

## High School Band Curriculum Example

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation		
Process Component 1: Select – Select varied musical work to present based on interest, knowledge, and technical skill, and context		
<b>Enduring Understanding:</b> Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.		<b>Essential Question:</b> How do performers select repertoire?
Learning Targets	Essential Skills & Knowledge	Assessment
<b>Pr.1.P</b> Explain the criteria used to select a varied repertoire to study based on an <b>understanding of theoretical and structural characteristics</b> of the music, the technical skill of the individual or ensemble, and the <b>purpose or context of the performance</b> .	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Historical periods</li> <li>• Cultural connections</li> <li>• Musical genres</li> <li>• Technical components of performance</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Comprehension of achievement ability</li> <li>• Musical elements</li> <li>• Technical vocabulary</li> </ul>	<b>The student will select a piece to perform for solo festival from a group of three pieces provided for them, and provide rationale for their selection:</b> <ul style="list-style-type: none"> <li>• Classifying the genre, style, and historical period/culture of their selection and reasoning behind her/his classification.</li> <li>• Demonstrating extensive knowledge of the technical vocabulary and characteristics of the composition through a rationale of why the piece appropriately reflects and challenges their performance abilities.</li> </ul>
Process Component 2: Analyze – Analyze the structure and context of varied musical works and their implications for performance		
<b>Enduring Understanding:</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.		<b>Essential Question:</b> How does understanding the structure and context of musical works inform performance?
Learning Targets	Essential Skills & Knowledge	Assessment
<b>Pr.2.P</b> Demonstrate, using music reading skills where appropriate, <i>how <b>compositional devices employed and theoretical and structural aspects</b> of musical works <b>impact and inform</b> prepared or improvised performances.</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• <b>Structure:</b> awareness of phrases, melodic structure, and expressive shape to musically express the piece being performed.</li> <li>• <b>Context</b> how to play in appropriate style using a variety of dynamics, articulations, and tone qualities.</li> <li>• <b>Vocabulary</b> unique to appropriate literature.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Ability to distinguish with proper performance style, communicate the character of the performed music through articulation, phrasing and dynamics.</li> <li>• Ability to recognize and perform notated figures discerning accuracy in rhythm with proper articulation and releases. Ability to apply dynamic markings to inform phrases utilizing a variety of dynamic levels.</li> </ul>	<b>The student will develop a practice plan:</b> <ul style="list-style-type: none"> <li>• Demonstrating the ability to read (sight-read) accurately and expressively through performance exposing how the elements of the piece will impact decisions for practice.</li> <li>• Clearly identifying the stylistic features of a given musical work that can lead toward expressive and accurate performance</li> </ul>

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Process Component 3: Interpret – Develop personal interpretations that consider creators' intent		
<b>Enduring Understanding:</b> Performers make interpretive decision based on their understanding of context and expressive intent.		<b>Essential Question:</b> How do performers interpret musical works?
Learning Targets	Essential Skills & Knowledge	Assessment
<p><b>Pr.3.P</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of <b>context</b> in a varied repertoire of music through prepared and improvised performances.</li> <li>• Develop an ever increasingly complex set of criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements and/or improvisations.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Awareness of technical and expressive performance practice.</li> <li>• Vocabulary unique to appropriate literature.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ability to recognize and perform notated figures discerning accuracy in rhythm with proper articulation and releases.</li> <li>• Ability to apply dynamic markings to inform phrases utilizing a variety of dynamic levels.</li> </ul>	<p><b>The student will develop a practice plan:</b></p> <ul style="list-style-type: none"> <li>• Clearly identifying the stylistic features of a given musical work that can lead toward expressive and accurate performance</li> <li>• Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and gives examples of other works that make similar uses of these devices and techniques.</li> </ul>
Process Component 4: Rehearse, Evaluate, and Refine – Evaluate and refine personal and ensemble performances, individually or in collaboration with others.		
<b>Enduring Understanding:</b> 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.		<b>Essential Question:</b> How do musicians improve the quality of their performance?
Learning Targets	Essential Skills & Knowledge	Assessment
<p><b>Pr.4.P</b> Develop strategies to address <b>expressive challenges</b> in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Phrases, melodic structure, and expressive shape to musically express the piece being performed.</li> <li>• Effective rehearsal planning techniques that enhance ensemble performance.</li> <li>• Vocabulary: marcato, staccato, legato, tenuto, vibrato, crescendo, diminuendo, unison, harmony, phrase, climax, pp, p, mf, f, ff, expressive shape.</li> </ul> <p><b>Skills:</b> Ability to:</p> <ul style="list-style-type: none"> <li>• Rehearse in small ensembles with one student on a part.</li> <li>• Evaluate a performance by comparing it to similar or exemplary models.</li> <li>• Apply an ever increasingly complex set of criteria for making informed critical evaluations regarding personal participation in music.</li> </ul>	<p><b>Using the assigned practice log, the student will:</b></p> <ul style="list-style-type: none"> <li>• Cite specific area in the music on which they rehearse clearly explaining of how the musical elements present (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) and/or organizational principles (unity and variety or repetition and contrast) are had been improved upon in their rehearsal.</li> <li>• Explain how the stylistic features in the sections define the expressive value for an enhanced musical performance.</li> </ul>

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Process Component 5: Present – Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.		
<b>Enduring Understanding:</b> 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.		<b>Essential Question:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Learning Targets	Essential Skills & Knowledge	Assessment
<p><b>Pr.5.P.a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, <b>and genres</b>.</p> <p><b>Pr.5.P.b</b> Demonstrate an understanding of expressive intent by <b>connecting with an audience</b> through prepared and improvised performances.</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Stylistic performance practice.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Performance etiquette.</li> <li>• Control of technical musicianship.</li> <li>• Individualized expressive choices.</li> </ul>	<p>Through individual or group performance, the student will:</p> <ul style="list-style-type: none"> <li>• Accurately and expressively perform the music selection demonstrating well-developed performance/ensemble skills.</li> <li>• Perform accurately and with good breath control, expression and technical accuracy.</li> <li>• Appropriately perform the musical selection(s) with expression appropriate for the work being performed.</li> </ul>