

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

Curriculum Map

| Unit | Essential Questions | Standards & Skills | Common Assessments | Learning Activities | Resources/Technology | Unit Reflection |
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| <p>Name: Sight-Reading, Fundamental Exercises, and Rhythm Panel Basics</p> <p>Quarter: 1</p> <p>Length: 3-8 times per quarter.</p> <p>Activity takes the entire class period.</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 exercises? | <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>SL1. 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 persuasively.</p> <p>SL4. 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: N/A.</p> <p>20 points, Student Self-Evaluation Rubric and teacher observation (see attached).</p> | <p>10-minute rehearsal warm-up process modeled after IHSA guidelines, followed by performance rehearsal of the piece.</p> <p>Individual student self reflection.</p> <p>Student group work (in sections, student leaders).</p> <p>Director led full ensemble feedback/discussion.</p> | <p>We will play a new piece of music various book exercises (technical, tuning, facility, etc.) 3-8 times per quarter.</p> <p>Rhythm Panels 1, 2</p> <p>“Foundations for Superior Performance,” method book: pages 4-5</p> <p>Pieces sight-read during Q1:</p> <p>“America the Beautiful,” arr. Pietro</p> <p>“Escapada,” by</p> <p>“Banner of Glory,” Sammy Nestico</p> <p>“Celtic Dance and Air,” Michael Sweeney</p> <p>“Songs from the South,” John Kinyon</p> <p>“Dinosaurs,” arr. David Marshall</p> | <p>The sight-reading activity will get progressively more challenging as the school year continues. Some of the pieces chosen for sight-reading may become programmed for future performances.</p> <p>The method of assessment for sight-reading has been revised with input from the students. The new evaluation rubric was based on common core assessment.</p> <p>In lieu of TRUE sight-reading, a band method book is being used as a stepping stone towards full sheet music sight-reading. This is a younger band and a rebuilding year due to COVID.</p> <p>Director observation and feedback received from the students indicate that they are ready for</p> |

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| <p>Name: Concert for the Hungry 2020-2021 Recording Project</p> <p>Quarter: 1</p> <p>Length: 40 days</p> | <ol style="list-style-type: none"> Do I understand how to count, clap, and play in 4/4, 3/4, 2/4, and cut-time? 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? Do I understand the relationship between major scales and relative minor scales in the keys of Concert Bb, Eb, and F? Do I understand how to play the previously | <p>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</p> <p>National Standards:</p> <p>CCSS: Anchor Standards for Reading: 2, 3, 5, 10.</p> <p>RL9-10.9, RI9-10.2, RI9-10.3, SL9-10.1, SL9-10.4.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>5. Analyze the structure of texts, including how</p> | <p>Formative: Weekly Assignments, 10 points</p> <p>Summative: Rhythm Panel Recording Projects, 10 points each</p> <p>“America the Beautiful” recording project, 10 points each</p> <p>“Escapada” recording project, 10 points each</p> <p>Major/Minor Scale Quiz, 30 points</p> <p>Concert for the Hungry/ Self Reflection 50 points (see attached form)</p> | <p>Instrumental Warm-ups: Scales, Rhythm Panels, Chorales</p> <p>Section and Full-Ensemble Rehearsal</p> <p>Sectionals</p> <p>Partner Activities (as needed)</p> <p>Critical Listening/Self Assessment (students listened to and critiqued a high quality recording of themselves playing the assigned repertoire)</p> | <p>SuperScope CD Recorder, School Stereo, and floor standing speakers</p> <p>Miscellaneous woodwind, brass, and percussion instruments and accessory items</p> <p>Laptop</p> <p>Behringer Audio Interface (for live streaming audio)</p> <p>iPad (used to play various mp3’s for counting/clapping exercises, 2nd screen, metronome, etc.)</p> <p>Concert band repertoire (publishers vary):</p> <p>“If Thou But Suffer God to Guide Thee,” J.S. Bach</p> | <p>music that is more technically and physically challenging.</p> <p>CCSS: Anchor Standard for Reading 10 aligned very well with the learning activities.</p> <p>Students have made substantial progress since the beginning of the quarter.</p> <p>Specifically, the students have learned to play with attention to individual tone quality, improve their section sounds, and listen for balance and blend within their sections and as a full band.</p> <p>Individually, students have made improvements in their knowledge and performance of major/minor scales. This knowledge and skill is needed for future music that has been selected.</p> |

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| | <p>mentioned major scales, and their relative minor scales in natural, harmonic, and melodic minor form?</p> <p>5) Do I understand and apply the composers' written indications/musical terminology?</p> <p>6) Do I adequately prepare for public music performance?</p> <p>7) Do I understand how to use Online Voice Recorder to record my performance?</p> <p>8) Do I understand how to use Online metronome as a tool during my project recordings?</p> <p>9) Do I know how to use Online tuner to appropriately intonate my instrument?</p> | <p>specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL9. 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>RI2. 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>RI3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made,</p> | | | <p>"Star Spangled Banner," arr. Bill Moffit</p> <p>"Eagle Mountain Overture," Robert Sheldon</p> <p>"Dinosaurs," arr. David Marshall</p> <p>"Kentucky Pride," John Edmondson</p> <p>"In Memoriam," John O'Reilly</p> | <p>Technology has been a huge learning curve and adjustment for the students. I have also utilized my home studio for mixing the students' work in my DAW (digital audio workstation).</p> <p>CCSS: There were multiple reading standards that aligned extremely well to our learning activities.</p> |
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| | | <p>how they are introduced and developed, and the connections that are drawn between them.</p> <p>SL1. 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 persuasively.</p> <p>SL4. 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> | | | | |
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