

Course Name/Number: Concert Band
Grade Level: 9-12

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: 4 th Quarter Length: 42 days Spring Concert HSA Organizational Contest Beecher Preschool Graduation Olympic Day Performancee HS Graduation (recording) prep Memorial Day Performancee Virtual Concert prep	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? 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, Db, F, C, and G? 4) Can I play my chromatic scale in two octaves? 5) Can I apply my knowledge of scales to determine how to play simple melodies in different keys? 6) Do I understand and apply the composers' written indications/musical terminology? 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	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, ELA.RI.9-10, ELA.RI.11-12. 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. 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.	Formative: FCA (Formative Common Assessment), 30 points. The FCAs were vocal-themed for the third quarter. Daily Grades (progress) 5 points each Summative: HSA Organizational Contest, 50 points Spring Concert, 50 points Beecher Preschool Coop Graduation, 50 points Olympic Day, 25 points HS Graduation, 50 points Memorial Day Ceremony, 50 points EQA: Sight Reading 40 points	Instrumental Warm-ups: Scales, Rhythm Panels, Chorales Section and Full-Ensemble Rehearsals Sectionals (AOL) HSA Organization Contest Rehearsals (AOL) Partner Activities (as needed)	SuperScope CD Recorder, School Stereo, and floor standing speakers Miscellaneous woodwind, brass, and percussion instruments and accessory items iPhone (used to play various mp3's for counting/clapping exercises) Concert band repertoire (publishers vary): "Escapada," David Moore "On a Hymn Song Of Philip Bliss," David Holsinger "Flight of the Pegasus," David Shaffer "Pirates of the Caribbean: Dead Man's Chest," arr. Mike Story "Star Spangled Banner," arr. Robert W. Smith	This is a bit odd to share, but it is an "unintended outcome" from the year, and I thought it should be documented somewhere. Even though the virtual concert was very successful, IT WAS NOT THE SAME AS OUR REGULAR CONCERTS, and we ALL felt it, both during the preparation and performance parts of the process. It was hard to mix my professional responsibilities with my leisure ones, I did not like the crossover. Usually, my music studio is a place of solitude, but it became an extension of the workplace, which was very challenging for me and my family. Bottom line - we all survived it and we are all probably

	<p>band for balance and blend?</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>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>“Rhythm of the Winds,” Frank Erickson</p> <p>“Olympic Spirit,” John Williams. Arr. Jay BoCook</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>better in some ways for having done so.</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> <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>
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<p>Name: Sight-Reading (cont.)</p> <p>Quarter: 4</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>Cont. of sight-reading of pep band songs.</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 appropriate dynamics? 11) Do I know how to appropriately interpret the piece? 	<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 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>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:</p> <p>“Pirates of the Caribbean: Dead Man’s Chest,” arr. Mike Story</p> <p>“Star Spangled Banner,” arr. Robert W. Smith</p> <p>“Rhythm of the Winds,” Frank Erickson</p> <p>“Olympic Spirit,” John Williams</p> <p>“Marches of the Armed Forces,”</p> <p>“When You Wish Upon A Star,”</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: 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.</p>

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		<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>				<p>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>
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