

# HS Concert Band Curriculum



**Developed by Mr. Zachary Thomas,  
Music Educator & Director of Bands 4-12**

Last Updated: June 2019

## *COURSE OUTLINE*

Unit One	<i>Aesthetics of Music</i>	<i>Year-long, Concurrent units</i>
Unit Two	<i>Evaluation of Musical Performance</i>	<i>Year-long, Concurrent units</i>
Unit Three	<i>Rehearsal &amp; Performance Practice and Design</i>	<i>Year-long, Concurrent units</i>
Unit Four	<i>Sight-Reading</i>	<i>Year-long, Concurrent units</i>

### *School-wide Academic Expectations Taught In This Course*

- Literacy
- Analysis
- Communication
- Collaboration\*

### *School-wide Social and Civic Expectations Taught in This Course*

- Resiliency
- Responsibility
- Respect

### *Content Standards Taught in This Course:*

#### *National Core Arts Standards - Traditional and Emerging Ensembles*

<b>Anchor Standard #1</b>	Generate and conceptualize artistic ideas and work.
<b>Anchor Standard #2</b>	Organize and develop artistic ideas and work.
<b>Anchor Standard #3</b>	Refine and complete artistic work.
<b>Anchor Standard #4</b>	Select, analyze, and interpret artistic work for presentation.
<b>Anchor Standard #5</b>	Develop and refine artistic techniques and work for presentation.
<b>Anchor Standard #6</b>	Convey meaning through the presentation of artistic work.
<b>Anchor Standard #7</b>	Perceive and analyze artistic work.
<b>Anchor Standard #8</b>	Interpret intent and meaning in artistic work.
<b>Anchor Standard #9</b>	Apply criteria to evaluate artistic work.
<b>Anchor Standard #10</b>	Synthesize and relate knowledge and personal experiences to make art.
<b>Anchor Standard #11</b>	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## Unit 1: Aesthetics of Music

### Introduction and Established Goals:

Successful interpretation and musical understanding of new and existing works will generate meaningful connections between musicians and with their audience. Appreciation of the processes and execution of the musical medium will enrich the lives of all students.

**Desired Outcomes:**

Students will be able to identify and adjust their intonation, tone quality, and balance/blend while performing their parts.

Students will be able to identify phrases and apply the concepts of phrasing through melodic lines according to the intent of the composer.

Students will be able to accurately and appropriately perform dynamics and articulations in a way that augments the overall performance of the repertoire.

Students will be able to perform music with the emotional context of the composer in mind.

**National Core Arts Standards:**

**MU:Pr4.2.E.Ia** Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances

**MU:Pr4.3.E.Ia** Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

**MU:Pr5.1.E.Ia** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performance.

**MU:Pr6.1.E.Ia** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.

**MU:Re7.2.E.Ia** Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

**MU:Re8.1.E.Ia** Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

**MU:Re9.1.E.Ia** Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

**MU:Cn10.0.E.Ia** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**Essential Questions:**

How is feeling or mood conveyed musically?

How is the communication process developed through musical performance?

Why is it important to read and listen to music effectively?

What factors influence artistic expression?

How do we discern the musical creators' and performers' expressive intent?

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

**Key Terms/Concepts:**

Students will understand the concept of balance and blend within the performance ensemble

Students will understand the concept of phrasing and phrase identification within the performance of music.

Students will understand how tone quality and intonation affect the overall performance of repertoire.

Students will understand how melodic, harmonic, and polyphonic lines support the composer's intent.

Students will understand how dynamic markings and articulations augment the musical aesthetic of the repertoire.

Students will understand how balance of sound by instrument and instrumental sections affects the overall performance of repertoire.

Students will understand the emotional context of the music based both on the composer and performer's intent.

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re7.2.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b>	Balance & Blend Recognition	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings Lecture	Aural Observation <ul style="list-style-type: none"> <li>● Concerts</li> <li>● Rehearsals</li> <li>● Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges' Feedback
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re7.2.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b> <b>MU:Cn10.0.E.Ia</b>	Phrasing & Phrase Identification	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Teacher Modeling</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings Reading phrase markings in music Lecture	Aural Observation <ul style="list-style-type: none"> <li>● Concerts</li> <li>● Rehearsals</li> <li>● Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges' Feedback
<b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b>	Tone Quality	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> </ul>	Aural Observation <ul style="list-style-type: none"> <li>● Concerts</li> </ul>

<b>MU:Pr6.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b> <b>MU:Cn10.0.E.Ia</b>		<ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Teacher Modeling</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings Lecture	<ul style="list-style-type: none"> <li>● Rehearsals</li> <li>● Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges’ Feedback
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re7.2.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b> <b>MU:Cn10.0.E.Ia</b>	Composer’s Intent	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> </ul> Listening to/analyzing recordings Exploring composer’s program notes Reading aesthetic markings in music Lecture	Aural Observation <ul style="list-style-type: none"> <li>● Concerts</li> <li>● Rehearsals</li> <li>● Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges’ Feedback
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re7.2.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b> <b>MU:Cn10.0.E.Ia</b>	Dynamic Markings & Articulations	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Teacher Modeling</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings Reading aesthetic markings in music Lecture	Aural Observation <ul style="list-style-type: none"> <li>● Concerts</li> <li>● Rehearsals</li> <li>● Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges’ Feedback

**Suggested Resources and Texts:**

www.JWPepper.com

**Suggested Technology:**

Metronome

Tuner

**Unit 2: Evaluation of Musical Performance**

**Introduction and Established Goals:**

Analysis and evaluation of musical works from structural, historical, and cultural perspectives encourage students to develop an appreciation for the musical art form. The performance of music leads to an interdisciplinary connection between music and other art forms. Appreciation of the processes and execution of the musical medium will enrich the lives of all students.

**Desired Outcomes:**

Students will be able to identify the emotional context of the music that is being performed.

Students will be able to identify errors in pitch, rhythm, balance, blend, and intonation within a musical performance.

Students will be able to identify the rhythmic and melodic elements and role within the musical performance.

**National Core Arts Standards:**

**MU:Pr4.2.E.Ia** Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

**MU:Pr4.3.E.Ia** Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

**MU:Pr5.1.E.Ia** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

**MU:Pr6.1.E.Ia** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

**MU:Re7.2.E.Ia** Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

**MU:Re8.1.E.Ia** Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

**MU:Re9.1.E.Ia** Evaluate works and performances based on personally-or collaboratively-developed criteria, including analysis of the structure and context.

**MU:Cn10.0.E.Ia** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**Essential Questions:**

What factors influence artistic expression?

How does one develop criteria for making informed, critical evaluations of the quality and effectiveness of a performance?

Why is it important to read and listen to music effectively?

How do musicians improve the quality of their performance?

When is a performance judged ready to present?

How do context and the manner in which musical work is presented influence audience response?

How do musicians make meaningful connections to creating, performing, and responding?

**Key Terms/Concepts:**

Students will understand how pitch and rhythmic accuracy affects the successful performance of repertoire.

Students will understand how to interpret expressive markings in order to evaluate musical performance.

Students will understand how balance and blend within an ensemble performance affects the overall quality of a performance.

Students will understand how musical style is interpreted through musical performance.

Students will understand how communication between ensemble members and the audience augments the overall quality of performance.

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b>	Pitch & Rhythm Accuracy	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Teacher Modeling</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings Reading pitch & rhythmic notation Lecture	Aural Observation <ul style="list-style-type: none"> <li>● Concerts</li> <li>● Rehearsals</li> <li>● Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges' Feedback
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re7.2.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b> <b>MU:Cn10.0.E.Ia</b>	Expressive Markings	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Teacher Modeling</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings Reading aesthetic markings in music Lecture	Aural Observation <ul style="list-style-type: none"> <li>● Concerts</li> <li>● Rehearsals</li> <li>● Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges' Feedback
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re7.2.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b>	Balance & Blend	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings Lecture	Aural Observation <ul style="list-style-type: none"> <li>● Concerts</li> <li>● Rehearsals</li> <li>● Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges' Feedback
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re7.2.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b>	Musical Style	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Teacher Modeling</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> </ul>	Aural Observation <ul style="list-style-type: none"> <li>● Concerts</li> <li>● Rehearsals</li> <li>● Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges' Feedback

		<ul style="list-style-type: none"> <li>• Individualized Practice</li> </ul> Listening to/analyzing recordings Reading music notation Lecture	
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re7.2.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Cn10.0.E.Ia</b>	Communication between ensemble members and audience	Ensemble Rehearsal <ul style="list-style-type: none"> <li>• Directive Feedback</li> <li>• Peer Feedback</li> <li>• Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>• Peer Feedback</li> <li>• Performance Repetitions</li> <li>• Individualized Practice</li> </ul> Listening to/analyzing recordings	Aural Observation <ul style="list-style-type: none"> <li>• Concerts</li> <li>• Rehearsals</li> <li>• Sectionals</li> </ul> Self-Assessment Peer-Assessment Festival Judges' Feedback

### Suggested Resources and Texts:

[www.JWPepper.com](http://www.JWPepper.com)

### Suggested Technology:

Metronome

Tuner

Smart Music

Tonal Energy App

## Unit 3: Rehearsal & Performance Practices and Design

### Introduction and Established Goals:

Successful, collaborative rehearsals and performances of new and existing works will generate connections between musicians and with their audience. Reading music at a proficient level or higher will encourage students to become fluent and independent learners of music.

### Desired Outcomes:

Students will be able to implement and execute pitch, rhythm, timbre, articulation, posture, and expression with accuracy.

Students will be able to implement and execute ensemble skills in balance, blend, dynamics, and independent playing.

Students will be able to listen across the ensemble and identify other instrumental/musical lines and harmonies.

Students will be able to respond to and interpret cues from the conductor.

Students will be able to recognize and recall musical parts through fluency in performance.

### National Core Arts Standards:

**MU:Pr4.1.E.Ia** 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.

**MU:Pr4.2.E.Ia** Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

**MU:Pr4.3.E.Ia** Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

**MU:Pr5.1.E.Ia** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

**MU:Pr6.1.E.Ia** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

**MU:Pr6.1.E.Ib** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

**MU:Re7.1.E.Ia** Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

**MU:Re7.2.E.Ia** Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

**MU:Re8.1.E.Ia** Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

**MU:Re9.1.E.Ia** Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

**MU:Cn10.0.E.Ia** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### **Essential Questions:**

How does collaboration in rehearsal and performance practices lead to a more cohesive and effective performance.

What are the benefits of collaborative rehearsal techniques?

How is the communication process developed through musical performance?

How do performers select repertoire?

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

How do musicians improve the quality of their performance?

When is a performance judged ready to present?

How do context and the manner in which musical work is presented influence audience response?

How do we discern the musical creators' and performers' expressive intent?

How do musicians make meaningful connections to creating, performing, and responding?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

### **Key Terms/Concepts:**

Students will understand the importance of preparing their music for full ensemble rehearsal.



Students will understand how to collaborate with others in order to work towards common performance goals.

Students will understand the independent technical skills needed in order to actively participate in an ensemble setting.

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context and purpose for a performance influence the selection of repertoire.

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Musicians judge performance based on criteria that vary across time, place, and cultures.

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b>	Preparing for Full Ensemble rehearsal	Aural Observation <ul style="list-style-type: none"> <li>● Rehearsal</li> <li>● Sectional</li> <li>● Concert</li> </ul> Self-Assessment Peer-Assessment	Aural Observation <ul style="list-style-type: none"> <li>● Rehearsal</li> <li>● Sectional</li> </ul> Self-Assessment Peer-Assessment
<b>MU:Pr4.1.E.Ia</b> <b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Pr6.1.E.Ib</b> <b>MU:Re7.1.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b> <b>MU:Cn10.0.E.Ia</b>	Collaborate with others for common performance goals	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Reading music notation	Aural Observation <ul style="list-style-type: none"> <li>● Rehearsal</li> <li>● Sectional</li> <li>● Concert</li> </ul> Self-Assessment Peer-Assessment
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b>	Technical Skills needed to actively participate in ensemble setting	Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul>	Aural Observation <ul style="list-style-type: none"> <li>● Rehearsal</li> <li>● Sectional</li> <li>● Concert</li> </ul> Self-Assessment Peer-Assessment

		Reading Music Notation Lecture	
<b>MU:Pr4.1.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr6.1.E.Ib</b> <b>MU:Re7.1.E.Ia</b> <b>MU:Re7.2.E.Ia</b> <b>MU:Re8.1.E.Ia</b> <b>MU:Re9.1.E.Ia</b> <b>MU:Cn10.0.E.Ia</b>	Designing/Programming a concert/performance	Listening to/analyzing recordings Researching music Reading Program Notes Reading music notation Lecture	Concert Design Project Self-Assessment Peer-Assessment

### Suggested Resources and Texts:

[www.JWPepper.com](http://www.JWPepper.com)

### Suggested Technology:

Metronome

Tuner

Smart Music

Tonal Energy App

## Unit 4: Sight-Reading

### Introduction and Established Goals:

Reading music at a proficient level or higher will encourage students to become fluent and independent learners of music. Appreciation of the processes and execution of the musical medium will enrich the lives of all students.

### Desired Outcomes:

Students will be able to identify melodic and harmonic lines, key signatures, and meter within a musical composition.

Students will be able to perform music at grade level both accurately and precisely.

Students will be able to perform music expressively with regards to both the composer's and performer's intent.

### National Core Arts Standards:

**MU:Pr4.2.E.Ia** Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform performances.

**MU:Pr4.3.E.Ia** Demonstrate an understanding of context in a varied repertoire of music through performances.

**MU:Pr5.1.E.Ia** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources.

**MU:Pr6.1.E.Ia** Demonstrate attention to technical accuracy and expressive qualities in performances of a varied repertoire of music representing diverse cultures, styles, and genres.

**MU:Cn10.0.Ia** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### Essential Questions:

Why is it important to read and listen to music effectively?

What factors influence artistic expression?

How will the ability to read music and interpret musical media and symbols enable further and higher level musical performance?

What are the benefits of becoming fluent in the musical language and vocabulary?

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

How do we discern the musical creators' and performers' expressive intent?

**Key Terms/Concepts:**

Students will understand the differences between melodic and harmonic lines.

Students will understand what key signatures and scales are and what their role is within a musical composition.

Students will understand the influence of meter and rhythm within a musical composition.

Students will understand what makes music expressive.

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Students will understand music terminology and symbols.

Performers make interpretive decisions based on their understanding of context and expressive intent.

## LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Cn10.0.Ia</b>	Melodic & Harmonic Lines	Lecture Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings Reading music notation	Aural Observation <ul style="list-style-type: none"> <li>● Rehearsal</li> </ul> Self-Assessment Peer-Assessment
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Cn10.0.Ia</b>	Key Signatures & Scales	Lecture Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> </ul>	Aural Observation <ul style="list-style-type: none"> <li>● Rehearsal</li> </ul> Self-Assessment Peer-Assessment

<b>MU:Cn10.0.Ia</b>		<ul style="list-style-type: none"> <li>• Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>• Peer Feedback</li> <li>• Performance Repetitions</li> <li>• Individualized Practice</li> </ul> Analyzing Key Signature notation	
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b>	Meter & Rhythm	Lecture Ensemble Rehearsal <ul style="list-style-type: none"> <li>• Directive Feedback</li> <li>• Peer Feedback</li> <li>• Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>• Peer Feedback</li> <li>• Performance Repetitions</li> <li>• Individualized Practice</li> </ul> Listening to/analyzing recordings Reading rhythmic notation	Aural Observation <ul style="list-style-type: none"> <li>• Rehearsal</li> </ul> Self-Assessment Peer-Assessment
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Cn10.0.Ia</b>	Musical Expression	Lecture Ensemble Rehearsal <ul style="list-style-type: none"> <li>• Directive Feedback</li> <li>• Peer Feedback</li> <li>• Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>• Peer Feedback</li> <li>• Performance Repetitions</li> <li>• Individualized Practice</li> </ul> Listening to/analyzing recordings Reading aesthetic markings	Aural Observation <ul style="list-style-type: none"> <li>• Rehearsal</li> </ul> Self-Assessment Peer-Assessment
<b>MU:Pr4.2.E.Ia</b> <b>MU:Pr4.3.E.Ia</b> <b>MU:Pr5.1.E.Ia</b> <b>MU:Pr6.1.E.Ia</b> <b>MU:Cn10.0.Ia</b>	Music Vocabulary/Terminology and Symbols	Lecture Ensemble Rehearsal <ul style="list-style-type: none"> <li>• Directive Feedback</li> <li>• Peer Feedback</li> <li>• Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>• Peer Feedback</li> <li>• Performance Repetitions</li> <li>• Individualized Practice</li> </ul> Listening to/analyzing recordings Reading music notation	Aural Observation <ul style="list-style-type: none"> <li>• Rehearsal</li> </ul> Self-Assessment Peer-Assessment

**Suggested Resources and Texts:**

[www.JWPepper.com](http://www.JWPepper.com)

**Suggested Technology:**

Metronome

Tuner

Smart Music

Tonal Energy App