

Curriculum Map: Semester 2: Wertz: Beginning Band

[Beginning Band Semester 2]

Unit Title	Duration	Essential Questions ¹	Benchmarks (NYC Blueprint)	Anchor Standards ² (NYS standards)	Topics (Enduring Understandings)	Summative Assessment ³	Resources + Texts
Balance/ Key Signatures and Accents	6 Weeks	<p>How do musicians improve the quality of their performance?</p> <p>When is musical work ready to present?</p> <p>How do we discern musical creators' and performers' expressive intent?</p> <p>Why is the key important to a composition?</p> <p>What qualities create a blend within an ensemble?</p>	<ul style="list-style-type: none"> ❖ Students synthesize elements of music, notation, and performance. <ul style="list-style-type: none"> ➤ Recognize form and structure through playing traditional and non-traditional instruments ➤ Perform and master repertoire with attention to dynamics, tempo, articulation and phrasing ❖ Students Emerge as artists through performance, improvisation, and composition <ul style="list-style-type: none"> ➤ Perform repertoire with authentic interpretation with regard to style and expression 	<p>Anchor Standard 5 Develop and refine artistic techniques and work for presentation.</p> <p>MU:Pr 5.1.e.HSI</p> <p>a. Use teacher and student feedback to develop strategies that address expressive challenges to refine performances.</p> <p>b. Identify the need for aural and visual cues</p> <p>Anchor Standard 8 Interpret meaning of artistic work.</p> <p>MU: Re 8.1E.HSI</p> <p>a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</p>	<p>5.1: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>-Ensemble Balance - Creating instrument, section, and ensemble tone - Accents -Subdivision of 16th notes -Key Signatures</p>	<p>Performance Assessment: Students will perform Louie Louie and be graded with an individual performance rubric</p> <p>Critical Response: Students will Listen to a performance of their music and respond noting the balance, tone, accents of the music.</p>	<ul style="list-style-type: none"> - “Making Music Matter” - Frank Ticheli - “Sound Innovations” - Peter Booneshaft - Level 2 Scales - “Louie Louie” (9th) - “Midnight Sky” (11th)

¹ More than one, fewer than four.

² Not every single standard you will touch on; just the ones you will hit hard and which you plan to assess. The goal is for students to master these standards.

³ How will students demonstrate to you they've mastered the standards you are teaching to? Project? Performance? Essay? Exam? Multiple choice? Short answer? Essay?

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Dynamics	6 Weeks	<p>How do musicians improve the quality of their performance?</p> <p>How does music help us understand the lives of people of different times, places, and cultures?</p>	<p>❖ Students synthesize elements of music, notation, and performance.</p> <ul style="list-style-type: none"> ➤ Recognize form and structure through playing traditional and non-traditional instruments ➤ Perform and master repertoire with attention to dynamics, tempo, articulation and phrasing 	<p>Anchor Standard 5 Develop and refine artistic techniques and work for presentation.</p> <p>MU:Pr 5.1.e.HSI</p> <ul style="list-style-type: none"> c. Use teacher and student feedback to develop strategies that address expressive challenges to refine performances. d. Identify the need for aural and visual cues <p>Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.</p> <p>MU:Cn11.1.E.HSI</p> <ul style="list-style-type: none"> a. Describe the role of music in significant social and historical events. b. identify and describe the contributions of community organizations that promote music. 	<p>5.1: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>11.1: Creating, performing and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</p> <p>-Circle of 5ths -Dynamics</p>	<p>Performance Assessment Students will perform Louie Louie</p> <p>-Standards- aligned rubrics and checklists</p> <p>Critical Response Students will Listen to a performance of their music and respond.</p> <p>-Defining musical concepts using appropriate music vocabulary -Evaluating peer and self-mastery of skills and concepts.</p>	<ul style="list-style-type: none"> - “Making Music Matter”- Frank Ticheli - Sound Innovations- Peter Booneshaft - Level 2 Scales - “Furioso” Robert W. Smith - “Louie Louie”
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<p>Concert Prep</p>	<p>6 Weeks</p>	<p>How do musicians improve the quality of their performance?</p> <p>How does a musician communicate artistry in a public performance?</p>	<ul style="list-style-type: none"> ❖ Students synthesize elements of music, notation, and performance. <ul style="list-style-type: none"> ➤ Perform and master repertoire with attention to dynamics, tempo, articulation and phrasing ➤ Adapt their performance to the requirements of a variety of instrumental ensembles. ❖ Students Develop expertise in music in the following areas: <ul style="list-style-type: none"> ➤ Elements, Notation, and Vocabulary ➤ Genre and Style ➤ Instruments, Voices, and Ensembles ➤ Production and Technology ➤ Understand and describe the meaning of symbols and music vocabulary (dynamics, rhythm, pitch, tempo markings, articulation) encountered while following a score of a work from their instrumental repertoire ❖ Students express informed opinions <ul style="list-style-type: none"> ➤ Work with the music teacher and teaching artists to develop their personal musical “voice” 	<p>Anchor Standard 5 Develop and refine artistic techniques and work for presentation.</p> <p>MU:Pr 5.1.e.HSI</p> <ul style="list-style-type: none"> e. Use teacher and student feedback to develop strategies that address expressive challenges to refine performances. f. Identify the need for aural and visual cues <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU: Pr6.1.E.HSI</p> <ul style="list-style-type: none"> a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances. 	<p>5.1: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>6.1: The effectiveness of a performance is based on criteria that vary across time, place, and cultures.</p>	<p>Portfolio with past assessments, performance recording, feedback, reflections, and practice plans</p>	<ul style="list-style-type: none"> - “Making Music Matter”- Frank Ticheli - Sound Innovations- Peter Booneshaft - Level 2 Scales - “Furioso” Robert W. Smith - “Louie Louie” - “Peace” - Frank Ticheli
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