

Sr. High School Band - Grades 9-12
District 2853

| Month | Content | Performance Standards Addressed | Skills for Student Achievement | Assessment |
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| September | <ul style="list-style-type: none"> · Review Fundamentals · Bb Major Key - increase tempos · G Minor - increase tempos · Complex Rhythms · Mixed Meters · Sight-reading new pep band tunes · Get the old pep tunes into fingers | <p>Analysis & Interpretation Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3 <p>Creation and Performance - Ability</p> <ul style="list-style-type: none"> - Benchmark #1 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmark #1 | <ul style="list-style-type: none"> · Play pep band music level 2-3-4 with proper tone, intonation, rhythms, tempos, and musical understanding | <ul style="list-style-type: none"> · Demonstrate to instructor and peers · Public feedback from athletic events · Sectional feedback |
| October | <ul style="list-style-type: none"> · Add Eb Major Key - increase tempos · Add C Minor Key - increase tempos · Work new and old pep band tunes | <p>Analysis & Interpretation - Ability Understanding</p> <ul style="list-style-type: none"> - Benchmark #1 - Benchmarks #1, #2, #3 <p>Creation and Performance - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmark #1 | <ul style="list-style-type: none"> · Play pep band music level 2-3-4 with proper tone, intonation, rhythms, tempos, musical style, and correct notes | <ul style="list-style-type: none"> · Demonstrate to instructor and peers · Public feedback from athletic events · Sectional feedback - forms available |
| November | <ul style="list-style-type: none"> · Add F Major Key - increase tempos · Add D Minor - increase tempos · Refine new pep band tunes · Sight read Christmas music | <p>Analysis & Interpretation - Ability Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #3, #4 - Benchmarks #1, #2, #3, #4 <p>Creation and Performance - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #3, #4, #5 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 | <ul style="list-style-type: none"> · Play pep band music level 2-3-4 with proper tone, intonation, rhythms, tempos, musical understanding, and correct notes · Understand basic techniques involved in sight reading concert music | <ul style="list-style-type: none"> · Demonstrate to instructor and peers · Public feedback · Sectional feedback - forms available |
| December | <ul style="list-style-type: none"> · C Major Key - increase tempos · A Minor Key - increase tempos · Refine Christmas music · Keep pep band tunes in fingers | <p>Analysis & Interpretation - Ability Understanding</p> <ul style="list-style-type: none"> - Benchmarks #3, #4 - Benchmarks #2, #3, #4 <p>Creation and Performance - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3, #4 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 | <ul style="list-style-type: none"> · Play concert band music level 2-3-4 with proper rehearsal techniques using proper tone, intonation, rhythms, tempos, musical style and understanding, and correct notes | <ul style="list-style-type: none"> · Demonstrate to instructor and peers · Public feedback · Sectional feedback · Watch video tape of concert and do a group and individual assessment plan |

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| January | <ul style="list-style-type: none"> G Major Key - increase tempos E Minor Key - increase tempos Contest and Concert Literature Historical context of new literature New terminology as applied to the new literature Solo and Ensemble music selected Add Chromatic Scales - increase tempos | <p>Analysis & Interpretation - Ability - Benchmarks #1, #2, #3, #4</p> <p>Understanding - Benchmarks #1, #2, #3, #4</p> <p>Creation and Performance - Ability - Benchmarks #1, #3, #4, #5</p> <p>Understanding - Benchmarks #1, #2</p> | <ul style="list-style-type: none"> Play concert band music level 2-3-4 with proper rehearsal techniques using proper tone, intonation, rhythms, tempos, musical style and understanding, and correct notes Play as soloist and/or small ensemble member | <ul style="list-style-type: none"> Demonstrate to instructor and peers Demonstrate through discussion and/or written evaluation Public feedback Sectional feedback Private lesson feedback |
| February | <ul style="list-style-type: none"> Ab Major Key - increase tempos F Minor Key - increase tempos Refine concert and contest literature Continue Chromatics - increase tempos Refine Solo and Ensemble work and select accompanists for solos & ensembles Keep pep band music in fingers | <p>Analysis & Interpretation - Ability - Benchmarks #1, #2, #3, #4</p> <p>Understanding - Benchmarks #1, #2, #3, #4</p> <p>Creation and Performance - Ability - Benchmarks #1, #3, #4, #5</p> <p>Understanding - Benchmarks #1, #2</p> | <ul style="list-style-type: none"> Play concert band music level 2-3-4 with proper rehearsal techniques using proper tone, intonation, rhythms, tempos, musical style and understanding, and correct notes Understand the historical context of the literature Understand the new terminology Play solo and ensemble work level 3-4 | <ul style="list-style-type: none"> Demonstrate to instructor and peers Demonstrate through class discussion and/or written evaluation Public feedback Sectional feedback Private and/or group lessons Video tape and audio tape feedback |
| March | <ul style="list-style-type: none"> D Major Key - increase tempos B Minor Key - increase tempos Continue to refine concert literature Add Major Key Arpeggios Continue to refine solo and ensemble literature Keep pep band music in fingers | <p>Analysis & Interpretation - Ability - Benchmarks #1, #2, #3</p> <p>Understanding - Benchmarks #1, #2</p> <p>Creation and Performance - Ability - Benchmarks #1, #2, #3, #4</p> <p>Understanding - Benchmarks #1, #2</p> | <ul style="list-style-type: none"> Play concert, contest, solo and ensemble level 2-3-4 music with proper rehearsal techniques using proper tone, intonation, rhythms, tempos, musical style and understanding, and correct notes Understand the historical context of the literature Understand and demonstrate the new terminology | <ul style="list-style-type: none"> Demonstrate to instructor and peers Demonstrate through class discussion and/or written evaluation Public feedback Administrative feedback Video tape and/or audio tape feedback Large Group Contest |
| April | <ul style="list-style-type: none"> A Major Scale - increase tempos F# Minor Scale - increase tempos Continue Chromatics and Arpeggios Solo & Ensemble Contest | <p>Analysis & Interpretation - Ability - Benchmarks #1, #2, #3</p> <p>Understanding - Benchmarks #1, #2, #3</p> <p>Creation and</p> | <ul style="list-style-type: none"> Play concert, contest, solo and ensemble level 2-3-4 music with proper rehearsal techniques using proper tone, intonation, rhythms, tempos, musical style and understanding, and correct notes | <ul style="list-style-type: none"> Demonstrate to instructor and peers Public feedback Lesson feedback Solo & Ensemble Contest results Recital in Theatre for Superior winners Video feedback |

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| | <ul style="list-style-type: none"> Performance Solo & Ensemble Recital Performance Spring Band Concert | <ul style="list-style-type: none"> Performance - Ability - Benchmarks #1, #2, #3, #4, #5 Understanding - Benchmarks #1, #2 | | |
| May | <ul style="list-style-type: none"> Review of all the "All State Band Scales" Select literature for Graduation Sight-read a variety of literature Graduation performance | <ul style="list-style-type: none"> Analysis & Interpretation - Ability - Benchmarks #1, #2, #3 Understanding - Benchmarks #1, #2, #3 Creation and Performance - Ability - Benchmarks #1, #2, #3 Understanding - Benchmarks #1, #2 | <ul style="list-style-type: none"> Play concert literature level 2-3-4 with proper tone, intonation, rhythms, tempos, music style and understanding | <ul style="list-style-type: none"> Demonstrate to instructor and peers Public feedback Private and/or group lesson Graduation performance |

ANALYSIS AND INTERPRETATION

A student shall demonstrate the "ability" to:

- #1 Select criteria for evaluating the performances of original compositions or the interpretations and performances of existing compositions;
- #2 Analyze and interpret music through its historical, cultural, or social context;
- #3 Support personal reactions to performances of original compositions or the interpretations and performances of existing compositions using the components of music; and
- #4 Articulate informed evaluations of performances of original compositions or the interpretations and performances of existing compositions using selected criteria.

A student shall demonstrate an "understanding" of:

- #1 How a synthesis of the components of music is used to define a composition, interpretation, or performance in music:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary;
 - c. styles (for example, blues, jazz, or opera);
 - d. structures (for example, ABA); and
 - e. technical skills (for example, singing or playing instruments);
- #2 The similarities and differences among the structures and styles within music;
- #3 How the selection of criteria affects criticism of a musical composition, interpretation, or performance; and
- #4 The connections between music and other disciplines outside the arts (for example, mathematics, science, or history).

CREATION AND PERFORMANCE

A student shall demonstrate the "ability" to:

- #1 Use artistic processes to create an original or perform an existing single, complex work or multiple works in music;
- #2 Use improvisation to generate original ideas for music composition or performance;
- #3 Make decisions based on artistic intent;

#4 Make choices based on analysis of audience and occasion for music composition, interpretation, or performance; and

#5 Revise music composition, interpretation, or performance using multiple sources of critique and feedback.

A student shall demonstrate an "understanding" of:

#1 The integration of components of music:

- a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
- b. vocabulary;
- c. styles (for example, blues, jazz, or opera);
- d. structures (for example, ABA); and
- e. technical skills (for example, singing or playing instruments); and

#2 The cultural, historical, or social contexts that influence the creation, interpretation, or performance of music.