

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing with accurate pitch, correct rhythm, and appropriate tempo. They sing excerpts from repertoire using a consistent method to denote pitch.

Learner Outcomes

H.1.1 Sing with good posture, appropriate tone quality, and breath support.

H.1.3 Sing scales and intervals

H.1.4 Sing two or more parts in harmony.

H.1.5 Sing excerpts from repertoire using a consistent method to develop independence in sight singing.

Materials used/Assessment of Learning

Students will sing long tones as a part of daily warm up focusing on supporting with appropriate breath and producing a quality steady pitch. Performance assessment.

Students will sing scale and technique exercises as written in "5 minutes a day." Performance assessment

Students will sing SATB arrangements from Stephen Melillo's "Function Chorale" in varied keys. Performance assessment.

Students will sing excerpts from repertoire one grade level below their performance music once a week. Performance assessment

Standard 2

PERFORMING MUSIC: Playing an instrument alone and with others

Students play repertoire representing a variety of styles and cultures independently and in ensembles. They perform accurately, expressively, and with appropriate tone quality. They demonstrate well-developed ensemble skills and follow the directions of a conductor.

Learner Outcomes

H.2.1 Play with appropriate tone quality, accurate tuning and intonation, and good breath support, posture, and hand position.

H.2.2 Play all 12 major scales as well as chromatic scales from F and B Flat.

H.2.3 Play a variety of repertoire accurately and expressively with correct pitches and rhythm, and appropriate tempo, dynamics, phrasing, and articulations.

H.2.5 Play a variety of repertoire with a difficulty of level 3 (on a scale of 1 to 6)

H.2.6 Play an appropriate part in a variety of large and small ensembles, demonstrating well-developed ensemble skills.

H.2.7 Learn conducting patterns and techniques.

Materials used/Assessment of Learning

Students will play warm up exercises from “5 minutes a day” as well as 42 Chorales from band focusing on tone quality, intonation, posture, and hand position. One tuner will be in each section for reference. Performance Assessment

Students will use a check off system to master all 12 majors scales and 2 chromatic scales from memory. Performance Assessment

Students will prepare for and perform in 4 concerts a year including the ISSMA concert band festival. Performance Assessment

Students will prepare for and perform in 4 concerts a year utilizing music from the group III ISSMA festival list. Performance Assessment

All students will perform either a solo or ensemble at the ISSMA Solo & Ensemble Festival or during recital hour in class. Performance Assessment

All students will learn 2/4, 3/4, and 4/4 conducting patterns as they occur in selected literature. Performance Assessment

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students create instrumental improvisations over given chord progressions. They improvise rhythmic and melodic variations and harmonizations of known tunes.

Learner Outcomes

H.3.1 Create an improvised melody over a 12 bar blues chord progression.

H.3.3 Embellish a melody by altering its rhythmic structure or by adding or changing notes such as a passing tones and other non-harmonic tones.

H.3.4 Improvise a harmony part to a given familiar melody.

Materials used/Assessment of Learning

Students will demonstrate call and response as both the leader and follower over a 12 bar blues progression. Performance Assessment

Students will learn popular melodies by rote and then embellish then by changing the rhythm and adding non-chord tones. Performance Assessment

Students will improvise a bass line to a given melody performed by another student. Performance Assessment

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and play warm-ups and transpose melodic material.

Learner Outcomes

H.4.1 Compose and play independent warm-ups to improve technique, tone quality, and intonation

H.4.2 Compose warm-ups that address technical problems in repertoire being studied.

H.4.4 Transpose a given melody for one instrument to another.

Materials used/Assessment of Learning

Students will compose warm-up exercises specific for their instrument. Students will play these warm-ups during sectional rehearsals. Written & Performance Assessment

Students will compose warm-ups addressing specific problems in repertoire and will play them on days the class is rehearsing that repertoire. Written & Performance Assessment

Students will transpose the warm-ups created and transpose them for the other wind instruments in their class. Written Assessment

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and interpret instrumental scores. They sight-read music using a consistent method.

Learner Outcomes

H.5.1 Read and perform instrumental scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulations, and expressive detail.

H.5.3 Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.

Materials used/Assessment of Learning

Students will be given weekly vocabulary quizzes on terminology utilized in the scores of currently studied repertoire. These words and symbols will be stressed during the preparation phase. Written Assessment

Students will sight-read a composition one-grade level below their performance music every two weeks. Students will sing and finger their part first followed by a non-stop performance. Performance Assessment

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of instrumental repertoire and analyze and discuss elements of the composition and interpretation. They analyze works being rehearsed and compositional elements that affect performance.

Learner Outcomes

H.6.1 Read and perform instrumental scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulations, and expressive detail.

H.6.2 Compare two recordings of a work and note similarities and differences in phrasing, tempo, dynamic levels, articulations, and prominence given to various parts.

H.6.4 Listen to, analyze, and discuss the relationship of movements or sections in extended works being played.

H.6.5 Identify compositional elements in repertoire being studied that may convey a particular emotion or mood.

Materials used/Assessment of Learning

Students will be given weekly vocabulary quizzes on terminology utilized in the scores of currently studied repertoire. These words and symbols will be stressed during the preparation phase. Written Assessment

While preparing for each of the 4 concerts a year, students will listen to at least 2 recordings of one of their works and will do a written analysis of the musical elements in compare and contrast format. Written Assessment

Students will analyze the form of the repertoire being studied and will discuss the relationship between the sections using vocabulary words as outlines in H.6.1 Verbal Assessment

Students will draw a visual representation of the mood a composition conveys and will discuss the compositional elements that motivated them. Written & Verbal Assessment

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students establish criteria for evaluating instrumental performances and demonstrate performance behaviors appropriate to various concert venues.

Learner Outcomes

H.7.1 Discuss the musical qualities in instrumental repertoire heard or studied that evoke various responses or emotion in listeners and performers.

H.7.2 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.

H.7.3 Use established criteria and appropriate musical terminology to write critiques of instrumental concerts.

H.7.5 Identify and demonstrate appropriate performance behaviors in a variety of concert venues.

Materials used/Assessment of Learning

Students will use the rubric created in H.7.2 to discuss emotions evoked from music being studied. Verbal & Written Assessment

Students will create a rubric using publisher software to evaluate musical performances. Written Assessment

Students will attend one middle school band or high school choral concert, use the rubric created, and write a review of the performance. Written Assessment

Students will discuss in class appropriate behavior for attending a concert in an auditorium, marching field, and outdoor event. They will create as a class a set of "guidelines" that will be published in concert programs.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts.

Students explore physical properties related to instrumental performance. They read, write, and utilize other art forms to enhance understanding of music studied and performed.

Learner Outcomes

H.8.1 Understand the physiological basis for good playing posture and technique

H.8.2 Understand acoustical properties of various performance venues and the implications for tone production.

H.8.5 Compare instrumental works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.

H.8.6 Recognize how instrumental performance can be enhanced through related art forms such as dance and visual arts.

H.8.7 Respond to specific writing prompts such as, "What should be the role of competition in an instrumental ensemble?"

Materials used/Assessment of Learning

Students review from their beginning method books good posture and playing technique and discuss the importance. Verbal Assessment

Before each performance, students will evaluate the performance venue and write about the implications the weather, venue, audience, and other factors will have on all aspects of their performance. Written Assessment

When appropriate, students will compare and contrast visual art, dance, and architecture of similar time periods to the repertoire being studied. Verbal & Written Assessment

The art department will coordinate an art show during one concert a year in the Performing Arts Center. Visual Assessment

Students will write in a journal once a week responding to writing prompts with arts topics. Written Assessment

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate and write about the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They understand the suitability of various instrumental works and performance styles for given situations. They are aware of opportunities for further study and potential careers in instrumental music.

Learner Outcomes

H.9.1 Explore the genre, style, composer, and historical background of repertoire being studied.

H.9.2 Investigate the cultural origin and evolution of specific instruments as related to music being studied.

H.9.5 Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of an “informance.”

H.9.6 Discuss opportunities and preparation for further study and careers in instrumental music.

Materials used/Assessment of Learning

Students will create list to be posted on bulletin boards outlining genre, style, composer, and historical background of all repertoire studied throughout the school year. Written Assessment

Students will do a research paper on the instrument they play detailing origin and evolution as well as important contributions to music and significant musicians. Written Assessment

Students will write one article a year to be published in a concert program. Written Assessment

Speakers from the music profession will be brought in to do presentations on music careers and present options for students to continue a lifetime of enjoying music. Verbal Assessment