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

- **75% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **80% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

To achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps for Middle School learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

Quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a variety of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and contribute to the Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through 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 the requirements for college and career readiness. The standards define what to teach at specific grade levels, and the curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure student success and reach their potentials.

These 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: creating, performing, responding, and connect.

• **the Arts Education Curriculum Maps**

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

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MS Intermediate Band

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

Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected to be achieved within the given time within the quarters/semester.

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

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

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

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L(s): 5/6-12

For all music courses in the Shelby County Schools is to develop comprehensive musicianship, in partnership with other core disciplines and academics. We believe all students have tremendous potential to learn and enjoy music. While research shows that music helps students develop a love for learning, our driving goal is to empower students to use their minds more creatively by inspiring them to broaden their horizons.

The 8th grade band program allows students transfer prior knowledge and skills to explore and develop their musicianship through performing on instruments that are standard to the concert band.

Band classes are elective curricular courses that meet during the school day, every day throughout the course of the school year. Music students are required to exhibit their musical knowledge through public performances and participation in district approved individual and ensemble festivals.

CURRICULAR BENCHMARKS:

Level II Band II (HS Instrumental Music II) (2nd year)

see.

Beginning Band/Instrumental Music I

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
1 Knowledge and Skills			

Present a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual performer.
 Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared performances.
 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.
 Demonstrate the ability to read and notate music individually and in ensemble settings.
 Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.
 Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.
 Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.
 Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music from diverse cultures and styles.
 Demonstrate an understanding of the context of music through prepared and/or improvised performances.

Standards	Produce a characteristic tone quality. Explain the concept of and perform a major scale in at least two keys/two rudiments.	Formative and Summative Performance Assessment of studied major scales and rudiments.	Secondary Wind Performance Assessment Rubric, page 10 Denese Odegaard's <u>Music Writing 101</u> Band Diagnostic Assessment scales (Premier Performer) and selected exercises supplement. Pg. 2 Smart Music Interactive Solo/Ensemble Material Music Technology via Portable recording device.
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			<p>Diagnostic Assessment</p> <p>CCSS.ELA-Literacy.CCR. Present information, findi supporting evidence such can follow the line of reas organization, developmer appropriate to task, purpo audience.</p> <p>CCSS.ELA-Literacy.CCR. Apply knowledge of langi understand how language different contexts, to make choices for meaning or s comprehend more fully w listening.</p>
<p>Quality</p>	<p>Produce a fundamental tone throughout range of the instrument.</p>	<p>Perform Chromatic scale in appropriate range for instrument.</p> <p>Perform long tones as part of a comprehensive warm-up before performing.</p> <p>Perform with proper embouchure, breath support, and posture through individual and ensemble performance.</p> <p>Demonstrate on one's own instrument in the range designated for their grade</p>	<p>100 Days of Sight- Read – Timothy J. Cotov & Th Murphy</p> <p>Premier Performance 2</p> <p>CCSS.ELA-Literacy.CCR. Assess how point of view shapes the content and s</p>

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<p>es</p>	<p>Apply basic elements associated with successful sight-reading using a variety of meters and tempi.</p> <p>Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p>	<p>Formative assessment Identify and count in 3/4 and 4/4</p>	<p>Practice sight-reading band (Grade 2): Specific titles from National Band Association Music List for Bands in this section at: www.nationalbandassociation.org Also, utilize the WTSBOA for titles: www.wtsboa.com</p> <p>Premier Performance 2 CCSS.ELA-Literacy.CCR. Apply knowledge of language to understand how language functions in different contexts, to make choices for meaning or style and to comprehend more fully what is listened to.</p>
	<p>Identify and perform basic rhythms and pitches through verbalization.</p> <p>Identify, notate, and perform basic rhythms and pitches.</p> <p>Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.</p>	<p>Individual Performance Assessment Demonstrate on one's own instrument whole/half/quarter/dotted-half/dotted quarter. Demonstrate on one's own instrument even/single groupings of eighth notes.</p>	<p>Individual Performance Assessment <u>Mathematics</u>: Note and read fractions of a whole A Rhythm A Day – Igor I Rhythm Vocabulary Chart Effective Rhythmic Development Sueta 100 Days of Sight-Reading – Timothy J. Cotov & Thomas Murphy CCSS.ELA-Literacy.CCR.</p>

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			<p>Demonstrate understanding of language, word relationships, and nuances in word meaning.</p> <p>CCSS.ELA-Literacy.CCR.4 Acquire and use accurate general academic and do words and phrases sufficient for writing, speaking, and listening in college and career reading. Demonstrate independent vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
	<p>Identify and demonstrate an understanding of selected concepts of style.</p> <p>Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p>	<p>Concert Band Music Evaluation Form</p> <p>Perform music at appropriate grade level with the correct articulations.</p> <p>Demonstrate an understanding of the following articulations:</p> <ul style="list-style-type: none"> • Tonguing • Slurring • Legato • Accents • Staccato • Tenuto • Marcato 	<p><u>Concert Band Music Evaluation Form</u> <u>Language Arts: Vocabulary</u></p> <p>Compile an ever-growing vocabulary of terms; utilize familiar terms.</p> <p>Practice sight-reading bar (Grade 2): Specific titles from National Band Association <u>Music List for Bands</u> in this section at: www.nationalbandassociation.org</p> <p>Also, utilize the WTSBOA for titles: www.wtsboa.com</p>

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			<p>Premier Performance 2</p> <p>CCSS.ELA-Literacy.CCR Apply knowledge of language to understand how language functions in different contexts, to make choices for meaning or style and to comprehend more fully when listening.</p>
	<p>Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p>	<p>Demonstrate an understanding of the following dynamic levels:</p> <ul style="list-style-type: none"> ● Pianissimo ● Piano ● Mezzo-piano ● Mezzo-forte ● Forte ● Fortissimo <p>Demonstrate an understanding of crescendo and decrescendo.</p>	<p>Language Arts: Vocabulary Compile an ever-growing vocabulary terms; utilize formal terms.</p> <p>Specific titles can be found in the Band Association's Selected Bands in the members on www.nationalbandassociation.org</p> <p>Also, utilize the WTSBOA for titles: www.wtsboa.com</p> <p>Premier Performance 2</p> <p>CCSS.ELA-Literacy.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context, general and specialized knowledge, and</p>

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			materials, as appropriate.
Is	<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, correctly, musical examples, which contain markings related to musicality.</p> <p>Demonstrate the ability to follow the conductor's gestures to include patterns, cues, dynamics, and musical gestures.</p>	<p>Premier Performance 2 Grade 2 festival music</p> <p>CCSS.ELA-Literacy.CCR. Apply knowledge of language to understand how language functions in different contexts, to make choices for meaning or style and to comprehend more fully what is listened to.</p> <p>CCSS.ELA-Literacy.CCR. Interpret words and phrases used in a text, including details that are technical, connotative, and figurative, and analyze how choices shape meaning or style.</p>
	<p>Demonstrate the singing of selected intervals and melodies in unison.</p> <p>Identify and perform basic rhythms and pitches through verbalization.</p>	<p>Sing pitches and intervals of a unison pitch, P4, P5, and octave.</p> <p>Sing a basic two-part harmonization with both parts using the same rhythm.</p> <p>Sing a simple five-note scale using proper breathing and</p>	<p>Premier Performance 2 A Rhythm A Day – Igor I Rhythm Vocabulary Chart Effective Rhythmic Devices Sueta</p> <p>CCSS.ELA-Literacy.CCR. Demonstrate understanding of</p>

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	<p>Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.</p>	<p>intonation.</p>	<p>language, word relationships, and nuances in word meaning.</p> <p>CCSS.ELA-Literacy.CCR.4 Acquire and use accurate general academic and do words and phrases sufficient for writing, speaking, and listening in college and career reading contexts; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>intenance</p>	<p>Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p>Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p>	<p>Perform visual inspection of instrument (use an ongoing checklist with dates and document areas of concern; keep in students' portfolios).</p> <p>Explain, in a written essay, the importance of maintaining an instrument at all times.</p>	<p>Language Arts: Writing</p> <p>Distribute checklist to students for inspection so they know the importance of instrument maintenance.</p> <p>CCSS.ELA-Literacy.CCR.4 Present information, findings, and supporting evidence such as relevant data, statistics, maps, and visual media to analyze a topic or issue; can follow the line of reasoning and organization, development, and style appropriate to task, purpose, and audience.</p>

Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. Use both visual and aural examples, analyze how context and musical elements inform student response to music. Identify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music.

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ts, and historical significance.

scribe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.

<p>ng</p>	<p>Describe a simple musical example using basic music vocabulary/terminology.</p> <p>Identify basic elements related to musical events (e.g., tempo, dynamics, orchestration, modulation).</p>	<p>Communicate through written and oral modes to identify, describe, analyze, and evaluate specific components of music.</p> <p>Class discussion Student –to-student feedback</p>	<p>Premier Performance 2 . Music dictionary</p> <p>CCSS.ELA-Literacy.CCR. Acquire and use accurate general academic and do words and phrases sufficient for writing, speaking, and listening in college and career reading. Demonstrate independent vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
	<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>Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p>	<p>Student Self-Evaluation (daily, weekly, monthly, quarterly): Denese Odegaard has a self-evaluation template form on page 74 of her book, Music Curriculum Writing 101</p>	<p>Connexions Website for information: http://cnx.org/</p> <p>Pre-distribute and discuss evaluation form with the students to promote clarity of expectations.</p> <p>CCSS.ELA-Literacy.CCR. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

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			<p>CCSS.ELA-Literacy.CCR. Acquire and use accurate general academic and do words and phrases sufficient for writing, speaking, and listening in the college and career readiness content areas. Demonstrate independence in gathering relevant information from general academic and technical texts, including some quantitative information; evaluate the credibility of each source; gather relevant information from multiple print and digital sources, assessing the relevance and accuracy of each source and noting any discrepancies among them.</p>
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Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s).
 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s).
 Preserve draft compositions and/or improvisations through standard notation and/or recording technology.
 Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.
 Perform personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristic(s) of music or text(s).

<p>Assessment</p>	<p>Create a variation of a simple rhythmic pattern.</p> <p>Create a variation of a simple melody of no more than three pitches.</p>	<p>Written assessment Perform rhythm pattern by clapping and on instrument</p>	<p>Rhythm Vocabulary Check Effective Rhythmic Development Sueta Alfred's Music Theory Book</p> <p>CCSS.ELA-Literacy.CCR. Write informative/explanatory texts in which they introduce a topic, examine and convey complex ideas and information clearly and accurately, and analyze a topic or issue, exploring the effective selection, organization, and analysis of content.</p>
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			<p>CCSS.ELA-Literacy.CCR.1.W.1 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
	<p>Apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches.</p> <p>Apply the fundamental concepts of improvisation using a simple melody.</p>	<p>Rubric based assessments Teacher observation <u>Individual Performance Assessment</u></p>	<p><u>Individual Performance Assessment</u> Standard of Excellence Ensemble Method by Debra Bruce Pearson</p> <p>CCSS.ELA-Literacy.CCR.1.RI.1 Present information, findings, and supporting evidence such as relevant data, statistics, maps, and quantitative information; can follow the line of reasoning and the logical connection between evidence and claims; organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCR.1.W.1 Integrate and evaluate content and ideas from multiple media formats, including visually, quantitatively, and orally.</p>
<p>ite</p>	<p>Create the final two measures for a four-measure melody within specified guidelines.</p> <p>Create a four-measure melody within</p>	<p>Complete a simple melody from known song.</p>	<p>Finale worksheets Smart Music Interactive S</p> <p>CCSS.ELA-Literacy.CCR.1.W.1 Write informative/explanatory texts in which they introduce a topic, state a thesis, provide reasons, and use relevant data, research, and quotations; use appropriate format and style, and demonstrate command of the conventions of standard English grammar, usage, and mechanics.</p>

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specified guidelines.

examine and convey complex information clearly and accurately through the effective selection, organization, and analysis of content.
[CCSS.ELA-Literacy.CCR.1.W.1](#)
 Write narratives to develop imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

emonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Arts Connections

Name and discuss the other art disciplines.

Compare and contrast common terms used in the arts disciplines.

Produce an oral analysis of how the elements of music are incorporated in an art discipline other than music.

Explain how artistic processes, and organizational principles are used in similar and distinctive ways in the diverse academic subjects.

Explain phrasing similarities in Drama and Music. Inflections in the dialogue and accents in the music should be compared.

<http://artsedge.kennedy-center.org/educators/less>

[CCSS.ELA-Literacy.CCR.1.L.1](#)
Apply knowledge of language to understand how language functions in different contexts, to make choices for **meaning or style**, and to comprehend more fully what is being listened to, read, or viewed.

[CCSS.ELA-Literacy.CCR.1.R.1](#)
 Read closely to determine what the text says explicitly and to make

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			<p>inferences from it; cite specific evidence when writing or support conclusions drawn from it.</p> <p>CCSS.ELA-Literacy.CCR.1.1 Interpret words and phrases used in a text, including details of technical, connotative, and figurative meanings, and analyze how word choices shape meaning or tone.</p>
Cultural Relationships	<p>Listen to teacher-selected examples of music from a variety of historical periods.</p> <p>List historical periods as related to selected music examples.</p> <p>Discuss the basic musical characteristics of selected historical periods.</p> <p>Listen to music representative of selected cultures.</p>	<p>Aural assessment Class discussion Venn Diagram Thinking Map Hispanic Music</p>	<p>Music Connection CD's American Popular Music http://www.carsondellosa.com/Catalog.aspx?k=music</p> <p>CCSS.ELA-Literacy.CCR.1.1 Assess how point of view or perspective shapes the content and style.</p>
2 Knowledge and Skills	Activities/Outcomes	Assessments	Resource

ect a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual.

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monstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared performances.

monstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.

monstrate the ability to read and notate music individually and in ensemble settings.

monstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.

monstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music and apply strategies to address technical and expressive challenges in a varied repertoire of music.

monstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music from diverse cultures and styles.

monstrate an understanding of the context of music through prepared and/or improvised performances.

<p>Standards</p>	<p>Explain the concept of and perform a major scale in at least two keys/two rudiments.</p> <p>Perform a major scale in at least four keys/four rudiments.</p>	<p>Demonstrate 4 major scales</p> <ul style="list-style-type: none"> • Bb, F, Eb, Ab • All-West pattern <p>Percussion - Percussive Arts Society (PAS) Standard Percussion Rudiments</p>	<p>http://www.wtsboa.com Premier Performance 2 – http://www.pas.org/Learn/</p> <p>CCSS.ELA-Literacy.CCR.2.L.1 Present information, find supporting evidence such as relevant statistics, charts, and other data that can follow the line of reasoning, and analyze how an organization or issuer designs an argument and chooses relevant details, data, and displays to advance that purpose and persuade an audience.</p> <p>CCSS.ELA-Literacy.CCR.2.L.2 Apply knowledge of language to understand how language varies in different contexts, to make effective choices for meaning or style, and to comprehend more fully when listening.</p>
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	<p>Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p>	<p><u>Individual Performance Assessment</u> Teacher Assessment Aural Formative Assessment Clapp, count and perform rhythms</p>	<p>Individual Performance Assessment A Rhythm A Day – Igor I Rhythm Vocabulary Ch Effective Rhythmic Dev Sueta</p> <p>CCSS.ELA-Literacy.CCR. Determine or clarify the r unknown and multiple-me phrases by using context meaningful word parts, ar general and specialized r materials, as appropriate.</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>Demonstrate on one’s own instrument in the range designated for their grade level.</p> <p>Students will continue to develop a proper embouchure, breath support, and posture through individual and ensemble performance.</p> <p>Ask students to listen and determine if they are in tune with themselves and the ensemble.</p>	<p>Tuner Smart Music http://www.get-tuned.com/online_tuners.</p> <p>CCSS.ELA-Literacy.CCR. Assess how point of view shapes the content and s</p> <p>CCSS.ELA-Literacy.CCR. Determine central ideas o text and analyze their dev summarize the key supp ideas.</p>

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<p>Is</p>	<p>Apply basic elements associated with successful sight-reading.</p> <p>Apply basic elements associated with successful sight-reading using a variety of meters and tempi.</p> <p>Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p>	<p><u>Sight-Reading Assessment Form</u> Teacher Assessment Smart Music assessment</p>	<p>Sight-Reading Assessment http://oneminutemusicles.com/2014/04/20/the-4-best-programs-for-sight-reading-practice-sheet/ Smart Music</p> <p>CCSS.ELA-Literacy.CCR.6-8.R.1 Read and comprehend complex and informational texts in English proficiently.</p>

Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest. Through visual and aural examples, analyze how context and musical elements inform student response to music. Identify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements, and historical significance. Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.

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	<p>Recognize the difference between vocal or instrumental examples.</p> <p>Identify instruments within selected listening examples.</p> <p>Identify basic elements related to musical events (e.g., tempo, dynamics, orchestration, modulation).</p> <p>Describe, verbally or by writing/drawing/mapping, specific events in a musical example.</p>	<p>Communicate through written and oral modes to identify, describe, analyze, and evaluate specific components of music.</p> <p>Demonstrate an awareness of various criteria that may be applied when evaluating music.</p>	<p>Music Connection CD's</p> <p>CCSS.ELA-Literacy.CCR. Determine or clarify the r unknown and multiple-me phrases by using context meaningful word parts, ar general and specialized r materials, as appropriate.</p> <p>CCSS.ELA-Literacy.CCR. Acquire and use accurate general academic and do words and phrases suffic writing, speaking, and list college and career readin demonstrate independen vocabulary knowledge wh an unknown term importa comprehension or expres</p>
	<p>Discuss criteria for evaluating performances and compositions.</p> <p>Present an oral or written evaluation of a performance of another person using appropriate vocabulary/terminology.</p>	<p>Student Self-Evaluation (daily, weekly, monthly, quarterly): Denese Odegaard has a self-evaluation template form on page 74 of her book, Music Curriculum Writing 101</p> <p>Set Playing Goals for quarter</p>	<p>Director's Guide by Amro practice record for 9-week Nilo Hovey's Manual, pag "Hints on Systematic Prac http://educators.conn-selmer.com/pdf/BandMan</p>

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Construct a written evaluation of one's own performance using appropriate vocabulary/terminology.

Monitor Progress
Student-to-student feedback

Pre-distribute and discuss evaluation form with the students to promote clarity of expectations. Present Leadership Success activities/worksheets, by I. Lautzenheiser, GIA Publications.

[CCSS.ELA-Literacy.CCR.1](#)
Determine central ideas or themes of a text and analyze their development; **summarize** the key supporting details and ideas.

[CCSS.ELA-Literacy.CCR.4](#)
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s).
Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s).
Rehearse draft compositions and/or improvisations through standard notation and/or recording technology.
Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.
Perform personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristic(s) of music or text(s).

Create a melody using a variety of pitches and rhythms.

Compose a 30 second piece using loops in Garage Band.
Create a 16 bar composition with specific

Alfred's Music Theory Book
Garage Band

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	<p>Understand individual instrument transposition (concert pitch versus actual pitch).</p>	<p>guidelines. Transpose 8 bars from a piano score or conductor's score.</p>	<p>A Rhythm A Day – Igor I Rhythm Vocabulary Cha Effective Rhythmic Dev Sueta</p> <p>CCSS.ELA-Literacy.CCR Analyze the structure of te how specific sentences, p larger portions of the text chapter, scene, or stanza other and the whole.</p>
	<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><u>Individual Performance Assessment</u> Teacher Assessment Student demonstration</p>	<p><u>Individual Performance A</u> Standard of Excellence Ensemble Method by De Bruce Pearson</p> <p>CCSS.ELA-Literacy.CCR Read closely to determine says explicitly and to mak inferences from it; cite sp evidence when writing or support conclusions draw</p>

emonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to m
emonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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<p>ry Connections</p>	<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>Explain relationships between music and science.</p> <p>Thinking Maps for music and other academic disciplines.</p> <p>Examine music in the media.</p> <p>Examine Music and seasonal holidays.</p>	<p>http://artsedge.kennedy-center.org/educators/less</p> <p>http://musiced.nafme.org/-online-publications/</p> <p>CCSS.ELA-Literacy.CCR. Read closely to determine says explicitly and to make inferences from it; cite specific evidence when writing or support conclusions drawn</p> <p>CCSS.ELA-Literacy.CCR. Assess how point of view shapes the content and style</p>
<p>Cultural Relationships</p>	<p>Listen to music representative of selected cultures.</p> <p>Discuss distinguishing characteristics of music of selected cultures.</p> <p>Discuss the distinguishing characteristics of and the instruments used in music of selected cultures.</p>	<p>Aural assessment</p> <p>Class discussion</p> <p>Vin Diagram</p> <p>Thinking Map</p> <p>Discuss Christmas, Hanukkah, and other winter celebration music</p>	<p>Music Connection CD's</p> <p>Garage Band loops</p> <p>http://www.carsondellosa.Catalog.aspx?k=music</p> <p>CCSS.ELA-Literacy.CCR. Draw evidence from literary informational texts to support reflection, and research.</p> <p>CCSS.ELA-Literacy.CCR. Integrate and evaluate content in diverse media and forms</p>

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3 Knowledge and Skills	Activities/Outcomes	Assessments	Resource
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ect a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the ind
monstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music i
ised performances.
monstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised p
monstrate the ability to read and notate music individually and in ensemble settings.
monstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music indiv
ings
monstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of
velop and apply strategies to address technical and expressive challenges in a varied repertoire of music
monstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire
diverse cultures and styles.
monstrate an understanding of the context of music through prepared and/or improvised performances.

ents	Perform a major scale in at least four keys/four rudiments.	Demonstrate 6 major scales <ul style="list-style-type: none"> • Bb, F, Eb, Ab, C, Db • All-West pattern Percussion - Percussive Arts Society (PAS) Standard Percussion Rudiments	http://www.wtsboa.com Premier Performance 2 – http://www.pas.org/Learn/ CCSS.ELA-Literacy.CCR. Present information, findi supporting evidence such can follow the line of reas organization, developmer appropriate to task, purpo
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Instructional Map

MS Intermediate Band

			<p>audience.</p> <p>CCSS.ELA-Literacy.CCR. Apply knowledge of language to understand how language functions in different contexts, to make choices for meaning or style and to comprehend more fully what is heard when listening.</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>Demonstrate instrument range appropriate to level of experience.</p> <p>Students will be able to play the following ranges of notes within the keys of B-flat and E-flat major</p> <ul style="list-style-type: none"> •Flute: first line E-flat to F above the staff •Oboe: first line E to G above the staff •Bassoon: First line G to B-flat above the staff •Clarinet/bass clarinet: E below the staff to G above the staff •Saxophone: C below the staff to C above the staff •Trumpet: G-flat below the staff to top line F •Horn: F below the staff to top line F •Baritone/Trombone: F below the staff to D above the staff •Tuba: F below the staff to D above the staff (an octave lower than Baritone) 	<p>100 Days of Sight- Read – Timothy J. Cotov & Th Murphy Premier Performance 2</p> <p>Tuner Smart Music http://www.get-tuned.com/online_tuners.</p> <p>CCSS.ELA-Literacy.CCR. Apply knowledge of language to understand how language functions in different contexts, to make choices for meaning or style and to comprehend more fully what is heard when listening.</p>

Instructional Map

MS Intermediate Band

<p>es</p>	<p>Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p>	<p>Demonstrate proficiency counting and performing in time signatures appropriate for grade level.</p> <p>Perform music at an appropriate grade level (2) in 2/4, 3/4, 4/4, or 6/8 time.</p>	<p>Alfred's Music Theory B Premier Performance 2</p> <p>CCSS.ELA-Literacy.CCR. Apply knowledge of language to understand how language functions in different contexts, to make choices for meaning or style and to comprehend more fully what is read or listened to.</p>
	<p>Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p>	<p><u>Individual Performance Assessment Teacher Assessment</u> Formative assessment:</p> <ul style="list-style-type: none"> • Demonstrate on one's own instrument whole/half/quarter/dotted-half/dotted quarter, triplets in both quarter/eighth notes. • Demonstrate on one's own instrument even/single groupings of eighth notes. • Demonstrate on one's own instrument dotted 8th-16th note patterns. • Demonstrate an understanding of rhythmic concepts appropriate to grade level. 	<p><u>Individual Performance Assessment Mathematics: Note and name fractions of a whole</u> A Rhythm A Day – Igor I Rhythm Vocabulary Chart Effective Rhythmic Development Sueta</p> <p>CCSS.ELA-Literacy.CCR. Read closely to determine what the text says explicitly and to make inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>Is</p>	<p>Identify and demonstrate an understanding of selected dynamic and tempo markings.</p>	<p><u>Sight-Reading Assessment Form</u></p>	<p><u>Sight-Reading Assessment</u></p>

Instructional Map

MS Intermediate Band

Identify and demonstrate an understanding of selected concepts of style.

Demonstrate an understanding of the concept of phrase shaping. from many compositional periods with characteristic interpretive elements.

Apply basic elements associated with successful sight-reading using a variety of meters and tempi.

Teacher Assessment
Perform grade level appropriate music Grade 2
Sight-read Grade 1 music

<http://www.wtsboa.com>

[CCSS.ELA-Literacy.CCR](#)
Interpret words and phrases used in a text, including d technical, connotative, an meanings, and analyze h choices shape meaning o

ntify and justify reasons for selecting music based on characteristics found in music, context, and student interest.
rough visual and aural examples, analyze how context and musical elements inform student response to music.
ntify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the e ts, and historical significance.
scribe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.

Identify basic elements related to musical events (e.g., tempo, dynamics, orchestration, modulation).

Describe, verbally or by writing/drawing/mapping, specific events in a musical example.

Develop and apply criteria for analyzing musical performances, compositions, arrangements, and improvisations (individual and ensemble).
Create form maps.

Music Connections
<http://musiced.nafme.org/>

[CCSS.ELA-Literacy.CCR](#)
Acquire and use accurate general academic and **do words** and phrases suffic writing, speaking, and list college and career readin

Instructional Map

MS Intermediate Band

			<p>demonstrate independent vocabulary knowledge when an unknown term important comprehension or expression</p> <p>CCSS.ELA-Literacy.CCR. Apply knowledge of language to understand how language functions in different contexts, to make choices for meaning or style and to comprehend more fully when listening.</p>
	<p>Compare and contrast two different performances of the same excerpt using appropriate vocabulary/terminology.</p>	<p>Develop and apply criteria for evaluating the quality and effectiveness of musical performances, compositions, arrangements, and improvisations (individual and ensemble). Create a rubric to compare grade level performances. Apply WTSBOA rubric to student performances of All-West music.</p>	<p>http://www.wtsboa.com</p> <p>CCSS.ELA-Literacy.CCR. Analyze how two or more similar themes or topics in knowledge or to compare the authors take.</p>

Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s).
 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s).
 Preserve draft compositions and/or improvisations through standard notation and/or recording technology.
 Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.
 Perform personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristic(s) of music or text(s).

Instructional Map

MS Intermediate Band

<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><u>Individual Performance Assessment</u></p> <p>Teacher Assessment</p> <p>Student demonstration</p>	<p>Individual Performance Assessment</p> <p>Standard of Excellence Ensemble Method by De Bruce Pearson</p> <p>CCSS.ELA-Literacy.CCR. Interpret words and phrases used in a text, including defining technical, connotative, and figurative meanings, and analyze how word choices shape meaning or tone.</p>
<p>Produce a written transcription for a specified instrument using an example in concert pitch.</p>	<p>Transcribe a melody from a piano score or conductor's score for your individual instrument.</p>	<p>Alfred's Music Theory Book for Garage Band Finale</p> <p>A Rhythm A Day – Igor Stravinsky</p> <p>Rhythm Vocabulary Chart</p> <p>Effective Rhythmic Development</p> <p>Sueta</p> <p>CCSS.ELA-Literacy.CCR. Interpret words and phrases used in a text, including defining technical, connotative, and figurative meanings, and analyze how word choices shape meaning or tone.</p>

Instructional Map

MS Intermediate Band

			choices shape meaning o
<p>emonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to m emonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
ry 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>	Create a timeline for music technology.	<p>http://artsedge.kennedy-center.org/educators/less</p> <p>CCSS.ELA-Literacy.CCR. Write informative/explana examine and convey com information clearly and ac the effective selection, org analysis of content.</p> <p>CCSS.ELA-Literacy.CCR. Make strategic use of digi visual displays of data to information and enhance presentations.</p>
Cultural Relationships	<p>Discuss the role of music in daily life throughout history.</p> <p>Compare the accessibility of music throughout history between the poor (common man) and the rich</p>	<p>Aural assessment</p> <p>Class discussion</p> <p>Vin Diagram</p> <p>Thinking Map</p>	<p>Music Connection CD's</p> <p>American Popular Musi</p> <p>http://www.carsondellosa.Catalog.aspx?k=music</p>

Instructional Map

MS Intermediate Band

	(nobility/educated).		CCSS.ELA-Literacy.CCR. Demonstrate understanding of language, word relationships, and nuances in word meanings.
4 Knowledge and Skills	Activities/Outcomes	Assessments	Resources

ect a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual performer.
 Demonstrate, using music-reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and improvised performances.
 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.
 Demonstrate the ability to read and notate music individually and in ensemble settings.
 Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.
 Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.
 Demonstrate the ability to read and notate music individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.
 Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music from diverse cultures and styles.
 Demonstrate an understanding of the context of music through prepared and/or improvised performances.

Assessments	Perform a major scale in at least four keys/four rudiments.	Continue to demonstrate major scales learned throughout the year.	http://www.wtsboa.com Premier Performance 2 –
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Instructional Map

MS Intermediate Band

		<ul style="list-style-type: none"> • Bb, F, Eb, Ab, C, Db • All-West pattern <p>2. Percussion - Percussive Arts Society</p>	<p>http://www.pas.org/Learn</p> <p>CCSS.ELA-Literacy.CCR Present information, find supporting evidence such as can follow the line of reas organization, developmer appropriate to task, purpo audience.</p>
es	Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.	<p><u>Concert Band Music Evaluation Form</u></p> <p>Perform in 3/4, 4/4, 2/4, and 6/8</p> <p>Transcribe short melody by ear.</p>	<p>Concert Band Music Eval</p> <p>100 Days of Sight- Read – Timothy J. Cotov & Th Murphy</p> <p>Premier Performance 2</p> <p>CCSS.ELA-Literacy.CCR Apply knowledge of langu understand how language different contexts, to make choices for meaning or s comprehend more fully w listening.</p>
	Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches. dotted 8th-16th note patterns.	<p><u>Individual Performance Assessment</u></p> <p>Formative assessment on selected sections.</p> <p>Perform Grade 2 music</p>	<p>Individual Performance A:</p> <p><u>Mathematics</u>: Note and re fractions of a whole</p> <p>A Rhythm A Day – Igor I</p> <p>Rhythm Vocabulary Cha</p> <p>Effective Rhythmic Dev</p>

Instructional Map

MS Intermediate Band

			<p>Sueta Premier Performance 2</p> <p>CCSS.ELA-Literacy.CCR Apply knowledge of language to understand how language functions in different contexts, to make choices for meaning or style and to comprehend more fully when listening.</p>
<p>Is</p>	<p>Apply basic elements associated with successful sight-reading using a variety of meters and tempi.</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 Music Curriculum Writing 101</p>	<p>Band Expressions 2 Units 30, 32, & 33 Nilo Hovey's Manual, pages "Balance"</p> <p>Premier Performance 2 http://educators.connseller.com/pdf/BandManual Distribute the "Secondary Performance Assessment" to students prior to assessment to clarify rubric expectations and prepare students.</p> <p>CCSS.ELA-Literacy.CCR Interpret words and phrases used in a text, including details of technical, connotative, and</p>

Instructional Map

MS Intermediate Band

			meanings, and analyze how choices shape meaning o
Standard	<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>Embedded Assessment Demonstration</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>Band Expressions 2 Units 30, 32, & 33</p> <p>Nilo Hovey's <u>Manual</u>, page "Balance"</p> <p>http://educators.connschooler.com/pdf/BandManual</p> <p>Distribute the "Secondary Performance Assessment" to students prior to assessment to clarify rubric expectations and prepare students.</p> <p>CCSS.ELA-Literacy.CCR.1 Read closely to determine what the text says explicitly and to make inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>

- Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s).
- Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s).
- Rehearse draft compositions and/or improvisations through standard notation and/or recording technology.
- Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.

Instructional Map

MS Intermediate Band

are personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of chara

Improvise a solo over a given blues progression.	Formative Assessment Aural assessment	Standard of Excellence – Method by Dean Sorenson Pearson http://www.kjos.com/sub_ion=6&series=80 CCSS.ELA-Literacy.CCR. Interpret words and phra used in a text, including d technical, connotative, an meanings, and analyze h choices shape meaning o
Create a simple harmonization under a given melody.	Compose a harmonization within specific guidelines under a given melody.	Standard of Excellence – Method by Dean Sorenson Pearson Premier Performance 2 CCSS.ELA-Literacy.CCR. Interpret words and phra used in a text, including d technical, connotative, an meanings, and analyze h choices shape meaning o

Instructional Map

MS Intermediate Band

Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.
 Through visual and aural examples, analyze how context and musical elements inform student response to music.
 Identify and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements, and historical significance.
 Describe and evaluate the influence of experiences, performances, context, and analysis on the artistic process.

	<p>Compare and contrast specific musical events in a given example.</p>	<p>Listening Maps Vin Diagram</p>	<p>Music Connections CD's http://musiced.nafme.org/ CCSS.ELA-Literacy.CCR. Acquire and use accurate general academic and do words and phrases sufficient for writing, speaking, and listening in college and career reading. Students will demonstrate independent vocabulary knowledge when they encounter an unknown term important to comprehension or expression. CCSS.ELA-Literacy.CCR. Interpret words and phrases used in a text, including defining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
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Instructional Map

MS Intermediate Band

	<p>Compare and contrast two different performances of the same excerpt using appropriate vocabulary/terminology.</p>	<p>Create a rubric to compare grade level performances. Apply WTSBOA rubric to student performances of All-West music. Compare festival performance with spring concert</p>	<p>http://www.wtsboa.com</p> <p>CCSS.ELA-Literacy.CCR. Evaluate a speaker's point of view, reasoning, and use of evidence to support claims and analysis.</p> <p>CCSS.ELA-Literacy.CCR. Acquire and use accurate general academic and domain-specific words and phrases sufficient for reading, 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>

emonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
 demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

<p>Key Connections</p>	<p>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,</p>	<p>Class discussion Group project.</p>	<p>http://artsedge.kennedy-center.org/educators/less</p>
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Instructional Map

MS Intermediate Band

	LP/album).		<p>CCSS.ELA-Literacy.CCR. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately, and to analyze the effective selection and use of data.</p> <p>CCSS.ELA-Literacy.CCR. Make strategic use of digital media, including visual displays of data, to enhance their presentations.</p>
Cultural Relationships	Examine and discuss the role of music and its influence in present-day society.	Class discussion Thinking Map Group Project	<p>Music Connection CD's American Popular Music http://www.carsondellosa.Catalog.aspx?k=music</p> <p>CCSS.ELA-Literacy.CCR. Draw evidence from literary and informational texts to support analysis, reflection, and research.</p>