

Providence Catholic HS Band Curriculum

Level: **Band** (Intermediate/Accomplished High School)

Mr. Rogers

Common Anchor	Enduring Understanding	Essential Question	Behavioral Objectives	Assessment
<p><i>Creating</i></p> <p>Anchor Standard 1:</p> <p>Generate and conceptualize artistic ideas and work.</p>	<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources</p>	<p>How do musicians generate creative ideas?</p>	<p>Students will perform sound effects for a cartoon short (selected by the director) that are artistically appropriate for the scene.</p> <p>Students will explain why they choose the sound effects for the above activity using musically appropriate reasoning.</p>	<p>In class assignment</p> <p>Video recording</p> <p>Written assignment</p>

<p><i>Creating</i></p> <p>Anchor Standard 2: (Creating) Organize and develop artistic ideas and work.</p>	<p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p>How do musicians make creative decisions?</p>	<p>Students will compose a 12 measure melodic phrase. Be sure to include performance notes for the performers explaining the musical nuances in your piece, as well as the purpose of these nuances.</p> <p>Students will compose a counter melody to their melodic phrase (above) and submit their composition with NoteFlight.</p>	<p>Composition Assignment</p> <p>NoteFlight.com</p>
<p><i>Creating</i></p> <p>Anchor Standard 3: (Creating) Revise, refine, and complete artistic work.</p>	<p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of the appropriate criteria.</p>	<p>How do musicians improve the quality of their creative work and decide when it's ready to share?</p>	<p>Students will revise their composition (above) by adding articulations and at least four music terminology words in Italian.</p> <p>Students will present their revised music compositions to the class and explain why they made those changes using level appropriate terminology.</p>	<p>Composition revision assignment</p> <p>NoteFlight.com</p>
<p><i>Performing</i></p> <p>Anchor Standard 4:</p>	<p>Performers' interest in and knowledge of musical works, context</p>	<p>How do performers select, analyze, and interpret musical works?</p>	<p>Students will analyze their part of a composition we are</p>	<p>Written Quiz</p> <p>Listening</p>

<p>Select, analyze, and interpret artistic work for presentation.</p>	<p>for performance, and understanding of their own musicianship influence the selection of repertoire</p>		<p>currently working on by identifying and/or defining the form, dynamics, and articulations in their music and how these inform the musical style of the piece as well as the context of the music.</p> <p>Students will compare and contrast two performances of the same piece and describe the musical qualities of both. How do they reflect the intentions of the composer?</p>	<p>Exercises</p> <p>In class assignment</p> <p>Quarterly Paper</p>
<p><i>Performing</i></p> <p>Anchor Standard 5:</p> <p>Develop and refine artistic techniques and work for presentation.</p>	<p>To express their musical idea, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>How do musicians improve the quality of their performance?</p>	<p>Students will evaluate a recording of the ensemble performing at either a concert, festival, or competition by using teacher established criteria.</p> <p>Students will record themselves performing a passage of music as determined by the director and evaluate their performing using</p>	<p>In class assignment</p> <p>MP3 recording and written assignment</p>

			teacher established criteria.	
<p><i>Performing</i></p> <p>Anchor Standard 6:</p> <p>Convey meaning through the presentation of artistic work.</p>	<p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response</p>	<p>(a) How do musicians improve the quality of their performance?</p> <p>(b) How do context and the manner in which musical work is presented influence audience response?</p>	<p>Students will perform assigned excerpts on their instrument in the band class, sectionals, and in private.</p> <p>Students will perform assigned concert compositions for the band class.</p> <p>Students will perform and record all 12 lines of the ILMEA Senior Scales at a speed of at least 40 B.P.M.</p> <p>Students will perform a level appropriate ensemble for IHSA Solo/Ensemble in the spring semester.</p>	<p>Daily Band Rehearsals</p> <p>Weekly Sectionals</p> <p>Band Concert</p> <p>SmartMusic</p> <p>Various Festivals and Performance Opportunities</p>

<p><i>Responding</i></p> <p>Anchor Standard 7:</p> <p>Perceive and analyze artistic work.</p>	<p>Individuals choose music based on their interests, experiences, musical understanding, and each musical works' purpose.</p>	<p>How do individuals choose music to experience?</p>	<p>Students will listen to musical excerpts from different time periods and cultures. Explain the defining characteristics of each piece, including the time period, geographical identity of each piece, and the context or purpose for which the piece was written.</p> <p>Students will listen to different examples of music from non-Western cultures and describe how the music impacts that culture. What is the meaning behind the music? Is it time period specific? What qualities do you notice that are unique to each culture studied. Students will select a piece of music that they would like to learn more about from a list of concert repertoire provided by the director and will explain why they would like to know</p>	<p>Online listening and Microsoft Form submission.</p>
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			<p>more about that piece.</p> <p>Students will listen to different musical examples in class and discuss the ways in which the music was created and the purpose for which it is used including expressive intent and the meaning behind the elements of music or text.</p> <p>Students will listen to various pieces from the wind band repertoire <i>and select their favorite piece of music</i> and cite at least three reasons in musical terminology for why they like that piece, as well as an analysis of the structure and context.</p>	
<i>Responding</i>	Through their use of elements and structures	How do we discern the musical performers'	Students will analyze their parts for the band	In Class Assignment

<p>Anchor Standard 8:</p> <p>Construct meaningful interpretations of artistic work.</p>	<p>of music, creators and performers provide clues to their expressive intent.</p>	<p>emotions, thoughts, and ideas?</p>	<p>class and explain the form of each piece through collaboratively developed criteria.</p> <p>Students will explain how the use of articulations and dynamics in a Sousa, Fillmore, or King march create the musical style of the piece.</p> <p>Students will interview a person at least 20 years older than them, and prepare a report on the popular music of their teenage years. Students will explain how the music reflected society during that time. Compare and contrast their response to popular music of today and its role in our society. Students will describe the consumer's impact on the creation of music. Is the impact of consumers on the music business positive</p>	
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			or negative?	
<p><i>Responding</i></p> <p>Anchor Standard 9:</p> <p>Apply criteria to evaluate artistic work.</p>	<p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and teacher or student established criteria.</p>	<p>How do we judge the quality of musical work(s) and performance(s)?</p>	<p>Students will evaluate and critique their own performance recording from a recent contest, festival, or concert by using an adjudication sheet and give an rationale for the score they give using the judging criteria.</p> <p>Students will listen to excerpts of programmatic music and describe the intent of the composer and how we will invoke the ideas that the composer wishes to have conveyed as well as how the context in which the piece was written has affected the music.</p>	<p>Student Adjudication or Critique Form</p> <p>Written activities</p> <p>Listening Exercises</p> <p>Band Concert</p>

<p><i>Connecting</i></p> <p>Anchor Standard 10:</p> <p>Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Students will describe what careers are available for a musician in various periods of Western history.</p> <p>Students will explain how technology and society throughout the ages influence music careers.</p>	<p>In class activity</p> <p>Technology Artifact</p>
<p><i>Connecting</i></p> <p>Anchor Standard 11:</p> <p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding</p>	<p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Students will choose a musical time period and compare the characteristics of musical works to those of visual art from that time period.</p> <p>Students will compare/contrast Western music with music from a Non-Western culture for a specific historical period (can include present day).</p>	<p>Quarterly Paper</p> <p>Venn Diagram</p>