

MUSIC CURRICULUM MAP

High School (Band)

| | First Trimester | Second Trimester | Third Trimester |
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| Time Frame/Month | September-November | November-February | February-June |
| Skills Taught | <ul style="list-style-type: none"> • Continue reinforcing and building upon previous skills/knowledge • Introduce music for Winter Concert and Pep Band • Sight-reading more advanced material • Large volumes of material to learn in a short amount of time • Alternate fingerings for difficult passages or for better intonation • Reading phrases or groups of notes instead of individual notes • Suggested warm-up and warm-down routines • Instrument maintenance and repair basics • Double and triple tonguing • Similarities and differences between various rock/pop styles e.g. Motown, funk, bossa nova, disco, classic rock, metal, glam, etc. • Cultural/Historical elements: <i>Star Spangled Banner</i>, Francis Scott Key, John Stafford Smith, Fort McHenry, War of 1812 • Observing the “road map” of a piece before playing it for the first time • How to utilize practice time most efficiently • Calculating frequency based on cycles per second • Trills • Following more advanced conducting techniques • Starting a piece without a countdown • Choosing proper mouthpieces & reeds | <ul style="list-style-type: none"> • Continue reinforcing and building upon previous skills/knowledge • Introduce sheet music for Spring Concert and San Juan Band Festival • More advanced tuning methods • Preparing for many more performances than in younger grades • Endurance and range-building techniques & exercises • How to adjust instrument to compensate for sharp or flat pitch • Mental preparation for high level performance • Similarities between band and athletics and how they enhance each other • Stage set-up for maximum efficiency and effectiveness • Influential groups/artists in rock/pop • Adjusting and balancing ensemble sound to suit the acoustical environment • Cultural/Historical elements: Swing Era, Big Band Music, Jitterbug, Lindy Hop • “Quoting” material from other songs while soloing • Musical humor/irony e.g. Clapton’s quoting the melody from <i>Blue Moon</i> in his solo from <i>Sunshine Of Your Love</i> • Vibrato • More advanced meters such as 6/8, 9/8, 7/4, etc. • Duple vs. triple based meters • Harmonic series • Octave displacement • Attack, sustain & decay of a note • Eighth note & quarter note triplets | <ul style="list-style-type: none"> • Continue reinforcing and building upon previous skills/knowledge • Differences between beginner, intermediate and professional model instruments • Flexibility and quick adjustments required to perform with other regional high school bands as a combined mass band • More advanced repertoire that can be performed with the assistance of the other bands at festival • Advanced breath control techniques • Audition strategies • Phrasing, including placement of breaths, dynamics, tempo changes, etc. for maximum artistic effect • Producing the appropriate style and tone/timbre depending upon material being performed • More advanced scale/rhythm combinations for increased technical proficiency • Ear training: Playing back musical figures played by director • Sight singing: Singing written pitches before playing them • Three forms of minor scales: Natural, harmonic & melodic • Historical/Cultural elements depending upon material being performed • Tempo I vs. A tempo • Perfect pitch vs. relative pitch • Common musician injuries (joints, tendons, chops) and how to avoid them |

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| Strategies | <ul style="list-style-type: none"> • Clapping and counting rhythms • Teacher modeling & demonstration • Games • Peer mentoring • Listening to recordings • Using slower tempo • Isolating smaller groups of notes | <ul style="list-style-type: none"> • Clapping and counting rhythms • Teacher modeling & demonstration • Games • Peer mentoring • Listening to recordings • Using slower tempo • Isolating smaller groups of notes | <ul style="list-style-type: none"> • Clapping and counting rhythms • Teacher modeling & demonstration • Games • Peer mentoring • Listening to recordings • Using slower tempo • Isolating smaller groups of notes |
| Resources | <ul style="list-style-type: none"> • Sheet music • A/V materials • Guest artists/clinicians | <ul style="list-style-type: none"> • Sheet music • A/V materials • Guest artists/clinicians | <ul style="list-style-type: none"> • Sheet music • A/V materials • Guest artists/clinicians • Other band directors and guest conductor at San Juan Band Festival |
| Assessments | <ul style="list-style-type: none"> • In-class playing assignments/tests • Monitoring daily & weekly progress | <ul style="list-style-type: none"> • In-class playing assignments/tests • Monitoring daily & weekly progress • Winter Concert | <ul style="list-style-type: none"> • In-class playing assignments/tests • Monitoring daily & weekly progress • Spring Concert |
| Music Standards | | | |
| 1. Expression of Music | <ul style="list-style-type: none"> • Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 2.5 to 3 on the difficulty rating scale • Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale • Participate appropriately as an ensemble member while performing music at the minimal level of 2.5 to 3 on the difficulty rating scale • Demonstrate requisite performance skill sets appropriate for postsecondary pursuits | <ul style="list-style-type: none"> • Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 2.5 to 3 on the difficulty rating scale • Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale • Participate appropriately as an ensemble member while performing music at the minimal level of 2.5 to 3 on the difficulty rating scale • Demonstrate requisite performance skill sets appropriate for postsecondary pursuits | <ul style="list-style-type: none"> • Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 2.5 to 3 on the difficulty rating scale • Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale • Participate appropriately as an ensemble member while performing music at the minimal level of 2.5 to 3 on the difficulty rating scale • Demonstrate requisite performance skill sets appropriate for postsecondary pursuits |

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| 2. Creation of Music | <ul style="list-style-type: none"> • Improvise a stylistically appropriate instrumental solo over a given harmonic progression • Compose complex music in several distinct styles • Arrange selections for instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music | <ul style="list-style-type: none"> • Improvise a stylistically appropriate instrumental solo over a given harmonic progression • Compose complex music in several distinct styles • Arrange selections for instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music | <ul style="list-style-type: none"> • Improvise a stylistically appropriate instrumental solo over a given harmonic progression • Compose complex music in several distinct styles • Arrange selections for instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music |
| 3. Theory of Music | <ul style="list-style-type: none"> • Interpretation of musical elements and ideas • Classification by genre, style, historical period or culture • Evaluation of music using critical, informed analysis | <ul style="list-style-type: none"> • Interpretation of musical elements and ideas • Classification by genre, style, historical period or culture • Evaluation of music using critical, informed analysis | <ul style="list-style-type: none"> • Interpretation of musical elements and ideas • Classification by genre, style, historical period or culture • Evaluation of music using critical, informed analysis |
| 4. Aesthetic Valuation of Music | <ul style="list-style-type: none"> • Practice of appropriate behavior during cultural activities • Evaluation of the quality and effectiveness of musical performances • Development of criteria-based aesthetic judgment of artistic process and products in music • Knowledge of available musical opportunities for continued musical growth and professional development | <ul style="list-style-type: none"> • Practice of appropriate behavior during cultural activities • Evaluation of the quality and effectiveness of musical performances • Development of criteria-based aesthetic judgment of artistic process and products in music • Knowledge of available musical opportunities for continued musical growth and professional development | <ul style="list-style-type: none"> • Practice of appropriate behavior during cultural activities • Evaluation of the quality and effectiveness of musical performances • Development of criteria-based aesthetic judgment of artistic process and products in music • Knowledge of available musical opportunities for continued musical growth and professional development |
| Process Skills | | | |
| 1. Critical Thinking & Reasoning | X | X | X |
| 2. Information on Literacy | X | X | X |
| 3. Collaboration | X | X | X |
| 4. Self-direction | X | X | X |
| 5. Invention | X | X | X |

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| Vocabulary | Cantabile, syncopation, woodshedding, A 440, trill, introduction, verse, refrain/chorus, bridge, outro, ictus, downbeat, preparatory beat, resonance, sympathetic vibration, tutti, molto, meno, mosso, sforzando | Musical quoting, walking bass line, vibrato, tonal center, tonic, median, dominant, subdominant, leading tone, consonance, dissonance, half step, whole step, partial, harmonic series, fundamental tone, root, hemiola, 8va, 8vb, dolce | Chord progression, embellishment, counterpoint, contrary motion, intervallic expansion, espressivo, rubato, medley, ostinato, opus, recapitulation, suite, tessitura, vivace, maestoso, subito, sempre, senza |
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