

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

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. Playing, alone and with others, a varied repertoire of music. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing and describing music. 7. Evaluating music and music performance.

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Production, Performance and Exhibition of Music 9.3 Critical Response

<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 concerts Introduction of new meters and rhythms</p>
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COURSE: Instrumental Music	GRADE(S): Grades 9-12 (High School)
UNIT: Instrument Range and Scales	

NATIONAL STANDARDS: 2. Performing on Instruments, alone and with others of varied repertoire music. 5. Reading and notating music.

STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music
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UNIT OBJECTIVES: 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>RESOURCES:</p> <p>PMEA Scales Metronome Lesson material Lip slurs Fingering/Slide Chart</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ▪ Playing exams ▪ District Band auditions ▪ Self-Assessment <p>REMEDIATION/MODIFICATION: Assistance-teacher/peer Differentiate and modify assignments/projects as per students needs</p> <p>ENRICHMENT: Additional scales in accordance to PMEA Scale Requirements for District Auditions at www.pmea.net</p> <p>All minor scales in the Circle of Fourths</p>
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COURSE: Instrumental Music	GRADE(S): Grades 9-12 (High School)
UNIT: Music Terms and Symbols	

NATIONAL STANDARDS:
5. Reading and notating music.

STATE STANDARDS:
9.1 Production, Performance and Exhibition of Music
9.3 Critical Response

UNIT OBJECTIVES:

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

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 1. playing, alone and with others, a varied repertoire of music. 2. Performing on Instruments, alone and with others of varied repertoire music. 5. Reading and notating music. 6. Listening to, analyzing and describing music.

<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. 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: <ul style="list-style-type: none"> • 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

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> ▪ Structured Pull out Lessons ▪ Teacher modeling ▪ Discussion of musical expressions ▪ Repetition of Scales and rudiments <p>RESOURCES:</p> <p>http://www.vicfirth.com/education/rudiments.php</p> <p>Method Books Metronome Etude books</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ▪ Students/peer assessment ▪ Playing and written exams ▪ Quizzes <p>REMEDIATION/MODIFICATION:</p> <p>Assistance-teacher/peer Differentiate and modify assignments/projects as per students needs Refine through home practice and study and private instruction outside of school</p> <p>ENRICHMENT:</p> <p>Additional band/solo repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts</p>
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