

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Sight-Reading, Fundamental Exercises, and Rhythm Panel Basics Quarter: 1 Length: 3-8 times per quarter. Activity takes the entire class period.	1) Do I play with accurate notes and fingerings? 2) Am I rhythmically precise? 3) Can I keep a steady tempo? 4) Do I respond appropriately to the director? 5) Do I play with good tone quality? 6) Do I play with the appropriate timbre/color? 7) Do I play with good phrasing? 8) Am I able to play expressively? 9) Do I play with the correct articulations? 10) Do I play with the appropriate dynamics?	ILS: 25.A.i.4, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.6, 26.A.I.2, 26.A.i.4, 26.A.i.5 National Standards: CCSS: Anchor Standard for Reading 10, SL9-10.1, SL9-10.4. CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently. SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10</i>	Formative: N/A. Music reading assessments made on a daily basis through rehearsal techniques (part of daily progress grade) Summative: N/A.	10-minute rehearsal warm-up process modeled after IHSA guidelines, followed by performance rehearsal of the piece. Individual student self reflection. Student group work (in sections, student leaders). Director led full ensemble feedback/discussion.	We will play various book exercises (technical, tuning, facility, etc.) 3-8 times per quarter. Rhythm Panels 1, 2 “Foundations for Superior Performance,” method book: pages 4-5 Pieces sight-read during Q1: TBD	may become The method of assessment for sight-reading has been revised with input from the students. The new evaluation rubric was based on common core assessment. Director observation and feedback received from the students indicate that they are ready for music that is technically and physically challenging. CCSS: Anchor Standard for

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

	<p>11) Do I know how to appropriately interpret the exercises?</p>	<p><i>topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>				<p>Reading 10 aligned very well with the learning activities.</p>
--	--	---	--	--	--	---

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12
Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Concert for the Hungry Quarter: 1 Length: 40 days	1) Do I understand how to count, clap, and play in 4/4, 3/4, 2/4, and cut-time? 2) Do I understand how to count, clap, and play rhythmic patterns at a variety of tempos, consisting of whole, half, quarter, eighth, sixteenth, and thirty-second notes/rests? 3) Do I understand the relationship between major scales and relative minor scales in the keys of Concert Bb, Eb, and F?	ILS: 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.6, 26.A.h.7, 26.A.I.2, 26.A.i.4, 26.A.i.5, 26.A.i.7, 26.B.i, 1, 27.A.j.1 National Standards: CCSS: Anchor Standards for Reading: 2, 3, 5, 10. RL9-10.9, RI9-10.2, RI9-10.3, SL9-10.1, SL9-10.4. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Formative: Weekly Assignments, 10 points Summative: Rhythm Panel Recording Projects, 10 points each Major/Minor Scale Quiz, 30 points Concert for the Hungry/ Self Reflection 50 points (see attached form)	Instrumental Warm-ups: Scales, Rhythm Panels, Chorales Section and Full-Ensemble Rehearsal Sectionals Partner Activities (as needed) Critical Listening/Self Assessment (students listened to and critiqued a high quality recording of themselves playing the assigned repertoire)	School Stereo, and floor standing speakers Miscellaneous woodwind, brass, and percussion instruments and accessory items Laptop iPad (used to play various mp3's for counting/clapping exercises, 2nd screen, metronome, etc.) Concert band repertoire (publishers vary): "Star Spangled Banner," arr. Bill Moffit "BHS Fight Song," arr. Jason Hodac Other pieces: TBD	Students have made substantial progress since the beginning of the quarter. Specifically, the students have learned to play with attention to individual tone quality, improve their section sounds, and listen for balance and blend within their sections and as a full band. Individually, students have made improvements in their knowledge and performance of major/minor scales. This knowledge and

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

	<p>4) Do I understand how to play the previously mentioned major scales, and their relative minor scales in natural, harmonic, and melodic minor form?</p> <p>5) Do I understand and apply the composers' written indications/musical terminology?</p> <p>6) Do I adequately prepare for public music performance?</p> <p>7) Do I understand how to use Online Voice Recorder to record my performance?</p>	<p>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>10. Read and comprehend complex literary and informational texts independently and proficiently. RL9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RI2. Determine a central idea of a text</p>				<p>skill is needed for future music that has been selected.</p> <p>CCSS: There were multiple reading standards that aligned extremely well to our learning activities.</p>
--	---	---	--	--	--	---

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

	<p>8) Do I understand how to use Online metronome as a tool during my project recordings?</p> <p>9) Do I know how to use Online tuner to appropriately intonate my instrument?</p>	<p>and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with</p>				
--	--	---	--	--	--	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>				
--	--	---	--	--	--	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors

Grade Level: 9-12

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
<p>Name: Sight-Reading, Fundamental Exercises, and Rhythm Panel Basics (cont.)</p> <p>Quarter: 2</p> <p>Length: 3-8 times per quarter.</p> <p>Formal activity takes the entire class period.</p> <p>Informal activity takes 15-20 minutes and is</p>	<ol style="list-style-type: none"> 1) Do I play with accurate notes and fingerings? 2) Am I rhythmically precise? 3) Can I keep a steady tempo? 4) Do I respond appropriately to the director? 5) Do I play with good tone quality? 6) Do I play with the appropriate timbre/color? 7) Do I play with good phrasing? 8) Am I able to play expressively? 9) Do I play with the correct articulations? 10) Do I play with the 	<p>ILS: 25.A.i.4, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.6, 26.A.I.2, 26.A.i.4, 26.A.i.5</p> <p>National Standards:</p> <p>CCSS: Anchor Standard for Reading 10, SL9-10.1, SL9-10.4.</p> <p>CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSL9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10</i></p>	<p>Formative: N/A. Music reading assessments made on a daily basis through rehearsal techniques (part of daily progress grade)</p> <p>Summative: N/A.</p> <p>20 points, Student Self-Evaluation Rubric and teacher observation (see attached).</p>	<p>10-minute rehearsal warm-up process modeled after IHSA guidelines, followed by performance rehearsal of the piece.</p> <p>Individual student self reflection.</p> <p>Student group work (in sections, student leaders).</p> <p>Director led full ensemble feedback/discussion.</p>	<p>We will play a new piece of music and various book exercises (technical, tuning, facility, etc.) 3-8 times per quarter.</p> <p>Rhythm Panels 1, 2, 3</p> <p>“Foundations for Superior Performance,” method book: pages 4-6</p> <p>Pieces sight-read during Q2: TBD</p> <p>“BHS Fight Song,” arr. Hodac</p> <p>“Star Spangled Banner,” arr. Moffit</p>	<p>The sight-reading and rehearsal activity has become progressively more challenging.</p> <p>Some of the pieces chosen for sight-reading may become programmed for future performances/recording projects.</p> <p>The method of assessment for sight-reading has included the new evaluation rubric and informal observation to save time during a very busy performance season.</p>

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors

Grade Level: 9-12

Curriculum Map

<p>followed by rehearsal of the piece.</p>	<p>appropriate dynamics? 11) Do I know how to appropriately interpret the piece?</p>	<p><i>topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and <u>persuasively</u>.</p> <p>CCSL9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>				<p>CCSS: SL9-10.1 aligned very well with the learning activities. It became very clear this quarter that students don't always agree on what makes music "good." Some students have developed a preference for music that contains syncopation and faster tempos, while others prefer music that demands more expressive attention and focus on tone quality. In all cases, the students needed to present their positions to one another and the director in a</p>
--	--	---	--	--	--	---

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

						clear, supported, and non-opinionated way. This activity has been very helpful in selecting performance repertoire for our upcoming concerts.
--	--	--	--	--	--	---

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors

Grade Level: 9-12

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Winter Concert Festival of Lights Performance Misc. Pep Band Performances Pep Assemblies Quarter: 2 Length: 40 days	1) Do I understand how to count, clap, and play in 4/4, 3/4, 2/4, 6/8, and cut-time? 2) Do I understand how to count, clap, and play rhythmic patterns at a variety of tempos, consisting of whole, half, quarter, eighth, sixteenth, and thirty-second notes/rests? 3) Can I perform the following scales from memory in 2 octaves: Concert Bb, Eb, Ab, and F? 4) Can I apply my knowledge	ILS: 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.6, 26.A.h.7, 26.A.i.2, 26.A.i.4, 26.A.i.5, 26.A.i.7, 26.B.i, 1, 27.A.j.1 National Standards: CCSS: Anchor Standards for Reading: 2, 3, 5, 10. RL9-10.9, RI9-10.2, RI9-10.3, SL9-10.1, SL9-10.4. CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCRA.R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Formative: Weekly Assignments, 10 points Summative: Rhythm Panel Recording Projects, 10 points each Winter Concert/Self Reflection 50 points Festival of Lights Performance/Self Reflection 50 points Pep Band Performances (3) 10 points each Pep Assembly Performances (2) 25 points each Semester Exam: Escapada Final Recording Project 60 points	Instrumental Warm-ups: Scales, Rhythm Panels, Chorales Section and Full-Ensemble Rehearsal Sectionals Partner Activities (as needed) Critical Listening/Self Assessment (students listened to and critiqued a high quality recording of themselves playing the assigned repertoire)	School Stereo, and floor standing speakers Miscellaneous woodwind, brass, and percussion instruments and accessory items Laptop iPad (used to play various mp3's for counting/clapping exercises, 2nd screen, metronome, etc.) Concert/pep band repertoire (publishers vary): TBD "Best In Class Christmas," Bruce Pearson Pep band repertoire (publishers vary): TBD "Go Cats Go!" in the keys of Bb and Eb	Students have successfully applied their understanding of scales learned during quarter 1 into the learning activities of quarter 2. They are able to play the melody of "Go Cats Go!" in 2 different keys from memory using applied learning. CCSS: There were multiple reading standards that aligned extremely well to our learning activities. RL.9 was interesting because there were many

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

	<p>of scales to determine how to play simple melodies in different keys?</p> <p>5) Do I understand and apply the composers' written indications/musical terminology?</p> <p>6) Do I adequately prepare for public music performance?</p>	<p>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>CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>				<p>different arrangements of traditional Christmas melodies that were played. All of the composers had unique treatments of the same melodies. This really pushed our students to interpret the music and try to understand the intentions of the composer.</p> <p>CCRA.R.10 was a real challenge to our students, particularly the 9th and 10th grade students. There is a lot of music learned during this time of year.</p>
--	--	---	--	--	--	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>SL.1: Initiate and participate effectively in a range of</p>				
--	--	--	--	--	--	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>				
--	--	--	--	--	--	--

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
-------------	----------------------------	-------------------------------	---------------------------	----------------------------	-----------------------------	------------------------

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors

Grade Level: 9-12

Curriculum Map

<p>Name: 3rd Quarter</p> <p>Length: 41 days</p> <p>Spring Concert Prep</p> <p>District Solo/Ens emble Contest</p> <p>Misc. Pep Band Performa nces</p> <p>RVC Music Festival</p> <p>VIRTUA L CONCE RT PREP</p>	<p>1) Do I understand how to count, clap, and play in 4/4, 3/4, 2/4, 6/8, and cut-time?</p> <p>2) Do I understand how to count, clap, and play rhythmic patterns at a variety of tempos, consisting of whole, half, quarter, eighth, sixteenth, and thirty-second notes/rests?</p> <p>3) Can I perform the following scales from memory in 2 octaves: Concert Bb, Eb, Ab, Db, F, C, and G?</p> <p>4) Can I play my chromatic scale in two octaves?</p> <p>5) Can I apply my knowledge of scales to determine how to play simple melodies in different keys?</p> <p>6) Do I understand and apply the composers' written indications/musical terminology?</p> <p>7) Do I adequately prepare for public music performance?</p>	<p>ILS: 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.6, 26.A.h.7, 26.A.i.2, 26.A.i.4, 26.A.i.5, 26.A.i.7, 26.B.i, 1, 27.A.j.1</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 2, 3, 5, 10.</p> <p>RL9-10.9, RI9-10.2, RI9-10.3, SL9-10.1, SL9-10.4.</p> <p>CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCRA.R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Formative:</p> <p>Daily Grades (progress) 5 points each</p> <p>Summative: Major/Chromatic Scale Written Assessment, 20 points</p> <p>Pep Band Performances (6) 10 points each</p>	<p>Instrumental Warm-ups: Scales, Rhythm Panels, Chorales</p> <p>Section and Full-Ensemble Rehearsals</p> <p>Sectionals (before school)</p> <p>RVC Band Rehearsals (Study Hall)</p> <p>Partner Activities (as needed)</p>	<p>School Stereo, and floor standing speakers</p> <p>Miscellaneous woodwind, brass, and percussion instruments and accessory items</p> <p>Solo/Ensemble Contest Selections: Pieces chosen specifically for individual student growth. Titles of solo/ensemble selections are available upon request.</p> <p>Concert band repertoire (publishers vary): TBD</p> <p>Pep band repertoire (publishers vary): TBD</p> <p>“Go Cats Go!” in the keys of Bb</p> <p>“Gonna Fly Now (Theme From Rocky),” Bill Conti, arr. Mike Story</p> <p>“Beecher Fight Song,” arr. Jason Hodac</p>	<p>Students have successfully applied their understanding of scales learned during quarter 1 and 2 into the learning activities of quarter 3. They are able to play the melody of “Go Cats Go!” from memory using applied learning.</p> <p>CCSS: There were multiple reading standards that aligned extremely well to our learning activities.</p> <p>CCRA.R.10 was a real challenge to our students, particularly the 9th and 10th grade students. There is a lot of music learned</p>
--	---	---	--	---	--	---

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>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>CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>			<p>“Louie, Louie,” Richard Berry, arr. Johnny Vinson</p> <p>“How Far We’ve Come,” Rob Thomson, arr. Paul Murtha</p> <p>“Thriller,” Rod Temperton, arr. Johnnie Vinson</p> <p>RVC Honor Band repertoire (publishers vary): TBD</p>	<p>during this time of year.</p>
--	--	---	--	--	---	--------------------------------------

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>SL.1: Initiate and participate effectively in a range of collaborative discussions</p>				
--	--	--	--	--	--	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>(one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>				
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) Do I play with accurate notes	ILS: 25.A.i.4, 26.A.h.2, 26.A.h.4,	Formative: N/A. Music reading assessments	10-minute rehearsal process modeled	We will play a new piece of music 3-8	The sight-reading

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors

Grade Level: 9-12

Curriculum Map

<p>Sight-Reading (cont.)</p> <p>Quarter: 3</p> <p>Length: 3-8 times per quarter.</p> <p>Formal activity takes the entire class period.</p> <p>Informal activity takes 15-20 minutes and is followed by rehearsal of the piece.</p>	<p>and fingerings?</p> <p>2) Am I rhythmically precise?</p> <p>3) Can I keep a steady tempo?</p> <p>4) Do I respond appropriately to the director?</p> <p>5) Do I play with good tone quality?</p> <p>6) Do I play with the appropriate timbre/color?</p> <p>7) Do I play with good phrasing?</p> <p>8) Am I able to play expressively?</p> <p>9) Do I play with the correct articulations?</p> <p>10) Do I play with the appropriate dynamics?</p> <p>11) Do I know how to appropriately interpret the piece?</p>	<p>26.A.h.5, 26.A.h.6, 26.A.I.2, 26.A.i.4, 26.A.i.5</p> <p>National Standards:</p> <p>CCSS: Anchor Standard for Reading 10, SL9-10.1, SL9-10.4.</p> <p>CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSL9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own</p>	<p>made on a daily basis through rehearsal techniques (part of daily progress grade)</p> <p>Summative: 20 points, Student Self-Evaluation Rubric and teacher observation (see attached).</p>	<p>after IHSA guidelines, followed by the performance of the piece.</p> <p>Individual student self-reflection/assessment.</p> <p>Student group work (in sections, student leaders).</p> <p>Director led full ensemble discussion.</p>	<p>times per quarter. Publishers vary.</p> <p>Pieces sight-read during Q3: TBD</p> <p>We have decided to order a bunch of NEW Pep Band Music and treat it as our sight-reading for Q3.</p> <p>“Take on Me,” arr. Tim Waters</p> <p>“7 Nation Army,” arr. Jay Dawson</p> <p>“Livin’ on a Prayer,” arr. Paul Murtha</p>	<p>activity has become progressively more challenging.</p> <p>Some of the pieces chosen for sight-reading may become programmed for future performances.</p> <p>The method of assessment for sight-reading has included the new evaluation rubric and informal observation to save time during a very busy performance season.</p> <p>CCSS: SL9-10.1 aligned very well with the learning activities. We further explored</p>
--	--	---	--	---	---	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>clearly and <u>persuasively</u>.</p> <p>CCSL9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>				<p>which musical elements are needed to make music “good.” Some students have developed a preference for music that contains syncopation and faster tempos, while others prefer music that demands more expressive attention and focus on tone quality. We have explored many different styles of music this quarter. This activity has been very helpful in selecting performance repertoire for our upcoming concerts.</p>
--	--	---	--	--	--	--

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
-------------	----------------------------	-------------------------------	---------------------------	----------------------------	-----------------------------	------------------------

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors

Grade Level: 9-12

Curriculum Map

<p>Name: 4th Quarter</p> <p>Length: 42 days</p> <p>Spring Concert</p> <p>HS Graduation on prep</p> <p>Memoria l Day Performance</p>	<p>1) Do I understand how to count, clap, and play in 4/4, 3/4, 2/4, 6/8, 8/8, 9/8, and cut-time?</p> <p>2) Do I understand how to count, clap, and play rhythmic patterns at a variety of tempos, consisting of whole, half, quarter, eighth, sixteenth, and thirty-second notes/rests?</p> <p>3) Can I perform the following scales from memory in 2 octaves: Concert Bb, Eb, Ab, Db, F, C, and G?</p> <p>4) Can I play my chromatic scale in two octaves?</p> <p>5) Can I apply my knowledge of scales to determine how to play simple melodies in different keys?</p> <p>6) Do I understand and apply the composers' written indications/musical terminology?</p>	<p>ILS: 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.6, 26.A.h.7, 26.A.i.2, 26.A.i.4, 26.A.i.5, 26.A.i.7, 26.B.i.1, 27.A.j.1</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 2, 3, 5, 10.</p> <p>RL9-10.9, RI9-10.2, RI9-10.3, SL9-10.1, SL9-10.4, ELA.RI.9-10, ELA.RI.11-12.</p> <p>CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCRA.R.3: Analyze how and why individuals, events, and ideas develop</p>	<p>Formative: Daily Grades (progress) 5 points each</p> <p>Summative: Spring Concert, 50 points</p> <p>HS Graduation, 50 points</p> <p>Memorial Day Ceremony, 50 points</p>	<p>Instrumental Warm-ups: Scales, Rhythm Panels, Chorales</p> <p>Section and Full-Ensemble Rehearsals</p> <p>Partner Activities (as needed)</p>	<p>School Stereo, and floor standing speakers</p> <p>Miscellaneous woodwind, brass, and percussion instruments and accessory items</p> <p>Concert band repertoire (publishers vary): TBD</p> <p>“Marches of the Armed Forces,” arr. Michael Sweeny</p> <p>“When You Wish Upon A Star,” arr. C. Paul Herfurth</p> <p>“Pomp and Circumstance,” Edward Elgar, arr. Clare Grundman</p>	<p>Students have successfully applied their understanding of scales learned during quarter 1, 2, and 3 into the learning activities of quarter 4.</p> <p>CCSS: There were multiple reading standards that aligned extremely well to our learning activities.</p> <p>CCRA.R.10 was a real challenge to our students, particularly the 9th and 10th grade students. There is a lot of music learned during this time of year.</p>
--	---	---	---	---	--	---

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

	<p>7) Do I adequately prepare for public music performance? 8) Am I able to listen for and focus on tone quality as I play? 9) Can I play my part while listening across the band for balance and blend?</p>	<p>and interact over the course of a text.</p> <p>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>CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or</p>				<p>CCSS. ELA.RI.9-10 and CCSS. ELA.RI.11-12 aligned well to the curriculum. The students are sight-reading, rehearsing, and performing band literature at a higher grade than they were at the beginning of the year.</p>
--	--	--	--	--	--	---

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors

Grade Level: 9-12

Curriculum Map

		<p>how a later author draws on a play by Shakespeare).</p> <p>RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>				
--	--	---	--	--	--	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>				
--	--	---	--	--	--	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>ELA.RI.9-10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELA.RI.11-12: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>				
--	--	---	--	--	--	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Sight-Reading (cont.) Quarter: 4 Length: 3-8 times per quarter. Formal activity takes the entire class period. Informal activity takes 15-20 minutes and is followed by rehearsal of the piece.	<ol style="list-style-type: none"> 1) Do I play with accurate notes and fingerings? 2) Am I rhythmically precise? 3) Can I keep a steady tempo? 4) Do I respond appropriately to the director? 5) Do I play with good tone quality? 6) Do I play with the appropriate timbre/color? 7) Do I play with good phrasing? 8) Am I able to play expressively? 9) Do I play with the correct articulations? 10) Do I play with the 	<p>ILS: 25.A.i.4, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.6, 26.A.I.2, 26.A.i.4, 26.A.i.5</p> <p>National Standards:</p> <p>CCSS: Anchor Standard for Reading 10, SL9-10.1, SL9-10.4.</p> <p>CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSL9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10</i></p>	<p>Formative: N/A. Music reading assessments made on a daily basis through rehearsal techniques (part of daily progress grade)</p> <p>Summative: 20 points, Student Self-Evaluation Rubric and teacher observation (see attached).</p>	<p>10-minute rehearsal process modeled after IHSA guidelines, followed by the performance of the piece.</p> <p>Individual student self-reflection/assessment.</p> <p>Student group work (in sections, student leaders).</p> <p>Director led full ensemble discussion.</p>	<p>We will play a new piece of music 3-8 times per quarter. Publishers vary.</p> <p>Pieces sight-read during Q4: TBD</p> <p>“Marches of the Armed Forces,” Michael Sweeny</p> <p>“Pomp and Circumstance,” Edward Elgar, arr. Clare Grundman</p>	<p>The sight-reading activity has become progressively more challenging.</p> <p>Some of the pieces chosen for sight-reading may become programmed for future performances.</p> <p>The method of assessment for sight-reading has included the new evaluation rubric and informal observation to save time during a very busy performance season.</p> <p>CCSS:</p>

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

<p>Cont. of sight-reading of pep band songs.</p>	<p>appropriate dynamics? 11) Do I know how to appropriately interpret the piece?</p>	<p><i>topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and <u>persuasively</u>.</p> <p>CCSL9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>ELA.RI.9-10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as</p>				<p>SL9-10.1 aligned very well with the learning activities. We continued to explore many different styles of music this quarter. This activity has been very helpful in selecting performance repertoire for our upcoming concerts.</p> <p>CCSS. ELA.RI.9-10 and CCSS. ELA.RI.11-12 aligned well to the curriculum. The students are sight-reading, rehearsing, and performing band literature at a higher grade than they were at the</p>
--	---	--	--	--	--	--

Course Name/Number: HS (Concert) Band & HS (Concert) Band Honors
Grade Level: 9-12 **Curriculum Map**

		<p>needed at the high end of the range.</p> <p>ELA.RI.11-12: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>				beginning of the year.
--	--	---	--	--	--	------------------------