



# West Windsor-Plainsboro Regional School District Concert Band

## Unit 1: Theory

**Content Area: Music**

**Course & Grade Level: Concert Band, Grades 9-12**

### Summary and Rationale

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato

Music is an expressive, living art form which connects composers, performers, and audiences across humanity’s varied cultures, regions, and epochs. The ensemble experience offers an opportunity for students to grow individually and as members of a collaborative community. Through the performance process, students will learn to think critically about art, expression, identity, and the world around them. To empower a new generation of mindful global citizens, this course aims to provide the tools necessary to develop artistic literacy in and beyond the classroom.

In pursuit of these goals, students will make observations about music using a vocabulary of musical terms and an understanding of the creative process. The critical thinking skills and pedagogy presented in this course will help learners develop analytical skills applicable to both the visual and performing arts and to other content areas.

This course nurtures the understanding of music as a form of expression through performance. Rehearsals, group lessons, and performances will address instrumental technique as well as music knowledge, history, and appreciation. Students will explore a variety of musical traditions and evaluate their efficacy as a means of communication and introspection.

Music theory is the study of the building blocks of music; rhythm, melody, harmony, form. Using the vocabulary and notation involved, music theory helps students learn how to read, write, and interpret music correctly. Musicians will enhance their experience by having a deeper understanding of their role within a composition.

### Recommended Pacing

180 days

### New Jersey Student Learning Standards for Visual & Performing Arts

#### Creating

CPI #	Cumulative Progress Indicator (CPI)
1.3C.12prof.Cr1	Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12prof.Cr2	Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

#### Performing

CPI #	Cumulative Progress Indicator (CPI)
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (ELA)</b>	
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Understanding music theory will enhance the experience of listening and performing</li> <li>● Music has its own systematic form of written vocabulary and symbols for comprehension</li> <li>● Music theory involves the other core subject areas: math, science, history, and language</li> </ul>	
<b>Unit Essential Questions</b>	

- How do you write music/start to write a song?
- Where does music come from?
- How is music theory utilized?
- How is music used in conjunction with other arts?

**Objectives**

**When CREATING, students will know and be able to:**

- Notate basic staff information (clef, key, barlines, etc.), notes, and rests appropriately on the staff
- Compose or improvise melodic and/or rhythmic exercises
- Compose or improvise melodies or rhythms for two parts
- Notate an original melody or a melody from a piece of music by ear.
- Use notation software to engrave music
- Rearrange original melodies or pre-composed melodies from a piece of music
- Create criteria for evaluation
- Edit original or arranged melody for final copy

**When PERFORMING, students will know and be able to**

- Justify the criteria for music selection
- Perform a musical phrase with a different articulation than written.
- Perform a musical phrase in a different mode.
- Explain why a composer may have written, arranged, and/or orchestrated a piece of music
- Identify and perform the basic elements used to create a composition
- Perform technical exercises, patterns, etudes in a variety of key signatures
- Identify, read, and perform basic and complex rhythms in simple and compound meter
- Demonstrate basic elements of instrumental performance

**When RESPONDING, students will know and be able to**

- Discuss why a new piece of music was enjoyable or not using musical terminology and language
- Explain how a composer manipulates the elements of music to create a composition
- Use research (listening) in order to help inform various ways to interpret music
- Listen and critique musical performances, using prior musical knowledge and personal opinion for support
- Develop criteria to use in evaluation

**Evidence of Learning**

**Assessment**

Teacher Generated formative and summative assessments

**Resources**

**Core Text:**

## Unit 2: Technique

**Content Area: Music**

**Course & Grade Level: Concert Band, Grades 9-12**

### Summary and Rationale

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato

Music is an expressive, living art form which connects composers, performers, and audiences across humanity’s varied cultures, regions, and epochs. The ensemble experience offers an opportunity for students to grow individually and as members of a collaborative community. Through the performance process, students will learn to think critically about art, expression, identity, and the world around them. To empower a new generation of mindful global citizens, this course aims to provide the tools necessary to develop artistic literacy in and beyond the classroom.

In pursuit of these goals, students will make observations about music using a vocabulary of musical terms and an understanding of the creative process. The critical thinking skills and pedagogy presented in this course will help learners develop analytical skills applicable to both the visual and performing arts and to other content areas.

This course nurtures the understanding of music as a form of expression through performance. Rehearsals, group lessons, and performances will address instrumental technique as well as music knowledge, history, and appreciation. Students will explore a variety of musical traditions and evaluate their efficacy as a means of communication and introspection.

The study of technique is the development of the physical execution in music performance. Students will learn how to create the proper posture with their bodies, hold their instruments, breathing, produce a tone characteristic of that instrument, develop fine motor skills, and perform written notation.

### Recommended Pacing

180 days

### New Jersey Student Learning Standards for Visual & Performing Arts

#### Performing

CPI #	Cumulative Progress Indicator (CPI)
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (ELA)</b>	
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The technical ability level of a musician and ensemble will guide in musical selection</li> <li>● Methodical and conscious practice will improve a musician’s technique and musicianship</li> <li>● The improvement of technical ability will help communicate a composer's intent</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What are effective practice strategies and methods?</li> <li>● How do I know if I am performance ready?</li> <li>● What is considered a “good” or “quality” performance?</li> </ul>	
<b>Objectives</b>	

**When PERFORMING, students will know and be able to**

- Justify the criteria for music selection
- Select repertoire that is appropriate for the performance level of the ensemble
- Perform a musical phrase with a different articulation than written.
- Perform a musical phrase in a different mode.
- Explain why a composer may have written, arranged, and/or orchestrated music the way they did
- Identify and perform the basic elements used to create a composition
- Identify areas for improvement in other students' performance
- Incorporate feedback from other students in their own performance
- Perform all relevant scales (winds & percussion) and rudiments (percussion)
- Perform technical exercises, patterns, etudes in a variety of key signatures
- Identify, read, and perform basic and complex rhythms in simple and compound meter
- Demonstrate a basic understanding of intonation
- Demonstrate knowledge of the inherent flaws of their particular instrument and how to make adjustments
- Produce a tone characteristic on their particular instrument(s)
- Demonstrate basic elements of instrumental performance
- Demonstrate proper care and maintenance for their instrument and equipment

**When RESPONDING, students will know and be able to**

- Perform written compositions in and out of context
- Explain how a composer manipulates the elements of music to create a composition
- Use research (listening) in order to help inform various ways to interpret music
- Develop criteria to use in evaluation

**When CONNECTING, students will know and be able to**

- Identify and explain extra-musical ideas to enhance the effect of the music.

**Evidence of Learning**

**Assessment**

Teacher Generated formative and summative assessments

**Resources**

**Core Text:**

<b>Unit 3: History &amp; Musicology</b>	
<b>Content Area: Music</b>	
<b>Course &amp; Grade Level: Concert Band, Grades 9-12</b>	
<b>Summary and Rationale</b>	
<p>“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato</p> <p>Music is an expressive, living art form which connects composers, performers, and audiences across humanity’s varied cultures, regions, and epochs. The ensemble experience offers an opportunity for students to grow individually and as members of a collaborative community. Through the performance process, students will learn to think critically about art, expression, identity, and the world around them. To empower a new generation of mindful global citizens, this course aims to provide the tools necessary to develop artistic literacy in and beyond the classroom.</p> <p>In pursuit of these goals, students will make observations about music using a vocabulary of musical terms and an understanding of the creative process. The critical thinking skills and pedagogy presented in this course will help learners develop analytical skills applicable to both the visual and performing arts and to other content areas.</p> <p>This course nurtures the understanding of music as a form of expression through performance. Rehearsals, group lessons, and performances will address instrumental technique as well as music knowledge, history, and appreciation. Students will explore a variety of musical traditions and evaluate their efficacy as a means of communication and introspection.</p> <p>An understanding of the historical and cultural context within the study of music will enhance students’ understanding of a composition and the composer’s intent. This also helps students’ connect with the music, composer, ensemble, and audience.</p>	
<b>Recommended Pacing</b>	
180 days	
<b>New Jersey Student Learning Standards for Visual &amp; Performing Arts</b>	
<b>Creating</b>	
CPI #	Cumulative Progress Indicator (CPI)
1.3C.12prof.Cr1	Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12prof.Cr2	Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
<b>Performing</b>	
CPI #	Cumulative Progress Indicator (CPI)



1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (ELA)</b>	
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Art can reflect life experiences at a personal, social, cultural, and global level</li> <li>● A deeper understanding of context can enhance the experience of music</li> <li>● Music can be enjoyed on its own, or in conjunction with almost any other art form and subject matter</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Where does music come from?</li> <li>● How is music used in conjunction with other arts?</li> </ul>	

<b>Objectives</b>
<p><b>When CREATING, students will know and be able to:</b></p> <ul style="list-style-type: none"> <li>● Notate basic staff information (clef, key, barlines, etc.), notes, and rests appropriately on the staff</li> <li>● Compose or improvise melodic and/or rhythmic exercises</li> <li>● Compose or improvise melodies or rhythms for two parts</li> <li>● Identify collections of music that demonstrate specific characteristics</li> <li>● Identify collections of music that demonstrate various historical periods</li> </ul> <p><b>When PERFORMING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Justify the criteria for music selection</li> <li>● Select repertoire that is appropriate for a specific function</li> </ul> <p><b>When RESPONDING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Select a balanced program based on function of performance</li> <li>● Listen to music from various time periods and be able to identify characteristic similarities and differences between them</li> <li>● Discuss why a new piece of music was enjoyable or not using musical terminology and language</li> <li>● Explain how a composer manipulates the elements of music to create a composition</li> <li>● Explain why musical selections were chosen for a specified function</li> <li>● Justify musical interpretation and its relationship to the composer's intent</li> <li>● Use research (listening) in order to help inform various ways to interpret music</li> <li>● Listen and critique musical performances, using prior musical knowledge and personal opinion for support</li> <li>● Develop criteria to use in evaluation</li> </ul> <p><b>When CONNECTING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Research specific musical examples and their relationship to the rest of the world in regards to time period, cultural significance, etc.</li> </ul>
<b>Evidence of Learning</b>
<b>Assessment</b>
Teacher Generated formative and summative assessments
<b>Resources</b>
<b>Core Text:</b>

<b>Unit 4: Performance</b>	
<b>Content Area: Music</b>	
<b>Course &amp; Grade Level: Concert Band, Grades 9-12</b>	
<b>Summary and Rationale</b>	
<p>“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato</p> <p>Music is an expressive, living art form which connects composers, performers, and audiences across humanity’s varied cultures, regions, and epochs. The ensemble experience offers an opportunity for students to grow individually and as members of a collaborative community. Through the performance process, students will learn to think critically about art, expression, identity, and the world around them. To empower a new generation of mindful global citizens, this course aims to provide the tools necessary to develop artistic literacy in and beyond the classroom.</p> <p>In pursuit of these goals, students will make observations about music using a vocabulary of musical terms and an understanding of the creative process. The critical thinking skills and pedagogy presented in this course will help learners develop analytical skills applicable to both the visual and performing arts and to other content areas.</p> <p>This course nurtures the understanding of music as a form of expression through performance. Rehearsals, group lessons, and performances will address instrumental technique as well as music knowledge, history, and appreciation. Students will explore a variety of musical traditions and evaluate their efficacy as a means of communication and introspection.</p> <p>Performance is the application of theory, technique, and musicology, synergized into the live presentation of musical works rehearsed over a period of time. Students apply their knowledge and skills in real time in front of a connecting audience.</p>	
<b>Recommended Pacing</b>	
180 days	
<b>New Jersey Student Learning Standards for Visual &amp; Performing Arts</b>	
<b>Creating</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
<b>Performing</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (ELA)</b>	
NJLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● People connect to music emotionally</li> <li>● Performing is a communal experience</li> <li>● The preparation of a performance is directly correlated to its outcome</li> <li>● Prior knowledge and experience is cumulative and will enhance musicianship</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why do some people have a connection to music when others do not?</li> <li>● How does past experience affect one’s enjoyment of art?</li> <li>● Why do I like some music but not others?</li> <li>● How/why does one’s taste in music change over time?</li> <li>● What is considered a “good” or “quality” performance?</li> <li>● How do I know if I am performance ready?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, students will know and be able to:</b>	
<ul style="list-style-type: none"> <li>● Create criteria for evaluation</li> <li>● Edit original or arranged melody for final copy</li> <li>● Share personal compositions or arrangements using instruments, DAW, or any other appropriate medium</li> </ul>	
<b>When PERFORMING, students will know and be able to</b>	
<ul style="list-style-type: none"> <li>● Justify the criteria for music selection</li> <li>● Select repertoire that is appropriate for a specific function</li> <li>● Select repertoire that is appropriate for the performance level of the ensemble</li> <li>● Perform a musical phrase with a different articulation than written.</li> <li>● Perform a musical phrase in a different mode.</li> <li>● Understand the role/purpose/instrumental part within a composition, and how that changes within varied repertoire</li> <li>● Explain how the music conveys the composer's intent, or your own personal experience and feelings</li> <li>● Identify and perform the basic elements used to create a composition</li> <li>● Identify inconsistencies in other student's performance.</li> <li>● Critique a musical performance using prior knowledge and be able to identify areas of quality versus areas in need of improvement</li> <li>● Incorporate feedback from other students in their own performance.</li> <li>● Perform all relevant scales (winds &amp; percussion) and rudiments (percussion)</li> <li>● Perform technical exercises, patterns, etudes in a variety of key signatures</li> <li>● Observe and display proper rehearsal, performance, and audience etiquette</li> <li>● Identify, read, and perform basic and complex rhythms in simple and compound meter</li> <li>● Demonstrate a basic understanding of intonation</li> <li>● Demonstrate knowledge of the inherent flaws of their particular instrument and how to make adjustments</li> <li>● Produce a tone that is characteristic on their particular instrument(s)</li> <li>● Students demonstrate basic elements of instrumental performance</li> <li>● Students demonstrate and convey the meaning of a composition through accurate technical execution of musical notation as written by the composer</li> <li>● Students demonstrate effective rehearsal/practice strategies in regards to a piece of music (notes, rhythms, pitch, dynamics, etc)</li> </ul>	

- Demonstrate proper care and maintenance for their instrument and equipment
- Perform in a concert
- Explain how a performance connected with an audience by use of personal, peer, and audience feedback

**When RESPONDING, students will know and be able to**

- Select a balanced program based on function of performance
- Perform written compositions in and out of context
- Discuss why a new piece of music was enjoyable or not using musical terminology and language
- Explain how a composer manipulates the elements of music to create a composition
- Explain why musical selections were chosen for a specified function.
- Justify musical interpretation and its relationship to the composer's intent
- Use research (listening) in order to help inform various ways to interpret music
- Listen and critique musical performances, using prior musical knowledge and personal opinion for support
- Evaluate personal performances, using criteria, to inform students of individual strengths and weaknesses.

**When CONNECTING, students will know and be able to**

- Identify and explain extra-musical ideas to enhance the effect of the music.
- Find opportunities to perform outside of the classroom

**Evidence of Learning**

**Assessment**

Teacher Generated formative and summative assessments

**Resources**

**Core Text:**