development</u> – Ed Sueta  <u>Premier Performance Book 3</u></p> <p><b>Websites:</b>            Utilize the WTSBOA select band list for titles:  <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a>            Practice sight reading band literature (Grade 2): Specific titles can be found from National Band Association’s <u>Selective Music List for Bands</u> in the members only section at:  <a href="http://www.nationalbandassociation.org">www.nationalbandassociation.org</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Singing</b></p>	<p>Demonstrate basic vocal production in the singing of selected intervals and melodies with pitch accuracy.</p> <p>Sing a two-part harmonization with each part using independent rhythms.</p>	<p>Formative/Summative Rhythm Vocabulary Chart Individual Performance Assessments utilizing the Sueta Rhythm Syllables (which 'force' the students to place the tongue in the correct position for clear articulation AND to vocalize counting in a musical way which transfers to the instrumental performance being musical).</p> <p>Score this assessment using the Middle and High School Rhythm Rubric on page 72, <i>Music Curriculum Writing 101</i>, by Denese Odegaard, Gia Publications, Inc.</p>	<p><b>Books:</b></p> <p><b>66 Festive &amp; Famous Chorales for Band by Frank Erickson</b>  <i>Rhythm Vocabulary Charts, Book One</i>, by Ed Sueta, Macie Publishing Company (Start at beginning and progress as needed to further supplement resources for articulation/rhythm learning targets).</p> <p>Pre-distribute and discuss rubric with students prior to assessment (page 72 from Denese Odegaard's <i>Music Curriculum Writing 101</i>).</p> <p><b>Websites:</b></p> <p>Connexions Website for integration:  <a href="http://cnx.org/">http://cnx.org/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Notation</b></p>	<p>Analyze and perform musical literature (Grade IV).</p> <p>Notate intervals in a major key within an octave when presented aurally.</p>	<p>On Demand Solo Demonstrations                      Formative assessments                      Written Assessments                      Form maps                      Notate intervals in a major key                      Melodic Dictation of major key intervals</p>	<p><b>Books:</b>                      Premier Performance Book 3                      Alfred's Theory Book 2                      Finale - Worksheets</p> <p><b>Websites:</b>  <a href="http://www.corestandards.org/Math/Content/HSN/introduction/">http://www.corestandards.org/Math/Content/HSN/introduction/</a>  <a href="http://www.nationalbandassociation.org">www.nationalbandassociation.org</a>  <a href="http://www.wtsboa.com">www.wtsboa.com</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.4</a>  <b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<b>CREATE:</b>	<p><b>HS1.IM.Cr1.A:</b> Compose and/or improvise ideas for melodies, rhythmic passages, or arrangements over a chordal structure for specific purposes that reflect characteristics of music from a variety of historical periods</p> <p><b>HS2.IM.Cr1.A:</b> Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristics of music from a variety of cultures</p> <p><b>HS3-4.IM.Cr1.A:</b> Compose and/or improvise music ideas for a variety of purposes and contexts</p> <p><b>HS1.IM.Cr2.A:</b> Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal</p> <p><b>HS2.IM.Cr2.A:</b> Select and develop chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal</p> <p><b>HS3-4.IM.Cr2.A:</b> Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts</p> <p><b>HS1-4.IM.Cr2.B:</b> Describe and document compositions and/or improvisations through standard notation and recording technology</p> <p><b>HS1-2.IM.Cr3.A:</b> Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on established or personally developed criteria, including the extent to which they address identified purposes</p> <p><b>HS3-4.IM.Cr3.A:</b> Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts</p> <p><b>HS1-2.IM.Cr3.B:</b> Share personally developed melodies, rhythmic passages, chordal structures, arrangements, short compositions, and/or improvisations, individually or as an ensemble, which address identified purposes</p> <p><b>HS3-4.IM.Cr3.B:</b> Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts</p>		



# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Improvise</b></p>	<p>Perform an improvisation of a melody using given rhythms over teacher-selected chords.</p> <p>Create a variation of a simple melody using a blues scale pattern.</p> <p>Create a simple rhythmic and chordal accompaniment for an eight-measure melody</p>	<p>Aural Formative Assessment</p> <p>Peer Assessment</p> <p>Small Group Response</p> <p>Audio Recording</p> <p>Formative and summative improvisation assessments of studied melodies/chord progressions utilizing the Middle and High School Improvisation Assessment Rubric, Page 70, from Denese Odegaard's <i>Music Curriculum Writing 101</i> and rhythm section play-a-long recordings by Jamey Aebersold (Vol 24 "Major &amp; Minor", Vol 54 "Maiden Voyage", and Vol. 64 "Salsa/Latin Jazz" are examples).</p>	<p><b>Books:</b></p> <p><b>Premier Performance Book 3</b></p> <p><b>Advanced Jazz Ensemble Method by Dean Sorenson &amp; Bruce Pearson</b></p> <p><b>Websites:</b></p> <p>Connections Website for integration:  <a href="http://cnx.org/">http://cnx.org/</a></p> <p>Distribute the "Middle and High School Improvisation Assessment" rubric (Page 70, from Denese Odegaard's <i>Music Curriculum Writing 101</i>) to students prior to assessment; discuss and clarify rubric expectations for best preparation and performance from the students.</p> <p>Play-a-long recordings by Jamey Aebersold (Vol 24 "Major &amp; Minor", Vol 54 "Maiden Voyage", and Vol. 64 "Salsa/Latin Jazz" are examples).</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a>            Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Compose</b></p>	<p>Compose and notate a simple melody using ternary form.</p> <p>Create an arrangement of a given selection for one or two instruments.</p>	<p>Written Assessment                      Concept Mapping                      Formative, Structured Experience with Product                      Score composition project with the Middle and High School Composition Assessment rubric, page 71, <i>Music Curriculum Writing 101</i>, Denese Odegaard, Gia Publications, Inc</p>	<p><b>Books:</b>                      Premier Performance Book 3                      Alfred's Music Theory Book 3                      Finale – worksheets</p> <p><b>Websites:</b>                      SMART Music: <a href="http://www.makemusic.com/">http://www.makemusic.com/</a>  <a href="http://www.corestandards.org/Math/Content/HSN/introduction/">http://www.corestandards.org/Math/Content/HSN/introduction/</a>  <a href="#">CCSS.ELA-Literacy.CCRA.W.4</a>                      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>RESPOND:</b></p> <p><b>HS1-4.IM.R1.A:</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources</p> <p><b>HS1-4.IM.R1.B:</b> Analyze and explain how context and the manipulation of musical elements influences response to music</p> <p><b>HS1-2.IM.R2.A:</b> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, personal research, and varied researched sources</p> <p><b>HS3-4.IM.R2.A:</b> Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms</p> <p><b>HS1-2.IM.R3.A:</b> Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis of the structure and context</p> <p><b>HS3-4.IM.R3.A:</b> Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts</p>			
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# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Listening and Analyze</b></p>	<p>Describe, including the form, a given listening example using appropriate music vocabulary.</p> <p>Analyze and describe a given listening example identifying compositional devices as directed by the teacher.</p>	<p>Aural Class Discussion</p> <p>Formative and summative performance self and peer assessments of studied music selections utilizing the Secondary Wind Performance Assessment Rubric, Page 69, from Denese Odegaard's <u>Music Curriculum Writing 101</u></p>	<p><b>Books:</b></p> <p><i>Alfred's Essentials of Music Theory</i>, Andrew Surmani, Karen Surmani, Morton Manus (Alfred)</p> <p>A Workbook in Music Theory, Frederic Swift (Belwin)</p> <p>Finale - Worksheets</p> <p><b>Websites:</b></p> <p><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a></p> <p><a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a></p> <p><a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a></p> <p>Acquire and use accurately a range of general academic and <b>domain-specific words</b> 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.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.5</a></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Evaluating</b></p>	<p>Evaluate, using teacher-provided criteria and appropriate music vocabulary, the intent and quality of a Grade III or IV composition.</p> <p>Develop criteria to evaluate a live or recorded musical performance using appropriate music vocabulary and following teacher-provided parameters.</p> <p>Evaluate a personal performance using a teacher-provided rubric to facilitate self-improvement.</p>	<p>Student Self-Evaluation (daily, weekly, monthly, quarterly): Denese Odegaard has a self-evaluation template form on page 74 of her book, <a href="#">Music Curriculum Writing 101</a></p> <p>WTSBOA Large Group Performance Rubric</p> <p>WTSBOA Small Group Performance Rubric</p> <p>WTSBOA Individual Performance Rubric</p> <p>On-demand Performance</p>	<p><b>Websites:</b></p> <p><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>  <a href="http://www.corestandards.org/Math/Content/HSN/introduction/">http://www.corestandards.org/Math/Content/HSN/introduction/</a></p> <p>Connexions Website for integration:  <a href="http://cnx.org/">http://cnx.org/</a></p> <p>Pre-distribute and discuss the self-evaluation form with the students to promote clarity of expectations.  <a href="http://musiced.nafme.org/my-music-class/">http://musiced.nafme.org/my-music-class/</a>  <a href="http://www.imusicdictionary.com/">http://www.imusicdictionary.com/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.7</a>  <b>Integrate</b> and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.8</a>  <b>Delineate</b> and <b>evaluate</b> the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a>  Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.3</a>  <b>Evaluate</b> a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
<p><b>Connect:</b>    <b>HS1-4.IM.Cn1.A:</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <b>HS1-4.IM.Cn2.A:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Interdisciplinary Connections</b></p>	<p>Explain similarities between music and another arts discipline through teacher-guided discussion.</p> <p>Discuss the similarities between music and other academic disciplines through teacher-guided discussion.</p>	<p>Class discussion</p> <ul style="list-style-type: none"> <li>• math in music</li> <li>• Music in Drama</li> <li>• Music in Literature</li> <li>• Music in the Media</li> </ul>	<p><b>Websites:</b></p> <p><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a></p> <p><a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a></p> <p><a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a></p> <p>Connexions Website for integration: <a href="http://cnx.org/">http://cnx.org/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a> <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> 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.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>History</b></p>	<p>Explore the historical background of teacher-selected music literature..</p>	<p>Construct written and or oral reports on musical form in regards to common practice periods.                      Critical Listening as Evidenced via Written Reflection                      Classical Period - Group projects (written and oral presentation to class) utilizing the group assessment form on page 97 of Denese Odegaard's <u>Music Curriculum Writing 101</u>.</p>	<p>Websites:                      Social Studies: Music in the quadrivium of ancient Western academic philosophy  <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>  <a href="http://www.corestandards.org/Math/Content/HSN/introduction/">http://www.corestandards.org/Math/Content/HSN/introduction/</a>    <a href="#">CCSS.ELA-Literacy.CCRA.W.1</a>                      Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.    <a href="#">CCSS.ELA-Literacy.CCRA.W.9</a>                      Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Cultural Relationships</b></p>	<p>Explore, through discussion, the relationship between a culture and a musical selection.</p>	<p>Prepare a presentation on music in regards to a specific culture or event            Perform a theme concert featuring specific historical/cultural criteria;            performance assessments on literature performed.</p>	<p>Websites:            Social Studies: Western vs. Eastern music traditions  <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>  <a href="http://www.corestandards.org/Math/Content/HSN/introduction/">http://www.corestandards.org/Math/Content/HSN/introduction/</a>   <a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>

**QUARTER 3**

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<b>PERFORM:</b>	<p><b>HS1.IM.P1.A:</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p><b>HS2-4.IM.P1.A:</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p><b>HS1-2.IM.P1.B:</b> Demonstrate and document, using music reading skills, how compositional devices, theoretical, and structural aspects of musical works impact and inform prepared and/or improvised performances</p> <p><b>HS3-3.IM.P1.B:</b> Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances</p> <p><b>HS1.IM.P1.C:</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances</p> <p><b>HS2-4.IM.P1.C:</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience</p> <p><b>HS1-4.IM.P2.A:</b> Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected Grade IV music (for HS1) or Grade V music (for HS2-4) using correct pitches, meters, and rhythms</p> <p><b>HS1-4.IM.P2.B:</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, bowings, and elements related to manual dexterity. Perform 12 major scales and a chromatic scale</p> <p><b>HS1-4.IM.P2.C:</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV (for HS1) or UIL Level V (for HS2-4). For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures</p> <p><b>HS1-4.IM.P2.D:</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources</p> <p><b>HS1.IM.P3.A:</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres</p> <p><b>HS2.IM.P3.A:</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods</p> <p><b>HS3-4.IM.P3.A:</b> Demonstrate an understanding and mastery of the technical demands and an understanding of expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles</p> <p><b>HS1.IM.P3.B:</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances</p> <p><b>HS2.IM.P3.B:</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances</p> <p><b>HS3-4.IM.P3.B:</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances</p>		



# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Playing Instruments</b> <b>Tone/Pitch</b> <b>Rhythm</b></p>	<p>Employ a characteristic tone within a group/individual performance as appropriate to various instrumental genres.</p> <p>Demonstrate technical proficiency in selected music genres.</p> <p>Produce and perform appropriate pitch, intonation and rhythm in various music genres (Grade IV and V).</p> <p>Perform, in an ensemble, pieces in selected music genres (Grade V) demonstrating appropriate m2.7.3 Perform from memory a chromatic scale (winds and percussion), all major scales and arpeggios for the practical range of the instrument. Read minor scales and arpeggios for the practical range of the instrument (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).</p>	<p>Formative assessments:</p> <ul style="list-style-type: none"> <li>All-West Scales</li> <li>All-West Etudes</li> <li>Student posture and Position</li> <li>Solo/Ensemble literature</li> <li>Circle of Fifths</li> </ul> <p>Perform Grade IV Music</p> <p>WTSBOA Small Group Performance Rubric</p> <ul style="list-style-type: none"> <li>Clap/Count Skills Test</li> <li>Basic Skills Taped Test</li> <li>Memorized Scales Test</li> <li>Peer Group Assessment</li> <li>Individual/Group Performance</li> <li>Student Performance Assessment</li> <li>Digital recording</li> </ul> <p>Formative and Summative Performance Assessments of studied warm-up regimen utilizing the Secondary Wind Performance Assessment Rubric, Page 69, from Denese Odegaard's <i>Music Curriculum Writing 101</i></p>	<p><b>Books:</b></p> <p><b>TIPPS for Band</b> by Nilo W. Hovey</p> <p><b>Exercises for Ensemble Drill</b> by Raymond C. Fussell</p> <p><b>66 Festive &amp; Famous Chorales for Band</b> by Frank Erickson</p> <p><b>100 Days of Sight- Reading Excellence</b> – Timothy J. Cotov &amp; Thomas G. Murphy</p> <p><b>A Rhythm A Day</b> – Igor Hudadoff</p> <p><b>Rhythm Vocabulary Charts: For Effective Rhythmic Development</b> – Ed Sueta</p> <p><b>Premier Performance Book 3</b></p> <p><b>Websites:</b></p> <p><a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p>National Band Association's <u>Selective Music List for Bands</u> in the members only section at: <a href="http://www.nationalbandassociation.org">www.nationalbandassociation.org</a></p> <p><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a> <a href="http://www.corestandards.org/Math/Content/HSN/introduction/">http://www.corestandards.org/Math/Content/HSN/introduction/</a></p> <p>SMART Music</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> 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.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.6</a> Assess how point of view or <b>purpose</b> shapes the content and style of a text.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
			<p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><b>Sight Reading</b></p>	<p>Sight-read, accurately, examples from selected music genres (Grade III).</p>	<p>Aural Observation</p> <p>Formative and summative aural performance assessments</p> <p>Discuss steps for proper sight-reading.</p>	<p><b>Books:</b></p> <p><b>TIPPS for Band</b> by Nilo W. Hovey</p> <p><b>Exercises for Ensemble Drill</b> by Raymond C. Fussell</p> <p><b>100 Days of Sight- Reading Excellence</b> – Timothy J. Cotov &amp; Thomas G. Murphy</p> <p><b>A Rhythm A Day</b> – Igor Hudadoff</p> <p><b>Rhythm Vocabulary Charts: For Effective Rhythmic Development</b> – Ed Sueta</p> <p><b>Premier Performance Book 3</b></p> <p><b>Websites:</b></p> <p>Utilize the WTSBOA select band list for titles:  <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Singing</b></p>	<p>Demonstrate adequate vocal production in sight-singing selected intervals and melodies with pitch accuracy.</p> <p>Sing a basic three-part harmonization with all parts using the same rhythm.</p>	<p>Sing sight-reading examples</p> <p>Sing individual part in chorale</p> <p>Aural assessments</p>	<p><b>Books:</b>  <b>66 Festive &amp; Famous Chorales for Band</b> by Frank Erickson</p> <p><b>Websites:</b>  <a href="http://www.smartmusic.com/products/students/">http://www.smartmusic.com/products/students/</a>  <b>SMART Music</b></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.3</a>  <b>Analyze</b> how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.2</a>  <b>Integrate</b> and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Notation</b></p>	<p>Analyze and perform musical literature (Grade V).</p> <p>Notate a simple melody in a major key given aurally.</p>	<p>Performance Assessments</p> <p>Melodic Dictation formative and summative written assessments.</p>	<p><b>Books:</b></p> <p><b>Premier Performance Book 3</b></p> <p><b>Alfred's Music Theory Book 3</b></p> <p>Finale – Worksheets</p> <p><b>Websites:</b></p> <p><a href="http://www.corestandards.org/Math/Content/8/introduction/">http://www.corestandards.org/Math/Content/8/introduction/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.3</a></p> <p><b>Evaluate</b> a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a></p> <p><b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<b>CREATE:</b>	<p><b>HS1.IM.Cr1.A:</b> Compose and/or improvise ideas for melodies, rhythmic passages, or arrangements over a chordal structure for specific purposes that reflect characteristics of music from a variety of historical periods</p> <p><b>HS2.IM.Cr1.A:</b> Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristics of music from a variety of cultures</p> <p><b>HS3-4.IM.Cr1.A:</b> Compose and/or improvise music ideas for a variety of purposes and contexts</p> <p><b>HS1.IM.Cr2.A:</b> Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal</p> <p><b>HS2.IM.Cr2.A:</b> Select and develop chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal</p> <p><b>HS3-4.IM.Cr2.A:</b> Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts</p> <p><b>HS1-4.IM.Cr2.B:</b> Describe and document compositions and/or improvisations through standard notation and recording technology</p> <p><b>HS1-2.IM.Cr3.A:</b> Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on established or personally developed criteria, including the extent to which they address identified purposes</p> <p><b>HS3-4.IM.Cr3.A:</b> Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts</p> <p><b>HS1-2.IM.Cr3.B:</b> Share personally developed melodies, rhythmic passages, chordal structures, arrangements, short compositions, and/or improvisations, individually or as an ensemble, which address identified purposes</p> <p><b>HS3-4.IM.Cr3.B:</b> Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts</p>		

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Improvise</b></p>	<p>Perform an improvised melody with complex rhythms over a given chord progression in major or minor scales.</p> <p>Create a minimum of two variations on a given melody.</p> <p>Create a simple chordal and rhythmic accompaniment employing syncopation for an eight-measure melody.</p>	<p>Formative Assessments</p>	<p><b>Books:</b>  <b>Premier Performance Book 3</b>  <b>Advanced Jazz Ensemble Method</b> by Dean Sorenson &amp; Bruce Pearson</p> <p><b>Websites:</b>  <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>  <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a>  <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a>  <a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a>  <a href="http://www.musilosophy.com/jazz-techniques.htm">http://www.musilosophy.com/jazz-techniques.htm</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a>  <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Compose</b></p>	<p>Compose and notate a simple melody with rhythmic accompaniment and expressive elements.</p> <p>Create an arrangement of a given selection for several specified instruments.</p>	<p>Written assessment</p> <p>Compose warm-up</p>	<p><b>Books:</b></p> <p>Premier Performance Book 3</p> <p>Alfred's Music Theory Book 2</p> <p>A Workbook in Music Theory, Frederic Swift (Belwin)</p> <p><i>Lesson 65 ("Transposition") from Sandy Feldstein's Practical Theory Complete</i></p> <p>Finale – worksheets</p> <p><b>Websites:</b></p> <p>SMART Music: <a href="http://www.makemusic.com/">http://www.makemusic.com/</a></p> <p><a href="http://www.corestandards.org/Math/Content/8/introduction/">http://www.corestandards.org/Math/Content/8/introduction/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>RESPOND:</b></p>	<p><b>HS1-4.IM.R1.A:</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources</p> <p><b>HS1-4.IM.R1.B:</b> Analyze and explain how context and the manipulation of musical elements influences response to music</p> <p><b>HS1-2.IM.R2.A:</b> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, personal research, and varied researched sources</p> <p><b>HS3-4.IM.R2.A:</b> Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms</p> <p><b>HS1-2.IM.R3.A:</b> Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis of the structure and context</p> <p><b>HS3-4.IM.R3.A:</b> Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts</p>		





Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Listening and Analyze</b></p>	<p>Describe, including form and genre, a given listening example using appropriate music vocabulary.</p> <p>Analyze and describe a given listening example identifying compositional devices and techniques as directed by the teacher.</p>	<p>Class Discussion Short Essay Group Presentations</p>	<p><b>Websites:</b>  <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>  <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a>  <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a>  <a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a>                      Finale – worksheets                      SMART Music: <a href="http://www.makemusic.com/">http://www.makemusic.com/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a>  <b>Present</b> 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.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a>  <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

# Instructional Map

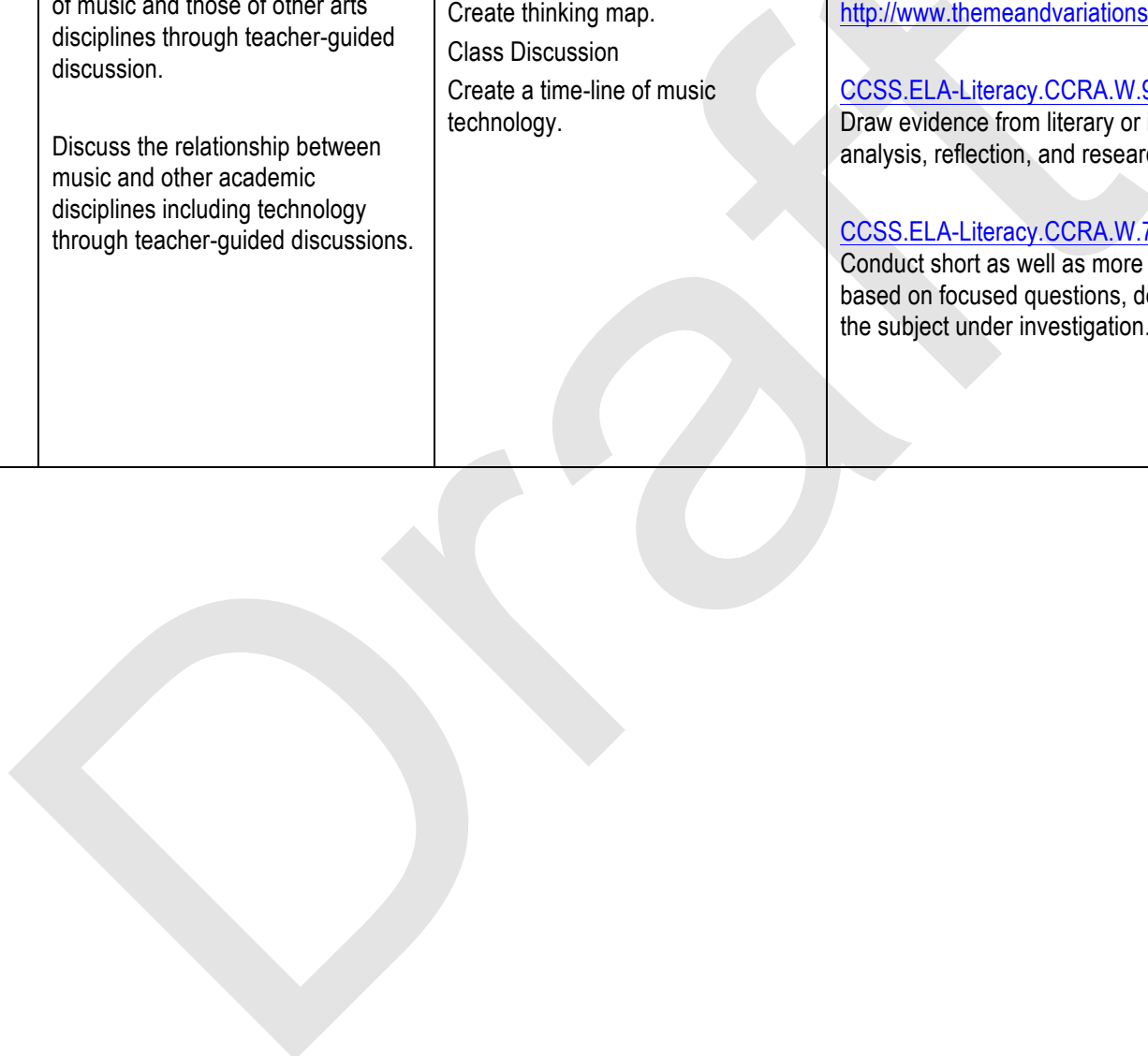
# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Evaluating</b></p>	<p>Develop criteria to evaluate the quality of a music composition.</p> <p>Use student-developed criteria to evaluate a live or recorded musical performance.</p> <p>Evaluate, verbal and written, a personal performance using a teacher-provided rubric to facilitate self-improvement.</p>	<p>Student Self-Evaluation (daily, weekly, monthly, quarterly): Denese Odegard has a self-evaluation template form on page 74 of her book, <u>Music Curriculum Writing 101</u></p> <p>WTSBOA Rubrics:</p> <ul style="list-style-type: none"> <li>• Large Group Performance</li> <li>• Small Group Performance</li> <li>• Individual Performance</li> </ul> <p>Student-to-student feedback</p> <p>Listen to a recording of festival music and evaluate according to the festival rubric.</p> <p>Listen to a recording of students performing festival music and write an evaluation using the rubric as a guide.</p>	<p>Websites:</p> <p><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a></p> <p><a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a></p> <p><a href="http://www.musilosophy.com/">http://www.musilosophy.com/</a></p> <p><a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p>Nilo Hovey's Quiz 4 and Quiz 5 (a<a href="http://www.musilosophy.com/">http://www.musilosophy.com/</a> free download from):</p> <p><a href="http://educators.conn-selmer.com/pdf/Selmer%20Band%20Manual%20Quizzes.pdf">http://educators.conn-selmer.com/pdf/Selmer%20Band%20Manual%20Quizzes.pdf</a></p> <p>Nilo Hovey's <u>Manual</u> (pages 13 and 14; twenty-three terms from <i>grave</i> to <i>primo</i>) is a free download from:</p> <p><a href="http://educators.conn-selmer.com/pdf/BandManual.pdf">http://educators.conn-selmer.com/pdf/BandManual.pdf</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.3</a> <b>Evaluate</b> a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.2</a> <b>Integrate</b> and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>CONNECT:</b> <b>HS1-4.IM.Cn1.A:</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>HS1-4.IM.Cn2.A:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Interdisciplinary Connections</b></p>	<p>Compare and contrast the elements of music and those of other arts disciplines through teacher-guided discussion.</p> <p>Discuss the relationship between music and other academic disciplines including technology through teacher-guided discussions.</p>	<p>Vin Diagram            Create thinking map.            Class Discussion            Create a time-line of music technology.</p>	<p><a href="http://www.corestandards.org/ELA-Literacy/WHST/6-8/">http://www.corestandards.org/ELA-Literacy/WHST/6-8/</a>  <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.9</a>            Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.7</a>            Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>



# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Cultural Relationships</b></p>	<p>Explain, verbally, the relationship between a culture and a musical selection.</p>	<p>Class Discussion</p> <p>Discuss the connection between culture and compositions played during the school year.</p>	<p><a href="http://musiced.about.com/od/musicinstruments/a/musicinstrument.htm">http://musiced.about.com/od/musicinstruments/a/musicinstrument.htm</a></p> <p><a href="http://cnx.org/content/m11896/latest/">http://cnx.org/content/m11896/latest/</a></p> <p><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a></p> <p><a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a></p> <p><a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.10</a></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>History</b></p>	<p>Explain the historical background of teacher-selected music literature.</p>	<p>Class Discussion Short Essay Research paper</p>	<p>Social Studies: Historical Context</p> <p>Websites:</p> <p><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>  <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a>  <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a>  <a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.1</a> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

**QUARTER 4**

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<b>PERFORM:</b>	<p><b>HS1.IM.P1.A:</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p><b>HS2-4.IM.P1.A:</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose or context of the performance</p> <p><b>HS1-2.IM.P1.B:</b> Demonstrate and document, using music reading skills, how compositional devices, theoretical, and structural aspects of musical works impact and inform prepared and/or improvised performances</p> <p><b>HS3-3.IM.P1.B:</b> Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances</p> <p><b>HS1.IM.P1.C:</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances</p> <p><b>HS2-4.IM.P1.C:</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience</p> <p><b>HS1-4.IM.P2.A:</b> Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected Grade IV music (for HS1) or Grade V music (for HS2-4) using correct pitches, meters, and rhythms</p> <p><b>HS1-4.IM.P2.B:</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, bowings, and elements related to manual dexterity. Perform 12 major scales and a chromatic scale</p> <p><b>HS1-4.IM.P2.C:</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV (for HS1) or UIL Level V (for HS2-4). For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures</p> <p><b>HS1-4.IM.P2.D:</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources</p> <p><b>HS1.IM.P3.A:</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres</p> <p><b>HS2.IM.P3.A:</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods</p> <p><b>HS3-4.IM.P3.A:</b> Demonstrate an understanding and mastery of the technical demands and an understanding of expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles</p> <p><b>HS1.IM.P3.B:</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances</p> <p><b>HS2.IM.P3.B:</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances</p> <p><b>HS3-4.IM.P3.B:</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances</p>		

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Playing Instruments</b> <b>Tone/Pitch</b> <b>Rhythm</b></p>	<p>Demonstrate advanced technique in selected music genres.</p> <p>Produce and perform appropriate pitch, intonation and rhythm in selected music genres (Grade V and VI).</p> <p>Perform, in an ensemble, pieces in selected music genres (Grade VI) demonstrating appropriate musicality.</p> <p>Perform from memory a chromatic scale (winds and percussion), all major scales and arpeggios, selected minor scales and arpeggios for the full range of the instrument (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).</p>	<p>Perform:</p> <ul style="list-style-type: none"> <li>Scales from memory</li> <li>Grade V music</li> </ul> <p>Peer Group Assessment Individual/Group Performance Student Performance Assessment Formative Assessments on student growth</p>	<p><b>Books:</b> <b>TIPPS for Band</b> by Nilo W. Hovey <b>Exercises for Ensemble Drill</b> by Raymond C. Fussell <b>66 Festive &amp; Famous Chorales for Band</b> by Frank Erickson <b>100 Days of Sight- Reading Excellence</b> – Timothy J. Cotov &amp; Thomas G. Murphy <b>A Rhythm A Day</b> – Igor Hudadoff <b>Rhythm Vocabulary Charts: For Effective Rhythmic Development</b> – Ed Sueta <b>Premier Performance Book 3</b></p> <p>Individual methods: Arbans, Wagner, Klose, Universal, Rubank, Haskell-Harr, etc. <i>Guide to Score Study</i>, Frank Battisti, Robert Garofalo Pre-distribute and discuss rubric with students prior to assessment.</p> <p><b>Websites:</b> <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a> <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a> <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a> <a href="http://www.musilosophy.com/">http://www.musilosophy.com/</a> <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p>Nilo Hovey’s Manual, page 22 (“Hints on Systematic Practice”): <a href="http://educators.conn-selmer.com/pdf/BandManual.pdf">http://educators.conn-selmer.com/pdf/BandManual.pdf</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> 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.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
			<p><a href="#">CCSS.ELA-Literacy.CCRA.R.6</a> Assess how point of view or <b>purpose</b> shapes the content and style of a text.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a> <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>



# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Sight Reading</b></p>	<p>Sight-read, proficiently, examples from various music genres (Grade IV).</p>	<p>Aural Observation Formative and summative vocal performance assessments.</p>	<p><b>Books:</b>  <b>TIPPS for Band</b> by Nilo W. Hovey  <b>Exercises for Ensemble Drill</b> by Raymond C. Fussell  <b>66 Festive &amp; Famous Chorales for Band</b> by Frank Erickson  <b>100 Days of Sight- Reading Excellence</b> – Timothy J. Cotov &amp; Thomas G. Murphy  <b>A Rhythm A Day</b> – Igor Hudadoff  <b>Rhythm Vocabulary Charts: For Effective Rhythmic Development</b> – Ed Sueta</p> <p>Utilize the WTSBOA select band list for titles:  <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Singing</b></p>	<p>Demonstrate good vocal production in sight-singing intervals, within an octave, and teacher-selected melodies.</p> <p>Sing a basic four-part harmonization with all parts using the same rhythms.</p>	<p>Sing sight-reading examples</p> <p>Sing four-part chorales</p> <p>Aural Observation</p> <p>Small Group In Class Performances</p> <p>Formative individual performance assessments of students' ability to sight sing 'in tune'.</p>	<p><b>Books:</b></p> <p><b>66 Festive &amp; Famous Chorales for Band by Frank Erickson</b></p> <p>Patterns of Sound (A Practical Sight-Singing Course for Young Voices) by Joyce Eilers Bacak and Emily Crocker, Hal Leonard/Jensen Publications, Inc.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a></p> <p><b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a></p> <p><b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Notation</b></p>	<p>Analyze and perform musical literature (Grade VI).</p> <p>Notate rhythmic and melodic examples on a Grade II level when presented aurally.</p>	<p>Group discussion</p> <p>Written Assessments</p> <p>Summative Assessment</p> <p>Rhythmic and Melody dictation</p>	<p><b>Books:</b></p> <p>Premier Performance Book 3</p> <p>Alfred's Music Theory Book 2</p> <p>Finale – worksheets</p> <p><b>Websites:</b></p> <p>SMART Music: <a href="http://www.makemusic.com/">http://www.makemusic.com/</a></p> <p><a href="http://www.corestandards.org/Math/Content/8/introduction/">http://www.corestandards.org/Math/Content/8/introduction/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.3</a></p> <p><b>Evaluate</b> a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a></p> <p><b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<b>CREATE:</b>	<p><b>HS1.IM.Cr1.A:</b> Compose and/or improvise ideas for melodies, rhythmic passages, or arrangements over a chordal structure for specific purposes that reflect characteristics of music from a variety of historical periods</p> <p><b>HS2.IM.Cr1.A:</b> Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristics of music from a variety of culture</p> <p><b>HS3-4.IM.Cr1.A:</b> Compose and/or improvise music ideas for a variety of purposes and contexts</p> <p><b>HS1.IM.Cr2.A:</b> Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal</p> <p><b>HS2.IM.Cr2.A:</b> Select and develop chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal</p> <p><b>HS3-4.IM.Cr2.A:</b> Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts</p> <p><b>HS1-4.IM.Cr2.B:</b> Describe and document compositions and/or improvisations through standard notation and recording technology</p> <p><b>HS1-2.IM.Cr3.A:</b> Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on established or personally developed criteria, including the extent to which they address identified purposes</p> <p><b>HS3-4.IM.Cr3.A:</b> Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts</p> <p><b>HS1-2.IM.Cr3.B:</b> Share personally developed melodies, rhythmic passages, chordal structures, arrangements, short compositions, and/or improvisations, individually or as an ensemble, which address identified purposes</p> <p><b>HS3-4.IM.Cr3.B:</b> Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts</p>		

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Improvise</b></p>	<p>Perform an improvised melody with complex rhythms using a blues scale.</p> <p>Create a minimum of three variations on a complex melody.</p> <p>Create a chordal and rhythmic accompaniment employing compound meters for an eight-measure melody.</p>	<p>Perform a simple solo over a blues progression.</p> <p>Aural assessments</p> <p>Written Assessment</p>	<p><b>Books:</b>  <b>Premier Performance Book 3</b>  <b>Advanced Jazz Ensemble Method by Dean Sorenson &amp; Bruce Pearson</b></p> <p><b>Websites:</b>  <a href="http://cnx.org/">http://cnx.org/</a></p> <p><b>Software:</b>            Finale            Garage Band            SMART Music</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a>  <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Compose</b></p>	<p>Compose and notate a melody with harmonic and rhythmic accompaniments and expressive elements.</p> <p>Create an arrangement of a given selection for a small group of specified instruments.</p>	<p>Create a harmonization of simple melody using tonic/ dominant chords, include expressive elements.</p> <p>Arrange a pep-band cheer</p> <p>Project Based Integrate Unit (Score using the Middle and High School Composition Assessment rubric on page 71, <i>Music Curriculum Writing 101</i>, by Denese Odegaard, Gia Publications, Inc.).</p>	<p><b>Books:</b></p> <p><u><a href="#">Premier Performance Book 3</a></u></p> <p><u><a href="#">Alfred' Music Theory Book 3</a></u></p> <p><b>Websites:</b></p> <p><u><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></u></p> <p><u><a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a></u></p> <p><u><a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a></u></p> <p><u><a href="http://www.musilosophy.com/">http://www.musilosophy.com/</a></u></p> <p><u><a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></u></p> <p><u><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a></u></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>RESPOND:</b></p> <p><b>HS1-4.IM.R1.A:</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources</p> <p><b>HS1-4.IM.R1.B:</b> Analyze and explain how context and the manipulation of musical elements influences response to music</p> <p><b>HS1-2.IM.R2.A:</b> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, personal research, and varied researched sources</p> <p><b>HS3-4.IM.R2.A:</b> Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms</p> <p><b>HS1-2.IM.R3.A:</b> Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis of the structure and context</p> <p><b>HS3-4.IM.R3.A:</b> Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts</p>			

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Listening and Analyze</b></p>	<p>Describe in writing, including form and genre, a given listening example using appropriate music vocabulary.</p> <p>Analyze and describe given listening examples in various genres, identifying compositional devices and techniques that make the piece unique, interesting, and/or expressive.</p>	<p>Short Essay Performance Rubrics Concert Report Analyze listening examples Vin Diagrams Thinking Maps Small Group Project</p>	<p><b>Books:</b> Alfred's Music Theory Book 2</p> <p><b>Websites:</b> <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a> <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a> <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a> <a href="https://musiced.nafme.org/my-music-class/">https://musiced.nafme.org/my-music-class/</a></p> <p><i>Teaching Music Through Performance</i>, Vol. 1 &amp; 2 Book/CD Set, Richard Miles (Gia)</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> 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.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a> <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Evaluating</b></p>	<p>Use a student-developed criteria to evaluate the intent and quality of a given music composition.</p> <p>Use student-developed criteria to evaluate a live or recorded musical performance and list suggestions to improve the performance.</p> <p>Evaluate, verbal and written, a personal performance using a self-created rubric to facilitate self-improvement.</p>	<p>Self-Assessment</p> <p>Peer Assessment</p> <p>Formative and summative performance self and peer assessments of studied music selections, compositions, improvisations, and arrangements utilizing the Secondary Wind Performance Assessment Rubric, Page 69; the improvisation rubric, Page 70; and the composition rubric, Page 71; from Denese Odegaard's <u>Music Curriculum Writing 101</u></p> <p>Written evaluation of festival recording and concert recording.</p> <p>WTSBOA Large Group Performance Rubric</p> <p>Critical Listening as Evidenced via Written Reflection</p> <p>Construct written and or oral reports on musical form in regards to common practice periods.</p>	<p><b>Websites:</b></p> <p><a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a></p> <p><a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a></p> <p><a href="http://www.musilosophy.com/">http://www.musilosophy.com/</a></p> <p><a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p>Distribute the “Secondary Wind Performance Assessment” rubric, the improvisation rubric, and the composition rubric to students prior to assessment; discuss and clarify rubric expectations for best preparation and performance from the students.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.7</a>  <b>Integrate</b> and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.8</a>  <b>Delineate</b> and <b>evaluate</b> the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a>  Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.3</a>  <b>Evaluate</b> a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>



# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>CONNECT:</b> <b>HS1-4.IM.Cn1.A:</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <b>HS1-4.IM.Cn2.A:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
<p><b>Interdisciplinary Connections</b></p>	<p>Explore the relationship between music and other arts in a given work (e.g., a specific opera or ballet).</p> <p>Explain, verbal and written, the relationship between music and other academic disciplines including technology.</p>	<p>Class discussion                      Small group presentations                      Essay</p>	<p>Websites:  <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a>  <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a>  <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a>  <a href="http://www.musilosophy.com/">http://www.musilosophy.com/</a>  <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.9</a>                      Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.5</a>                      Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>Cultural Relationships</b></p>	<p>Research and present the relationship between a culture and a musical selection.</p>	<p>Research Paper Power Point Presentation Small Group Presentation</p>	<p>Books: <b>Encyclopedia of American Gospel Music Edited by W.K.McNeil</b></p> <p>Websites: <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a> <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a> <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a> <a href="http://www.musilosophy.com/">http://www.musilosophy.com/</a> <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>

# Instructional Map

# High School Band I-IV

Knowledge and Skills	Activities/Outcomes	Assessments	Resources / Literacy Connections
<p><b>History</b></p>	<p>Research and present historical background of student-selected music literature.</p>	<p>Journaling/logs Power Point Presentation Research Paper</p>	<p>Books: Websites: <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a> <a href="http://www.corestandards.org/Math/">http://www.corestandards.org/Math/</a> <a href="http://www.themeandvariations.org/Topics/art.html">http://www.themeandvariations.org/Topics/art.html</a> <a href="http://www.musilosophy.com/">http://www.musilosophy.com/</a> <a href="http://www.wtsboa.com/">http://www.wtsboa.com/</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.1</a> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>