

MUSIC CURRICULUM FRAMEWORK<sup>1</sup>  
 Based on *UbD Template 2.0* : Stage 1 – Desired Results

Concert Band/Marching Band – Honors

9-12

Course Title

Teacher(s)

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

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



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