

MUSIC CURRICULUM FRAMEWORK¹
 Based on *UbD Template 2.0* Stage 1 – Desired Results

Concert Band

Teacher(s)

9-12

Course Title

Grade Level(s)

Course Structure Single Semester Full Year (Single Grade) **Multiple Years (Combined Grades)**

Course Description [This course, which is an elective for the student in grades 9-12, is designed to improve and develop techniques, mechanics, and music fundamentals so that the student further develops as an instrumental musician at a high standard. The course is also intended to develop a sense of musicianship with breadth, depth, and permanence. The student will participate in both the concert and marching band setting and will be required to attend after school and out-of-school rehearsals and performances. Students will be assigned to specific sections of this course as prescribed by the director.](#)

| Established Goals | Transfer | |
|---|--|--|
| <p>MPG 1 - Develop skills in music reading</p> <p>MPG 2 - Perform with musical expression</p> <p>MPG 3 - Listen to music with understanding</p> <p>MPG 4 - Make value judgments about music</p> | <p><i>Students will be able to independently use their learning to . . .</i></p> <ol style="list-style-type: none"> 1. Develop a life-long appreciation with music and the arts 2. Make educated decisions in musical consumption 3. Become life-long advocates for music and the arts | |
| | Meaning | |
| | <p style="text-align: center;"><i>Understandings</i></p> <p><i>Students will understand that . . .</i></p> <ol style="list-style-type: none"> 1. Knowledge of music skills, patterns, and terminology will enable successful music performance 2. Successful employment of individual skills will enable a higher level of enjoyment 3. The ultimate goal of the rehearsal process is not solely focused on good performance 4. Music comes in various styles and forms 5. The processes in the music learning stage can relate to other academic subjects 6. Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience | <p style="text-align: center;"><i>Essential Questions</i></p> <p><i>Students will keep considering . . .</i></p> <ol style="list-style-type: none"> 1. What is a representative and fundamental tone quality for my respective instrument? 2. What is the difference between individual performance responsibilities and ensemble performance responsibilities? 3. What are the specific skill sets that I (individual) need to further develop? 4. What are the specific skill sets that the ensemble (group) needs to further develop? 5. How is music performance evaluated? 6. What is the relationship between music and other disciplines? |

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

| Acquisition of Knowledge & Skill² | |
|---|---|
| <p style="text-align: center;"><i>Knowledge</i></p> <p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> 1. Individual practice strategies & regimens 2. Appropriate performance of individual skill sets 3. Application of music vocabulary/terminology <ol style="list-style-type: none"> 1. Application of music notation/terminology 2. Musical form/structure of grade-level appropriate literature 3. Historical significance of performed literature 4. Proficiency of appropriate level sight-reading | <p style="text-align: center;"><i>Skills</i></p> <p><i>Students will be skilled at . . .</i></p> <p style="text-align: center;"><u>Individual Skills</u></p> <ol style="list-style-type: none"> 1. Perform with proper tone quality representative of their instrument (MPG 3; SAS 9.1, 9.3, 9.4) 2. Perform with the proper air support (MPG 2, 3; SAS 9.1, 9.3, 9.4) 3. Perform with appropriate pitch while utilizing strong aural skills independent of any tuning device (MPG 2, 3; SAS 9.1, 9.3, 9.4) 4. Perform scale patterns (major, arpeggios, thirds, technical study – <i>Habits of Successful Musicians</i>) at an appropriate, prescribed tempo in accordance to respective year (MPG 2, 3; SAS 9.1, 9.3, 9.4) 5. Perform technique-building proficiencies (etudes – <i>Habits of Successful Musicians, Rubank Advanced Methods</i>) at an appropriate, prescribed tempo in accordance to respective year (MPG 2, 3; SAS 9.1, 9.3, 9.4) <p style="text-align: center;"><u>Music Reading</u></p> <ol style="list-style-type: none"> 1. Perform rhythmic patterns in duple, triple, and asymmetric meter with exact precision – examples provided (MPG 1; SAS 9.1): <ul style="list-style-type: none"> ü□ 2/4, 3/4, 4/4; 2/2, 3/2, 4/2 ü□ 6/8, 9/8, 12/8; 6/4 ü□ 5/4, 7/4; 5/8, 7/8 2. Perform music repertoire with complete understanding of music terminology associated with respective piece of literature in relation to the following categories (MPG 1, 4; SAS 9.1, 9.3, 9.4): <ul style="list-style-type: none"> ü□ Form ü□ Instrumentation ü□ Style ü□ Tempo 3. Perform music repertoire with correct style (articulation & expression) as dictated by the composer’s intent (MPG 2, 4; SAS 9.1, 9.3, 9.4) 4. Perform appropriate grade level literature by sight (this is a component of the PMEA Music Performance Assessment) |

² PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).

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| | <ol style="list-style-type: none"> 1. Appropriate performance attire & etiquette 2. Application of music vocabulary/terminology 3. Musical form/structure of grade-level appropriate literature 4. Historical significance of performed literature 5. How to apply the strategies of the rehearsal process to 'real-life' experiences | <p>(MPG 1, 2; SAS 9.1, 9.3, 9.4)</p> <p style="text-align: center;"><u>Ensemble Skills</u></p> <ol style="list-style-type: none"> 1. Demonstrate application of listening skills in ensemble performance (pulse, phrasing, tone quality, intonation, articulation, dynamics) (MPG 3, 4; SAS 9.1, 9.3, 9.4) 2. Demonstrate appropriate blend and balance while playing with others (MPG 3, 4; SAS 9.1, 9.3, 9.4) 3. Demonstrate ability to adjust pitch, tone, tempo, articulation while playing with others (MPG 2, 3, 4; SAS 9.1, 9.3, 9.4) 4. Demonstrate ability to follow a conductor through nonverbal patterns and gestures (MPG 1, 2, 3; SAS 9.1, 9.3, 9.4) 5. Play a musical phrase with expression and feeling (MPG 2, 4; SAS 9.1, 9.3, 9.4) 6. Discover historical significance and meaning of grade-level appropriate literature through ensemble discussions (MPG 4; SAS 9.2) 7. Understand proper rehearsal and performance etiquette (atmosphere, attire, conduct) (MPG 4; SAS 9.2, 9.3, 9.4) |
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