

COURSE: Instrumental Music	GRADE(S): Grades 9-12 (High School)
UNIT: Rhythm and Time (Brass and Woodwinds)	

<p>NATIONAL STANDARDS:</p> <p>MU:Cr1.1- Imagine: Generate musical ideas for various purposes and contexts</p> <p>MU:Cr2.1- Plan and Make: Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</p> <p>MU:Cr3.2- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>MU:Pr4.1- Select: Select varied musical works to present based on interest, knowledge, technical skill, and context</p> <p>MU:Pr5.3- Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others</p> <p>MU:Pr6.1- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</p> <p>MU:Re9.1- Evaluate: Support personal evaluation of musical works and performances based on analysis, interpretation, and established criteria</p>
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<p>STATE STANDARDS:</p> <p>9.1 Production, Performance and Exhibition of Music</p> <p>9.3 Critical Response</p>
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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Review preceding Levels 2. Students will be able to play rhythm patterns on a neutral pitch with a steady beat. 3. Students will be able to clap and count rhythms in various time signatures to a steady beat. 4. Students will be able to identify, define, and perform the following note values, rests, and meters with a steady beat: <ul style="list-style-type: none"> ● All rhythm patterns and rests in any given meter ● Multiple time signatures and key signatures within a composition ● A variety of simple and compound meters
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<p>ACTIVITIES:</p> <ul style="list-style-type: none"> ▪ Structured Pull out Lessons ▪ Teacher demonstration and modeling ▪ Counting, clapping and playing rhythm charts ▪ Finding examples in music <p>RESOURCES: Rhythm Charts Lesson Material Metronome</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ▪ Student self-evaluation ▪ Completion of worksheets ▪ Quizzes ▪ Playing and written exams <p>REMEDIATION/MODIFICATION: Assistance-teacher/peer Differentiate and modify assignments/projects as per students needs</p> <p>ENRICHMENT: Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange</p>
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	concerts Introduction of new meters and rhythms
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COURSE: Instrumental Music	GRADE(S): Grades 9-12 (High School)
UNIT: Instrument Range and Scales	

<p>NATIONAL STANDARDS:</p> <p>MU:Cr1.1- Imagine: Generate musical ideas for various purposes and contexts</p> <p>MU:Cr2.1- Plan and Make: Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</p> <p>MU:Pr5.3- Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others</p> <p>MU:Pr6.1- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</p> <p>MU:Re9.1- Evaluate: Support personal evaluation of musical works and performances based on analysis, interpretation, and established criteria</p>
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<p>STATE STANDARDS:</p> <p>9.1 Production, Performance and Exhibition of Music</p>	
<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Student will name, finger and play within a specific range with proper tone and technique. 2. Students will be able to perform the following concert scales by memory based off of PMEA requirements: <ul style="list-style-type: none"> ● All Major scales in the circle of Fourths ● Bb-Bb, Eb-Eb, F-F Chromatic scales ● g minor, c minor, f minor, b minor, e minor, a minor, d minor, and b flat minor and all forms of the minor. 3. Students will strengthen their range, flexibility, tone quality and embouchure through the correct performance of instrument specific technical exercises. 4. Students will be able to identify, define and play enharmonic notes in any given key. 	
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> ▪ Structured Pull out Lessons ▪ Teacher modeling ▪ Playing scales with a steady beat ▪ Lip slurs 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ▪ Playing exams ▪ District Band auditions ▪ Self-Assessment
<p>RESOURCES:</p>	<p>REMEDIATION/MODIFICATION:</p> <p>Assistance-teacher/peer</p>

PMEA Scales Metronome Lesson material Lip slurs Fingering/Slide Chart	Differentiate and modify assignments/projects as per students needs ENRICHMENT: Additional scales in accordance to PMEA Scale Requirements for District Auditions at www.pmea.net All minor scales in the Circle of Fourths
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COURSE: Instrumental Music	GRADE(S): Grades 9-12 (High School)
UNIT: Music Terms and Symbols	

<p>NATIONAL STANDARDS:</p> <p>MU:Cr1.1- Imagine: Generate musical ideas for various purposes and contexts</p> <p>MU:Cr2.1- Plan and Make: Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</p> <p>MU:Cr3.2- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>MU:Pr4.2- Analyze: Analyze the structure and context of varied musical works and their implications for performance</p> <p>MU:Pr4.3- Interpret: Develop personal interpretations that consider creators' intent</p> <p>MU:Pr6.1- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</p> <p>MU:Re7.2- Analyze: Analyze how the structure and context of varied musical works inform the response</p> <p>MU:Re8.1- Interpret: Support an interpretation of a musical work that reflects the creator'/performers' expressive intent</p> <p>MU:Re9.1- Evaluate: Support personal evaluation of musical works and performances based on analysis, interpretation, and established criteria</p> <p>MU:Cn10.0- Connect #10: Synthesize and relate knowledge and personal experiences to make music</p>
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<p>STATE STANDARDS:</p> <p>9.1 Production, Performance and Exhibition of Music</p> <p>9.3 Critical Response</p>
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<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will review preceding Level objectives 2. Students will identify, define and perform standard musical expressions in the context of the music being performed (performance practice of the era in which the piece was composed, stylistic considerations of the genre, etc.) 3. Students will perform melodies, based on the intentions of the composer, using appropriate musical phrasing on the basis of aesthetic understanding of the piece and the historical context of its composition. 	
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> ▪ Structured Pull out Lessons ▪ Teacher modeling ▪ Discussion of musical expressions ▪ Breathing technique ▪ Discussion of vocabulary ▪ Recordings of exemplary musical examples <p>RESOURCES:</p> <p>Band Music Solos Musical Dictionary Etude Books Recordings of professional performances</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ▪ Students/peer assessment ▪ Playing and written exams ▪ Quizzes ▪ Teacher observation <p>REMEDIATION/MODIFICATION: Assistance-teacher/peer Differentiate and modify assignments/projects as per students needs Reinforcement through home practice</p> <p>ENRICHMENT: Additional band/solo repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts</p>

COURSE: Instrumental Music	GRADE(S): Grades 9-12 (High School)
UNIT: Percussion Rhythm, Time and Pitch	

<p>NATIONAL STANDARDS: MU:Cr1.1- Imagine: Generate musical ideas for various purposes and contexts MU:Cr2.1- Plan and Make: Select and develop musical ideas for defined purposes and contexts MU:Cr3.1- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria MU:Cr3.2- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>
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MU:Pr4.2- Analyze: Analyze the structure and context of varied musical works and their implications for performance

MU:Pr4.3- Interpret: Develop personal interpretations that consider creators' intent

MU:Pr6.1- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

MU:Re7.2- Analyze: Analyze how the structure and context of varied musical works inform the response

MU:Re8.1- Interpret: Support an interpretation of a musical work that reflects the creator'/performers' expressive intent

MU:Re9.1- Evaluate: Support personal evaluation of musical works and performances based on analysis, interpretation, and established criteria

MU:Pr5.3- Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

UNIT OBJECTIVES:

1. Students will review preceding Level objectives
2. Students will demonstrate rudiments in accordance to PMEA standards which can be found at <http://www.vicfirth.com/education/rudiments.php>
3. Students will perform appropriate rhythms and rudiments accurately and in time in context through the use of etudes or solos.
4. Pitched percussion- Students will be able to perform the following concert scales by memory based off of PMEA requirements:
 - All major scales in the circle of Fourths
 - Chromatic scale
 - Bb-Bb, Eb-Eb, F-F Chromatic scales
 - g minor, c minor, f minor, b minor, e minor, a minor, d minor, and b flat minor and all forms of the minor d to f minor and all forms of the minor
 - Major arpeggios in required keys

ACTIVITIES:

- Structured Pull out Lessons
- Teacher modeling
- Discussion of musical expressions
- Repetition of Scales and rudiments

RESOURCES:

<http://www.vicfirth.com/education/rudiments.php>
Method Books
Metronome
Etude books

ASSESSMENTS:

- Students/peer assessment
- Playing and written exams
- Quizzes

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per student's needs
Refine through home practice and study and private instruction outside of school

ENRICHMENT:

Additional band/solo repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts

Revised June 2017