

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

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

GRADE SPECIFIC BENCHMARKS:

MS Advanced Band

Elective Course

Prerequisites: Middle School Intermediate Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|----------------------|---------------------|-------------|----------------------------------|
| QUARTER 1 | | | |

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|---------------------|-------------|----------------------------------|
| <p>PERFORM</p> <p>8.IM.P1.A 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>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances</p> <p>8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> | | | |

Instructional Map

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|--|--|---|
| Playing Instruments Tone/Pitch Rhythm | <p>Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p>Execute periodic cleaning beyond daily maintenance.</p> <p>Produce a fundamental tone throughout range of the instrument.</p> <p>Produce a characteristic tone quality.</p> <p>Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>Identify, notate, and perform basic rhythms and pitches.</p> <p>Perform a major scale in at least four keys/four rudiments.</p> | <p>Perform visual inspection of instrument (use an ongoing checklist with dates and document areas of concern; keep in students' portfolios).</p> <p>On-demand Performance assessed by teacher, self, or peer utilizing a general performance rubric</p> <p>Review and identify markings</p> <ul style="list-style-type: none"> Pianissimo, piano, mezzo piano, forte, fortissimo <p>Lesson 40 from Sandy Feldstein's <u>Practical Theory Complete</u>, Alfred Publishing</p> <p>Embedded Assessment</p> <p>Daily informal visual assessments by director utilizing a checklist for documentation.</p> <p>Visual/Aural Observation</p> | <p>Premier Performance Book 3</p> <p>Band Expressions 2 Unit 1</p> <p>Distribute checklist to students prior to their inspection so they know the expectations.</p> <p>TIPPS for Band by Nilo W. Hovey</p> <p>Exercises for Ensemble Drill by Raymond C. Fussell</p> <p>66 Festive & Famous Chorales for Band by Frank Erickson</p> <p>100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy</p> <p>A Rhythm A Day – Igor Hudadoff</p> <p>Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta</p> <p>Utilize the WTSBOA select band list for titles: http://www.wtsboa.com/</p> <p>Band literature at Grade 2+</p> <p>Lesson 41 "Dynamics" from Sandy Feldstein's <u>Practical Theory Complete</u>, Alfred Publishing</p> <p>Nilo Hovey's Band Manual- Pages 7-9 free download: http://educators.conn-selmer.com/pdf/BandManual.pdf</p> <p>CCSS.ELA-Literacy.CCRA.SL.4</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.R.6</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-Literacy.CCRA.L.3</p> |

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| | | | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> |
| Sight Reading | Demonstrate an understanding of basic elements associated with successful sight-reading. | 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>TIPPS for Band by Nilo W. Hovey</p> <p>Exercises for Ensemble Drill by Raymond C. Fussell</p> <p>66 Festive & Famous Chorales for Band by Frank Erickson</p> <p>100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy</p> <p>A Rhythm A Day – Igor Hudadoff</p> <p>Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta</p> <p>Premier Performance Book 3</p> <p>Band Expressions 2</p> <p>Utilize the WTSBOA select band list for titles: http://www.wtsboa.com/</p> <p>CCSS.ELA-Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> |

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| Singing | <p>Sing musical examples using stepwise intervallic pitches.</p> <p>Sing a melody in unison with pitch-accuracy.</p> <p>Identify and perform basic rhythms and pitches through verbalization.</p> | Aural Formative Assessment singing before playing exercises. | <p>Premier Performance Book 3</p> <p>Band Expressions 2</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> |

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|----------------------|---|--|--|
| Notation | <p>Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.</p> <p>Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> | <p>Written and aural assessments to: Demonstrate the ability to read simple pitches and rhythms (♩ ♪ ♫) with 85% accuracy.</p> <p>Identify symbols for dynamics, tempo, articulation and expression.</p> <p>Performance assessment to: Demonstrate the ability to read standard notation for dynamics, tempo, articulation and expression.</p> | <p>Premier Performance 3</p> <p>Lesson 41 “Dynamics” from Sandy Feldstein’s <u>Practical Theory Complete</u>, Alfred Publishing.</p> <p>BE2 Every performance unit</p> <p>Lessons 37, 38, and 39 (“Circle of Fifths”) from Sandy Feldstein’s <u>Practical Theory Complete</u>, Alfred Publishing</p> <p>Study “Key Signatures” on pages 15-16 of Hovey’s Manual: http://educators.conn-selmer.com/pdf/BandManual.pdf</p> <p>http://www.corestandards.org/ELA-Literacy/WHST/6-8/</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> |

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| CREATE 8.IM.Cr1.A. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. 8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. 8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology. 8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria. 8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes. | | | |
| Improvise | Describe the fundamental concepts of improvisation. Apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Apply the fundamental concepts of improvisation using a simple melody. Create a variation of a simple rhythmic pattern. | Aural Formative Assessment Improvise rhythm on Major scale Improvise rhythms on Blues scale Create a rhythmic variation on a song from student book. | Premier Performance Book 3 Advanced Jazz Ensemble Method by Dean Sorenson & Bruce Pearson CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |

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| Compose | <p>Create a four-measure melody within specified guidelines.</p> <p>Create a melody using a variety of pitches and rhythms.</p> | <p>Projects:</p> <p>Formative and Summative Arrangements (Written)</p> <p>Formative and Summative Arrangements (Performed)</p> | <p>Premier Performance Book 3</p> <p>Band Expressions 2</p> <p>http://www.corestandards.org/Math/Content/8/introduction/</p> <p>Mathematics: Note and rest values as fractions of a whole</p> <p>Mathematics: Frequency ratios in the overtone series</p> <p>Mathematics: Sine wave properties and behavior</p> <p>Lesson 65 ("Transposition") from Sandy Feldstein's <u>Practical Theory Complete</u></p> <p>CCSS.ELA-Literacy.CCRA.W.2</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>CCSS.ELA-Literacy.CCRA.W.3</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>RESPOND</p> <p>8.IM.R1.A 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>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p> | | | |

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| Listening and Analyze | <p>Describe a simple musical example using basic music vocabulary/terminology.</p> <p>Recognize the difference between vocal or instrumental examples.</p> <p>Identify instruments within selected listening examples.</p> | <p>Band Expressions 2 Worksheet #1</p> <p>Diagnostic Assessment</p> <p>Written Journal/Practice Record</p> <p>Student Self-Evaluation (daily, weekly, monthly, quarterly): Denese Odegard has a self-evaluation template form on page 74 of her book, Music Curriculum Writing 101</p> <p>Rhythmic Dictation formative and summative written assessments.</p> <p>Aural formative and summative assessments utilizing these intervals: PU, M2, m2, M3, m3, P4, A4, P5, M6, m6, M7, m7, P8</p> | <p>Language Arts: Vocabulary</p> <p>Band Expressions Book Two</p> <p>BE2 Unit 1-7, 9-13, 19-25, 30 & 35</p> <p>Memphis Symphony Integrated Unit of Study "Sound Opinions"</p> <p>Nilo Hovey's Manual (pages 4 and 5 and first twelve vocabulary terms on page 12) is a free download from: http://educators.conn-selmer.com/pdf/BandManual.pdf</p> <p>Compile an ever-growing 'word bank' of vocabulary terms; utilize flash cards to drill terms.</p> <p>Utilize the WTSBOA select band list for titles: www.wtsboa.com</p> <p>http://www.corestandards.org/ELA-Literacy/WHST/6-8/</p> <p>CCSS.ELA-Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>CCSS.ELA-Literacy.CCRA.R.4</p> <p>Interpret 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> |

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|---|---|---|--|
| Evaluating | <p>Discuss criteria for evaluating performances and compositions.</p> <p>Explain personal preferences for specific musical works and styles using appropriate musical vocabulary/terminology.</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 Odegard'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>http://www.corestandards.org/ELA-Literacy/WHST/6-8/</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>CCSS.ELA-Literacy.CCRA.R.5</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCSS.ELA-Literacy.CCRA.R.6</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> |
| <p>CONNECT</p> <p>8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | | | |

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|-------------------------------|--|--|--|
| Interdisciplinary Connections | <p>Name and discuss the other art disciplines.</p> <p>Compare and contrast common terms used in the arts disciplines.</p> <p>Produce an oral analysis of how the elements of music are incorporated in an art discipline other than music.</p> | <p>Formative assessment</p> <p>Class discussion</p> <p>Written assessment</p> <ul style="list-style-type: none"> Form in Music vs Form in Art Music in drama Timbre in music and art Mood in music and art | <p>http://www.corestandards.org/ELA-Literacy/WHST/6-8/</p> <p>http://www.themeandvariations.org/Topics/art.html</p> <p>Spotlight on Music</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.R.4 Interpret 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> |

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|-------------------------------|--|--|--|
| Cultural Relationships | Listen to teacher-selected examples of music from a variety of historical periods. | <p>Construct written and or oral reports on musical form in regards to common practice periods.</p> <p>Perform a theme concert featuring specific historical/cultural criteria; performance assessments on literature performed.</p> <p>Prepare a presentation on music in regards to a specific culture or event.</p> | <p>Spotlight on Music BE2 Unit 6, 7, 11, 12, 21, 23, 24, & 25</p> <p>Page 256, "Band Composition Titles by Style Period" (Renaissance, Baroque, Classical, Romantic, Contemporary), <u>Band Director's Curriculum Resource</u> by Connie M. Ericksen, Parker Publishing Company</p> <p>Social Studies: Classical vs. popular/folk styles</p> <p>CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> |

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|----------------------|--|--|---|
| History | <p>Listen to music representative of selected cultures.</p> <p>Discuss distinguishing characteristics of music of selected cultures.</p> | <p>Construct a timeline linking historical background and cultural influences in musical styles</p> <p>Identify notation and composition practices of this era</p> <p>Research the historical significance of the music of the Middle Ages</p> | <p>Spotlight on Music BE2 Unit 5</p> <p>Social Studies: Music in the quadrivium of ancient Western academic philosophy</p> <p>Social Studies: Western vs. Eastern music traditions</p> <p>CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> |
| QUARTER 2 | | | |

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|---------------------|-------------|----------------------------------|
| <p>PERFORM</p> <p>8.IM.P1.A 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>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances</p> <p>8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> | | | |

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| Playing Instruments Tone/Pitch Rhythm | <p>Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p>Identify and demonstrate an understanding of selected concepts of style.</p> <p>Demonstrate an understanding of the concept of phrase shaping.</p> <p>Perform eight major scales/eight rudiments.</p> | <p>BE2 Worksheet #32</p> <p>Second Quarter Preview</p> <p>Nilo Hovey's Quiz 2 and Quiz 3 (a free download from): http://educators.conn-selmer.com/pdf/Selmer%20Band%20Manual%20Quizzes.pdf</p> <p>Embedded Assessment</p> <p>Formative and Summative Performance Assessments of studied band repertoire utilizing the Secondary Wind Performance Assessment Rubric, Page 69, from Denese Odegaard's <u>Music Curriculum Writing 101</u></p> <p>Make articulation flashcards (notating a variety of articulation patterns) and apply these articulations to scales/exercises during rehearsal warm-ups.</p> <p>BE2 Worksheet #34</p> <p>Electronic Tuner Worksheet</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>TIPPS for Band by Nilo W. Hovey</p> <p>Exercises for Ensemble Drill by Raymond C. Fussell</p> <p>66 Festive & Famous Chorales for Band by Frank Erickson</p> <p>100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy</p> <p>A Rhythm A Day – Igor Hudadoff</p> <p>Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta</p> <p>Premier Performance Book 3</p> <p>Band Expressions 2</p> <p>BE2 Every performance unit</p> <p>Utilize the WTSBOA select band list for titles: http://www.wtsboa.com/</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: http://educators.conn-selmer.com/pdf/BandManual.pdf</p> <p>Lesson 41 "Dynamics" from Sandy Feldstein's <u>Practical Theory Complete</u>, Alfred Publishing</p> <p>All-West Audition Requirements www.wtsboa.com</p> <p>CCSS.ELA-Literacy.CCRA.SL.4</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.R.6</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> |

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| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|----------------------|--|--|--|
| Sight Reading | Apply basic elements associated with successful sight-reading. | Formative Assessments on sight0reading Grade 1 & 2 music. Individual student assessments Student-to-student feedback | <p>TIPPS for Band by Nilo W. Hovey</p> <p>Exercises for Ensemble Drill by Raymond C. Fussell</p> <p>66 Festive & Famous Chorales for Band by Frank Erickson</p> <p>100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy</p> <p>A Rhythm A Day – Igor Hudadoff</p> <p>Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta</p> <p>Premier Performance Book 3</p> <p>Band Expressions 2</p> <p>Utilize the WTSBOA select band list for titles: http://www.wtsboa.com/</p> <p>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: www.nationalbandassociation.org</p> <p>CCSS.ELA-Literacy.CCRA.R.4</p> <p>Interpret 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> |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|----------------------|--|--|--|
| Singing | <p>Demonstrate the singing of selected intervals and melodies in unison.</p> <p>Sing a two-part round.</p> <p>Sing a basic two-part harmonization with both parts using the same rhythm.</p> | <p>Sing one part of a two-part vocalization</p> <p>Aural Observation</p> <p>Formative and summative vocal performance assessments.</p> | <p>Connexions Website for integration: http://cnx.org/</p> <p>Chorales 66 Festive & Famous Chorales for Band by Frank Erickson</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|--|--|---|
| Notation | <p>Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.</p> <p>Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p>Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> | <p>Define and demonstrate musical terms:</p> <ul style="list-style-type: none"> • Plagal tone • Authentic tone • Twelve-tone • Aasymmetrical tone • Pentatonic tone • Whole tone | <p>Premier Performance Book 3</p> <p>Alfred's Theory Book 2</p> <p>http://www.corestandards.org/Math/Content/8/introduction/</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> |
| <p>CREATE</p> <p>8.IM.Cr1.A. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods.</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods.</p> <p>8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p>8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p> | | | |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|--|--|--|
| Improvise | <p>Create a variation of a simple melody of no more than three pitches.</p> <p>Create a variation of a simple melody with a minimum of five pitches and varying rhythms.</p> | <p>Aural formative assessment on a variation of a simple melody.</p> | <p>Premier Performance Book 3 Advanced Jazz Ensemble Method by Dean Sorenson & Bruce Pearson</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> |
| Compose | <p>Understand individual instrument transposition (concert pitch versus actual pitch).</p> | <p>Define the key that selected instruments play in</p> <p>Transpose music in concert pitch to the key that selected instruments perform in.</p> | <p>Premier Performance Book 3 Alfred's Music Theory Book 3 Finale – worksheets SMART Music: http://www.makemusic.com/ http://www.corestandards.org/Math/Content/8/introduction/</p> <p>CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> |
| <p>RESPOND</p> <p>8.IM.R1.A 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>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p> | | | |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|------------------------------|---|--|--|
| Listening and Analyze | Identify basic elements related to musical events (e.g., tempo, dynamics, orchestration, modulation). | Rhythmic Dictation formative and summative written assessments. Aural formative and summative assessments utilizing these intervals: PU, M2, m2, M3, m3, P4, A4, P5, M6, m6, M7, m7, P8 Written and aural assessments on major triads 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> | http://www.corestandards.org/ELA-Literacy/WHST/6-8/ BE2 Unit 1-7, 9-13, 19-25, 30 & 35 Alfred's Music Theory Book 3 Finale – Worksheets Lesson 57 ("Major Chords-Major Triads"), page 59 of Sandy Feldstein's <u>Practical Theory Complete</u> CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| Evaluating | Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance. Present an oral or written evaluation of a performance of another person using appropriate vocabulary/terminology. | Student Self-Evaluation (daily, weekly, monthly, quarterly): Denese Odegaard has a self-evaluation template form on page 74 of her book, <u>Music Curriculum Writing 101</u> | http://www.corestandards.org/ELA-Literacy/WHST/6-8/ Connexions Website for integration: http://cnx.org/ Pre-distribute and discuss the self-evaluation form with the students to promote clarity of expectations. CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|--|--|---|
| CONNECT 8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | | | |
| Interdisciplinary Connections | <p>Understand basic relationships between music and other academic disciplines.</p> <p>Identify examples of how music is used by other academic disciplines.</p> <p>Analyze the effects of the interaction between music and other academic disciplines.</p> | <p>Class discussion</p> <ul style="list-style-type: none"> • math in music • Music in Drama • Music in Literature • Music in the Media | <p>http://www.corestandards.org/ELA-Literacy/WHST/6-8/ http://www.themeandvariations.org/Topics/art.html Spotlight on Music Connexions Website for integration: http://cnx.org/</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|-------------------------------|---|--|--|
| History | List historical periods as related to selected music examples. | 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> . | Spotlight on Music Social Studies: Music in the quadrivium of ancient Western academic philosophy CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| Cultural Relationships | Discuss distinguishing characteristics of music of selected cultures. | 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. | Spotlight on Music Social Studies: Western vs. Eastern music traditions CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹ |
| QUARTER 3 | | | |

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|---------------------|-------------|----------------------------------|
| <p>PERFORM</p> <p>8.IM.P1.A 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>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances</p> <p>8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> | | | |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|--|--|---|
| Playing Instruments Tone/Pitch Rhythm | <p>Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p>Identify and demonstrate an understanding of selected concepts of style.</p> <p>Demonstrate an understanding of the concept of phrase shaping.</p> <p>Perform eight major scales/eight rudiments.</p> | <p>Formative assessments:</p> <ul style="list-style-type: none"> All-West Scales All-West Etudes Student posture and Position Solo/Ensemble literature <p>Perform Grade 2-3 Music</p> <p>WTSBOA Small Group Performance Rubric</p> <p>BE2 Worksheet #34 Electronic Tuner Worksheet</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>TIPPS for Band by Nilo W. Hovey</p> <p>Exercises for Ensemble Drill by Raymond C. Fussell</p> <p>66 Festive & Famous Chorales for Band by Frank Erickson</p> <p>100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy</p> <p>A Rhythm A Day – Igor Hudadoff</p> <p>Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta</p> <p>Premier Performance Book 3</p> <p>Band Expressions 2</p> <p>Utilize the WTSBOA select band list for titles: http://www.wtsboa.com/</p> <p>National Band Association's <u>Selective Music List for Bands</u> in the members only section at: www.nationalbandassociation.org</p> <p>CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|----------------------|---|--|--|
| | | | CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| Sight Reading | <p>Sing a basic two-part harmonization with independent rhythms.</p> <p>Apply basic elements associated with successful sight-reading using a variety of meters and tempi</p> <p>Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.</p> <p>Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> | <p>Sing one part of a two-part vocalization</p> <p>Aural Observation</p> <p>Formative and summative vocal performance assessments</p> <p>Discuss steps for proper sight-reading.</p> | <p>TIPPS for Band by Nilo W. Hovey</p> <p>Exercises for Ensemble Drill by Raymond C. Fussell</p> <p>66 Festive & Famous Chorales for Band by Frank Erickson</p> <p>100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy</p> <p>A Rhythm A Day – Igor Hudadoff</p> <p>Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta</p> <p>Premier Performance Book 3</p> <p>Band Expressions 2</p> <p>Utilize the WTSBOA select band list for titles: http://www.wtsboa.com/</p> <p>CCSS.ELA-Literacy.CCRA.R.4 Interpret 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> |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|---|---|--|
| Notation | Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. | Rhythmic Dictation formative and summative written assessments. | <p>Premier Performance Book 3</p> <p>Alfred's Music Theory Book 3</p> <p>Band Expressions 2 Unit 1-7, 9-13, 19-25, 30 & 35</p> <p>Finale - Worksheets</p> <p>http://www.corestandards.org/Math/Content/8/introduction/</p> <p>CCSS.ELA-Literacy.CCRA.R.5</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> |
| <p>CREATE</p> <p>8.IM.Cr1.A. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods.</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods.</p> <p>8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p>8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p> | | | |
| Improvise | <p>Improvise a solo over a given chord (using one or more pitches).</p> <p>Improvise a solo over a given chord (using three pitches).</p> | <p>Formative Assessment</p> <ul style="list-style-type: none"> Solo on arpeggio over tonic chord Solo over tonic-dominant progression | <p>Premier Performance Book 3</p> <p>Advanced Jazz Ensemble Method by Dean Sorenson & Bruce Pearson</p> <p>CCSS.ELA-Literacy.CCRA.R.4</p> <p>Interpret 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> |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|---|--|---|
| Compose | Produce a written transcription for a specified instrument using an example in concert pitch. | Create a transcription from a piano score for individual instrument. | <p>Premier Performance Book 3</p> <p>Alfred's Music Theory Book 2</p> <p>Finale – worksheets</p> <p>SMART Music: http://www.makemusic.com/</p> <p>http://www.corestandards.org/Math/Content/8/introduction/</p> <p>CCSS.ELA-Literacy.CCRA.R.4</p> <p>Interpret 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> |
| <p>RESPOND</p> <p>8.IM.R1.A 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>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p> | | | |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|-----------------------|---|--|---|
| Listening and Analyze | Describe, verbally or by writing/drawing/mapping, specific events in a musical example. | <p>Aural formative and summative assessments utilizing cadence progressions I-V, V-vi, and these intervals: PU, M2, m2, M3, m3, P4, A4, P5, M6, m6, M7, m7, P8</p> <p>Formative and summative performance assessments of studied grade 3 band literature utilizing the Secondary Wind Performance Assessment Rubric, Page 69, from Denese Odegaard's <u>Music Curriculum Writing 101</u></p> <p><i>Create a map of the form of Festival Music.</i></p> | <p>http://www.corestandards.org/ELA-Literacy/WHST/6-8/</p> <p>Finale – worksheets</p> <p>SMART Music: http://www.makemusic.com/</p> <p>CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|---|--|---|---|
| Evaluating | <p>Present an oral or written evaluation of a performance of another person using appropriate vocabulary/terminology.</p> <p>Construct a written evaluation of one's own performance using appropriate vocabulary / terminology.</p> | <p>Compile a word bank of vocabulary terms; utilize flash cards to drill terms.</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>http://www.corestandards.org/ELA-Literacy/WHST/6-8/ Nilo Hovey's Quiz 4 and Quiz 5 (a free download from): http://educators.conn-selmer.com/pdf/Selmer%20Band%20Manual%20Quizzes.pdf 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: http://educators.conn-selmer.com/pdf/BandManual.pdf</p> <p>CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> |
| <p>CONNECT</p> <p>8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | | | |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--------------------------------------|---|---|--|
| Interdisciplinary Connections | <p>Identify different forms of technology used in creating, producing, and listening to music.</p> <p>Discuss the progress of technology throughout the history of music.</p> | <p>Create thinking map on music technology.</p> <p>Create a time-line of music technology.</p> <p>Class discussion of time-line.</p> | <p>http://www.corestandards.org/ELA-Literacy/WHST/6-8/ http://www.themeandvariations.org/Topics/art.html Spotlight on Music</p> <p>CCSS.ELA-Literacy.CCRA.W.2 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>CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> |
| Cultural Relationships | <p>Discuss the distinguishing characteristics of and the instruments used in music of selected cultures.</p> | <p>Critical Listening as Evidenced via Written Reflection</p> <p>Construct written and or oral reports on musical form in regards to common type of instruments.</p> <p>Classify instruments as areophones, chordophones, idiophones, and membranophones.</p> | <p>Spotlight on Music http://musiced.about.com/od/musicinstruments/a/musicinstrument.htm http://cnx.org/content/m11896/latest/</p> <p>CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|----------------------|---|--|---|
| History | <p>Discuss the basic musical characteristics of selected historical periods.</p> <p>Discuss the role of music in daily life throughout history.</p> | <p>Romantic Period - Style</p> <p>Create a historical time-line</p> <p>Journaling/logs</p> <p>Class discussion/group critique</p> <p>Group projects (written and oral presentation to class) utilizing the group assessment form on page 97 of Denese Odegard's <u>Music Curriculum Writing 101</u>.</p> | <p>Spotlight on Music</p> <p><u>Social Studies: Historical Context</u></p> <p>BE2 Unit 24</p> <p>CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
| QUARTER 4 | | | |

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|---------------------|-------------|----------------------------------|
| <p>PERFORM</p> <p>8.IM.P1.A 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>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances</p> <p>8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> | | | |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|--|---|---|
| Playing Instruments Tone/Pitch Rhythm | <p>Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p>Identify and demonstrate an understanding of selected concepts of style.</p> <p>Demonstrate an understanding of the concept of phrase shaping.</p> <p>Perform eight major scales/eight rudiments.</p> | <p>Perform:</p> <ul style="list-style-type: none"> Compound meter All-West Scales Grade 2-3 music <p>Performance Event</p> <ul style="list-style-type: none"> WTSBOA Large Group Performance Rubric Solo/Ensemble <p>Formative Assessments on student growth</p> | <p>TIPPS for Band by Nilo W. Hovey</p> <p>Exercises for Ensemble Drill by Raymond C. Fussell</p> <p>66 Festive & Famous Chorales for Band by Frank Erickson</p> <p>100 Days of Sight- Reading Excellence – Timothy J. Cotov & Thomas G. Murphy</p> <p>A Rhythm A Day – Igor Hudadoff</p> <p>Rhythm Vocabulary Charts: For Effective Rhythmic Development – Ed Sueta</p> <p>Premier Performance Book 3</p> <p>Band Expressions 2</p> <p>Pre-distribute and discuss rubric with students prior to assessment.</p> <p>Nilo Hovey's Manual, page 22 ("Hints on Systematic Practice"): http://educators.conn-selmer.com/pdf/BandManual.pdf</p> <p>CCSS.ELA-Literacy.CCRA.SL.4</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.R.6</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>CCSS.ELA-Literacy.CCRA.L.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|----------------------|---|---|--|
| | | | CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| Sight Reading | Apply basic elements associated with successful sight-reading using a variety of meters and tempi | Aural Observation Formative and summative vocal performance assessments. | <u>TIPPS for Band</u> by Nilo W. Hovey <u>Exercises for Ensemble Drill</u> by Raymond C. Fussell <u>66 Festive & Famous Chorales for Band</u> by Frank Erickson <u>100 Days of Sight- Reading Excellence</u> – Timothy J. Cotov & 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> <u>Band Expressions 2</u> Utilize the WTSBOA select band list for titles: http://www.wtsboa.com/ CCSS.ELA-Literacy.CCRA.R.4 Interpret 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. |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|--|---|--|
| Notation | <p>Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.</p> <p>Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p>Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> | <p>Perform/notate:</p> <ul style="list-style-type: none"> Compound Meter Syncopated rhythms Multiple Key Signatures Dynamic contrast Accidentals | <p>Premier Performance Book 3</p> <p>Alfred's Music Theory Book 2</p> <p>Finale – worksheets</p> <p>SMART Music: http://www.makemusic.com/</p> <p>http://www.corestandards.org/Math/Content/8/introduction/</p> <p>CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> |
| <p>CREATE</p> <p>8.IM.Cr1.A. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods.</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods.</p> <p>8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p>8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p> | | | |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--|---|--|---|
| Improvise | Improvise a solo over a given blues progression. | Perform a simple solo over a blues progression. | <p>Premier Performance Book 3</p> <p>Advanced Jazz Ensemble Method by Dean Sorenson & Bruce Pearson</p> <p>CCSS.ELA-Literacy.CCRA.R.4</p> <p>Interpret 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> |
| Compose | Create a simple harmonization under a given melody. | Create a harmonization of simple melody using tonic and dominant chords. | <p>Premier Performance Book 3</p> <p>Alfred' Music Theory Book 3</p> <p>http://www.corestandards.org/Math/Content/8/introduction/</p> <p>CCSS.ELA-Literacy.CCRA.R.4</p> <p>Interpret 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> |
| <p>RESPOND</p> <p>8.IM.R1.A 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>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p> | | | |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|-----------------------|--|---|---|
| Listening and Analyze | Compare and contrast specific musical events in a given example. | Independent aural student assessments (formative and summative) of chord progressions in minor keys vs major keys. Compare and contrast sections in a March. | http://www.corestandards.org/ELA-Literacy/WHST/6-8/ Alfred's Music Theory Book 2 CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCSS.ELA-Literacy.CCRA.R.4 Interpret 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. |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|---|---|--|--|
| Evaluating | <p>Construct a written evaluation of one's own performance using appropriate vocabulary / terminology.</p> <p>Compare and contrast two different performances of the same excerpt using appropriate vocabulary/terminology.</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>http://www.corestandards.org/ELA-Literacy/WHST/6-8/</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>CCSS.ELA-Literacy.CCRA.SL.3</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCSS.ELA-Literacy.CCRA.L.6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> |
| <p>CONNECT</p> <p>8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | | | |

Instructional Map

MS Advanced Band

| Knowledge and Skills | Activities/Outcomes | Assessments | Resources / Literacy Connections |
|--------------------------------------|---|---|---|
| Interdisciplinary Connections | Listen to and discuss music played on at least three different forms of technology (e.g., iPod, mp3 player, computer, cassette player, radio, CD player, LP/album). | Class discussion Small group presentations | http://www.corestandards.org/ELA-Literacy/WHST/6-8/ http://www.themeandvariations.org/Topics/art.html Spotlight on Music CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| Cultural Relationships | Examine and discuss the role of music and its influence in present-day society. | Discuss 20 th Century Pop Music Discuss role of classical music Compare and contrast the use of pop and classical music | Spotlight on Music http://musiced.nafme.org/my-music-class/ CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| History | 9.3.2 Compare the accessibility of music throughout history between the poor (common man) and the rich (nobility/educated). | Journaling/logs Class discussion/group critique Group projects (written and oral presentation to class) utilizing the group assessment form on page 97 of Denese Odegard's Music Curriculum Writing 101 . | Spotlight on Music http://musiced.nafme.org/my-music-class/ CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |