Concert Band

Unit: Fall (Sept through December)
Essential Questions: How do I relate the rhythms I see on a page to a steady pulse? What basic techniques do I need to play any piece of music? What are some basic musical elements beside correct notes and rhythms that make a performance successful?

Framework Standard Learning Objectives/ Content Outcomes	Skills	Resources	Instructional Strategies	Assessments
1.11 Sing music written in four parts, with and without accompaniment	• Match pitch humming, then singing • Sing major scale in unison • Sing pitches in parts	• Warm-up chorale exercises	• Have students play chorale parts on instrument • Sing each part with each group • Sing whole chorale in parts	• Observation in class • Class participation grade
2.11 Read and sing at sight moderately difficult melodies, all **intervals** and their inversions from **unison** through an octave, and triads and their inversions in **arpeggiated form**	• Demonstrate basic tonguing, slide, and sticking technique in Bb and Eb major	• Concert Bb and Eb scale sheets • Concert Bb and Eb interval sheets	• Run through exercises individually with each section • Play through exercises during warm-up	• Scale sheet quiz • Inclusion of at least one scale sheet on final exam • Class participation grade
2.12 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6*	• Show where downbeats are in 4/4 in basic duple subdivision to 16th's on and off the beat • Show where downbeats are in 6/8 in basic triple subdivision to 8th's • Show where downbeats are on simple elongation in duple (dotted quarters followed by 8th) and triple	• Rhythm sheets 1,2,3,5	• Introduce how to find downbeats in lecture • Have students work in small groups	• Observation in class • Written downbeat assignments • Recorded solefege quizzes • Inclusion in

	(quarter followed by 8th) • Say rhythmic solfege for skill listed above		• Work with small groups and individuals on marked papers • Large group recitation with and without teacher of solfege	final exam • Class participation grade

3.11 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6*	• Play individual parts on marching band and December concert pieces • Define dynamics • Define phrasing	• Marching band show tunes • Marching band stands tunes • Marching band parade (military) tunes • Chorale warm-up • Concert holiday piece(s) • Concert serious piece(s)	• Large group "whole-part-whole" rehearsal • Small group/sectional rehearsal • Individual part learning	• Observation in calss • Playing quizzes • Participation in games, parades, and concert • Class participation grade
3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills	• Play individual parts on marching band and December concert pieces • Define dynamics • Define balance • Demonstrate proper dynamics and balance within context of each performance piece	• Marching band tunes • Warm-up chorales • Concert holiday pieces • Concert serious pieces	• Large group "whole-part-whole" rehearsal • Small group/sectional rehearsal • Individual part learning	• Participation in games, parades, and concert • Class participation grade

4.11 Improvise stylistically appropriate harmonizing parts	• Play guide-tone lines in warm-up exercises	• Scale sheets	• Show what chord tones are for each chord in exercise	• Observation in class • Class participation grade
5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music	• Define dynamics • Define balance • Define phrasing • Demonstrate proper dynamics and balance within context of each performance piece • Find examples of proper use of and errors with listed elements	• Marching band tunes • Warm-up chorales • Concert holiday pieces • Concert serious pieces • Recordings of performances	• Large group "whole-part-whole" rehearsal • Small group/sectional rehearsal • Individual part learning • Model analysis of performance recordings • Facilitate class discussion	• Participation in games, parades, and concert • Written reaction to recordings of performances
5.13 Demonstrate knowledge of the technical vocabulary of music	• Define dynamics • Define balance • Define phrasing • Demonstrate proper dynamics and balance within context of each performance piece	• Marching band tunes • Warm-up chorales • Concert holiday pieces • Concert serious pieces	• Large group "whole-part-whole" rehearsal • Small group/sectional rehearsal • Individual part learning • Model analysis of performance recordings	• Participation in games, parades, and concert • Written reaction to recordings of performances

5.14 Listen to performances of extended length and complexity with proper attention and audience protocol	• Define dynamics • Define balance • Define phrasing • Know basic parts of form in concert march and concert overture • Participation in concert	• Recordings of performances • Recordings of professionals playing repertoire • Dec. concert	• Model analysis of performance and professional recordings • Facilitate class discussion	• Written reaction to concerts • Attendance grade for entire concert
5.15 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	• Define dynamics • Define balance • Define phrasing • Know basic parts of form in concert march and concert overture	• Recordings of performances • Recordings of professionals playing repertoire	• Model analysis of performance and professional recordings • Facilitate class discussion	• Written reaction to recordings • Class participation grade
5.16 Demonstrate the ability to perceive, remember, and describe in detail significant occurrences in a given aural example	• Define dynamics • Define balance • Define phrasing • Know basic parts of form in concert march and concert overture • Participation in concert	• Recordings of performances • Recordings of professionals playing repertoire • Dec. concert	• Model analysis of performance and professional recordings • Facilitate class discussion	• Written reaction to concerts • Attendance grade for entire concert
5.17 Compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style	• Define melody • Define countermelody • Define accompaniment • Define harmony • Recognize occurrences of each in concert pieces	• Dec. concert pieces	• Model analysis of musical examples • Class discussion	• Written reaction to concerts

6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns *For example, students listen for similarities and differences in work songs from various cultures.*	• Recognize difference between pop music and art music	• Marching band show music • Concert serious music	• Class discussion	• Class participation grade
8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	• Analyze compositional elements in performance pieces • Identify particular pop styles • Identify march and overture	• Marching band music • Concert music	• Class discussion	• Written reflections • Class participation grade

Concert Band

Unit: Spring (Apr. thru June)
Essential Questions: What are tone quality, blend, and intonation? How do they make our performance better? What is art music and how is it enjoyable in its own right?

Framework Standard Learning Objectives/ Content Outcomes	Skills	Resources	Instructional Strategies	Assessments

1.11 Sing music written in four parts, with and without accompaniment	• Match pitch humming, then singing • Sing major scale in unison • Sing pitches in parts	• Warm-up chorale exercises	• Have students play chorale parts on instrument • Sing each part with each group • Sing whole chorale in parts	• Observation in class • Class participation grade
2.11 Read and sing at sight moderately difficult melodies, all **intervals** and their inversions from **unison** through an octave, and triads and their inversions in **arpeggiated form**	• Demonstrate basic tonguing, slide, and sticking technique in Bb and Eb major	• Concert Bb and Eb scale sheets • Concert Ab and F interval sheets	• Run through exercises individually with each section • Play through exercises during warm-up	• Scale sheet quiz • Inclusion of at least one scale sheet on final exam • Class participation grade
2.12 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6*	• Show where downbeats are in 4/4 in moderate duple subdivision to 16th's on and off the beat • Show where downbeats are in 6/8 in moderate triple subdivision to 8th's • Show where downbeats are on moderate elongation in duple (dotted quarters followed by 8th) and triple (quarter followed by 8th) • Say rhythmic solfege for skill listed above	• Rhythm sheets 4,6,7,8 • Rhythm scale sheets 1-8	• Introduce how to find downbeats in lecture • Have students work in small groups • Work with small groups and individuals on marked papers • Large group recitation with and without teacher of solfege	• Observation in class • Written downbeat assignments • Recorded solefege quizzes • Playing quizzes on rhythm scales • Inclusion in final exam • Class participation grade

3.11 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6*	• Play individual parts on April concert pieces • Define dynamics • Define phrasing • Define tone quality	• Chorale warm-up • Concert serious piece(s) – march, chorale-type, overture	• Large group "whole-part-whole" rehearsal • Small group/sectional rehearsal • Individual part learning	• Observation in calss • Playing quizzes • Participation in games, parades, and concert • Class participation grade
3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills	• Play individual parts on marching band and December concert pieces • Define dynamics • Define balance • Define blend • Define intonation • Manipulation of embouchure • Listening for above elements • Demonstrate proper dynamics and balance within context of each performance piece	• Warm-up chorales • Concert serious pieces	• Large group "whole-part-whole" rehearsal • Small group/sectional rehearsal • Individual part learning	• Participation in concert • Class participation grade
4.11 Improvise stylistically appropriate harmonizing parts	• Play guide-tone lines in warm-up exercises	• Scale sheets	• Show what chord tones are for each chord in exercise	• Observation in class • Class participation grade
5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music	• Define dynamics • Define balance • Define phrasing • Define blend • Define intonation • Hear slight differences in pitch • Demonstrate proper dynamics and balance within context of each performance piece	• Warm-up chorales • Concert serious pieces • Recordings of performances	• Large group "whole-part-whole" rehearsal • Small group/sectional rehearsal • Individual part learning	• Participation in concert • Written reaction to recordings of performances

	• Find examples of proper use of and errors with listed elements		• Model analysis of performance recordings • Facilitate class discussion	
5.13 Demonstrate knowledge of the technical vocabulary of music	• Define dynamics • Define balance • Define phrasing • Define blend • Define intonation • Hear slight differences in pitch • Define tone quality • Demonstrate proper dynamics and balance within context of each performance piece	• Warm-up chorales • Concert serious pieces	• Large group "whole-part-whole" rehearsal • Small group/sectional rehearsal • Individual part learning • Model analysis of performance recordings	• Participation in concert • Written reaction to recordings of performances
5.14 Listen to performances of extended length and complexity with proper attention and audience protocol	• Define dynamics • Define balance • Define phrasing • Define blend • Define intonation • Define tone quality • Know basic parts of form in concert march and concert overture • Participation in concert	• Recordings of performances • Recordings of professionals playing repertoire • April concert	• Model analysis of performance and professional recordings • Facilitate class discussion	• Written reaction to concerts • Attendance grade for entire concert

5.15 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	• Define dynamics • Define balance • Define phrasing • Define blend • Define intonation • Define tone quality • Know basic parts of form in concert march and concert overture	• Recordings of performances • Recordings of professionals playing repertoire	• Model analysis of performance and professional recordings • Facilitate class discussion	• Written reaction to recordings • Class participation grade
5.16 Demonstrate the ability to perceive, remember, and describe in detail significant occurrences in a given aural example	• Define dynamics • Define balance • Define phrasing • Know basic parts of form in concert march and concert overture • Participation in concert	• Recordings of performances • Recordings of professionals playing repertoire • Dec. concert	• Model analysis of performance and professional recordings • Facilitate class discussion	• Written reaction to concerts • Attendance grade for entire concert
5.17 Compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style	• Define melody • Define countermelody • Define accompaniment • Define harmony • Recognize occurrences of each in concert pieces	• Dec. concert pieces	• Model analysis of musical examples • Class discussion	• Written reaction to concerts

6.5 Interpret the meanings of artistic works based on evidence from artists' biographies, autobiographies, or videotaped or written interviews *For example, students read about how composer Aaron Copland and choreographer Martha Graham collaborated on the ballet,* Appalachian Spring, *and report on their sources of inspiration for the music and choreography.*	• Know composer's history • Know history of one concert piece	• Biographical blurb from *Teaching Music Through Performance in Band* • Various web/library resources as appropriate	• Class discussion	• Written reflection
6.6 Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns *For example, students listen for similarities and differences in work songs from various cultures.*	• Recognize difference between pop music and art music	• Concert serious music	• Class discussion	• Class participation grade • Written reflection
8.6 Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period	• Analyze compositional elements in performance pieces • Identify particular pop styles • Identify march and overture	• Concert music	• Class discussion	• Written reflections • Class participation grade