

**Grade Level: 9-12th**

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Performance Tasks & Activities	Suggested Assessments	Required Resources
<p><b>STANDARD 1 - PERFORM:</b> <i>Apply skills and knowledge to perform in the arts.</i></p> <p>ART.M.I.HS.1 Sing and play with expression and technical accuracy a large and varied repertoire of literature with a moderate level of difficulty including some selections performed from memory.</p> <p>ART.M.I.HS.2 Sing music written in four parts, with and without accompaniment.</p> <p>ART.M.I.HS.3 Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills.</p> <p>ART.M.I.HS.4 Perform music using instruments (traditional and non-traditional) and electronic media..</p> <p>ART.M.I.HS.5 Perform from an instrumental score of at least four staves.</p> <p>ART.M.I.HS.6 Sight read accurately and expressively, music with a moderate level of difficulty..</p> <p><b>STANDARD 2 - CREATE:</b> <i>Apply skills and knowledge to create in the arts.</i></p> <p>ART.M.II.HS.1 Improvise stylistically appropriate harmonizing parts.</p> <p>ART.M.II.HS.2 Improvise rhythmic and melodic variations on given pentatonic melodies, and melodies in major keys.</p> <p>ART.M.II.HS.3 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.</p> <p>ART.M.II.HS.4 Compose music in several different styles, demonstrate creativity in using the elements of music for expressive effect.</p> <p>ART.M.II.HS.5 Arrange pieces for instruments, other than those for which the pieces were written, in ways that preserve or enhance the expressive effect of the music.</p> <p>ART.M.II.HS.6 Compose and arrange music for voice and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.</p> <p>ART.M.II.HS.7 Create or adapt music to integrate with other media.</p> <p><b>STANDARD 3 - ANALYZE:</b> <i>Analyze, describe, and evaluate works of art.</i></p> <p>ART.M.III.HS.1 Demonstrate extensive knowledge and use of the technical vocabulary of music.</p> <p>ART.M.III.HS.2 Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.</p> <p>ART.M.III.HS.3 Identify and explain compositional</p>	<p><b>EQ: “What can I do to improve my playing everyday? Why is important to practice scales and sightreading? What is gained from memorizing musical selections? How do our skills enhance and limit our expression? How can singing help me become a better instrumentalist? What skills will I need to advance into the high school symphony band”?</b></p> <ul style="list-style-type: none"> <li>● I can create and maintain proper embouchure, hand position, posture and employ appropriate breathing skills to produce the best possible tone and technique on my instrument.</li> <li>● I can apply effective practice habits to learn new material.</li> <li>● I can develop goals to prepare my music for performance.</li> <li>● I can perform at least four major scales and the chromatic scale in one octave from memory.</li> <li>● I can log my individual pitch tendencies on my instrument to improve intonation.</li> <li>● I can evaluate a new band piece for specific musical elements when sight reading, predict what areas will be most difficult and select the proper steps to perform it accurately the first time.</li> <li>● I can identify and execute basic marching fundamentals.</li> </ul> <p><b>EQ: “What is improvisation and where will the ideas from my composition come”?</b></p> <ul style="list-style-type: none"> <li>● I can use my knowledge of musical elements, developing performance skills, and understanding of instrument range to compose and improvise short melodies.</li> <li>● I can repeat simple melodies and rhythmic patterns in a call and response setting and choose ways in which to vary them slightly.</li> </ul> <p><b>EQ: “How is music communicated with one another in the ensemble, with the director and to the audience”?</b></p> <ul style="list-style-type: none"> <li>● I can identify the notes written in my book and sheet music and play them on my instrument.</li> <li>● I can read, sing, and perform accurately with correct rhythms and notes alone, in small groups and in an ensemble setting.</li> <li>● I can identify and perform key vocabulary terms, abbreviations and symbols for musical expression.</li> <li>● I can identify, describe, and perform musical elements and terminology specific to the pieces we are studying in class.</li> <li>● I can perform my music in front of an audience with the ensemble.</li> <li>● I can interpret and follow a conductor’s beat</li> </ul>	<p>Extensive review of all vocabulary learned. New vocab added as literature calls for it.</p> <p>New: Music Therapy Music Education Music Performance Musical Theatre Juries Theory Placement</p>	<p>-Successfully perform all of EE 2000 Book 3 -Work through Foundations of Superior Performance, Bach and Beyond Chorales and Claude T. Smith Rhythmic Exercises. -Write and record goals for the year -Perform alone and in small groups in class -Compose short and simple melodies -Encourage students to lead and conduct ensemble on occasion -Use piano, voice, or other instrument to model tone, rhythm, style and call and response exercises. -Sing and play scales, warm-ups, and excerpts from repertoire by memory. -Sing and play chorales -Perform solo and ensembles. -Listen to professional recordings our the literature being studied. -Provide pull-out sectional instruction as often as possible. -Invite guest directors and college musicians to visit and clinic students. -Practice sight reading on a daily basis. -Gain feedback through adjudication sheets from band festival and solo and ensemble festival and make a plan to improve. -Write a letter describing what music means to you. -Log pitch tendencies on an intonation chart. -Employ Circle Rehearsals to foster balance, blend and better intonation and clarity.</p>	<p>-Teacher feedback -Peer feedback -In class performance -Written quizzes to test knowledge on instrument assembly and care, note names, fingerings, and key vocabulary, &amp; notation -Writing reflections about progress and performances -Playing tests in class and submitted through video recordings graded using performance-based rubrics -Public performance at four concerts per year -Student created electronic portfolios</p>	<p>-Posture chairs -Music stands -Instruments -Instrument Supplies ie. reeds, valve oil, slide grease, sticks, mallets, etc. -Foundations for Superior Performance -Claude T.Smith Rhythmic Exercises -Bach and Beyond 2 Chorales -Sheet Music(Grade 2.5-3.5) -Solo and Ensemble Music -Piano -Sound System -Digital recording device -Chromeblocks -Notation software and other applications for tuning, recording, editing, mixing, sound analysis, &amp; composing -Classroom set of Tuner/Metronomes -Classroom set of clip-on pick-up microphones -Sound Amplification system for instructing large groups efficiently -DVD’s about composers, music history time periods, and various styles of music -CD recordings of professional musicians and ensembles -Projector, screen, and sound equipment for display -Whiteboard &amp; Markers -Pencils, paper, &amp; staff paper -Uniform binders and/or folders for music storage -Classroom posters and bulletin boards for educational and motivational purposes</p>

<p>devices and techniques and their purposes, giving examples of other works that make similar uses of these devices and techniques.</p> <p>ART.M.III.HS.4 Evaluate the use of music in mixed media environments.</p> <p>ART.M.III.HS.5 Make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations applying specific criteria.</p> <p>ART.M.III.HS.6 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p> <p><b>STANDARD 4 - ANALYZE IN CONTEXT:</b>  <i>Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</i></p> <p>ART.M.IV.HS.1 Classify by genre or style and by historical periods or culture, unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.</p> <p>ART.M.IV.HS.2 Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.</p> <p>ART.M.IV.HS.3 Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.</p> <p>ART.M.IV.HS.4 Analyze the impact of electronic music media in society and culture.</p> <p><b>STANDARD 5 - ANALYZE AND MAKE CONNECTIONS:</b>  <i>Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts &amp; everyday life.</i></p> <p>ART.M.V.HS.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.</p> <p>ART.M.V.HS.2 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.</p> <p>ART.M.V.HS.3 Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.</p> <p>ART.M.V.HS.4 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts and disciplines outside of the arts.</p> <p>ART.M.V.HS.5 Analyze and consider the use of music and media for the future.</p>	<p>pattern.</p> <ul style="list-style-type: none"> <li>● I can describe proper concert etiquette and demonstrate my skills during performances.</li> </ul> <p><b><i>EQ: “What function does music serve in our lives and various parts of the world? How is music in other parts of the world similar &amp; different to the music of our culture”?</i></b></p> <ul style="list-style-type: none"> <li>● I can perform music from a variety of genres, cultures, and time periods.</li> <li>● I can identify, classify, and compare music from different genres, diverse cultures, and various time periods.</li> <li>● I can examine what functions music serves in our everyday lives.</li> </ul> <p><b><i>EQ: “What makes a great performance for the audience? What makes a musical experience special for the performer? How will my performance affect the audience” How will my performance affect me? What about my performance do I like and what would I like to change if given the chance”?</i></b></p> <ul style="list-style-type: none"> <li>● I can perform music from a variety of genres, cultures, and time periods.</li> <li>● I can identify, classify, and compare music from different genres, diverse cultures, and various time periods.</li> <li>● I can examine what functions music serves in our everyday lives.</li> </ul> <p><b><i>EQ: “What function does technology serve in music”?</i></b></p> <ul style="list-style-type: none"> <li>● I can use technology (Metronomes, tuners, recording devices, etc.) as a practice tool to assess my progress and plan adjustments to improve.</li> <li>● I can use technology to evaluate my own performances as well as the ensembles.</li> <li>● I can identify ways in which professional artists create and perform music using technology.</li> </ul> <p><b><i>EQ: “How is music similar to other fine arts; and what are the connections between music and math, science, social studies and language arts”?</i></b></p> <ul style="list-style-type: none"> <li>● I can identify and connect several musical elements to other fine arts subjects.</li> <li>● I can describe connections between music and math, science, social studies &amp; language arts.</li> </ul>				
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