

McGraw Central School District Curriculum

Instructor: Lindsay Burress

Duration: Full Year Course

Date: 2019/2020

6-12 Concert Band: Students in Grades 8-9

Curriculum at a Glance

September	<ul style="list-style-type: none">- Tuning Review- Balance and Blend Review- Ear Training- Pops Concert Music
October	<ul style="list-style-type: none">- Posture Review- Mixed Meter- Pops Concert
November	<ul style="list-style-type: none">- Tenuto/Staccato Articulations- Breathing/Support Review- Christmas Concert Music
December	<ul style="list-style-type: none">- Music Notation Fluency- Ensemble Sound- Christmas Concert
January	<ul style="list-style-type: none">- Following the Conductor in 6/8- Ensemble Balance- Sight-Reading
February	<ul style="list-style-type: none">- Review of Sight-Reading Skills- NYSSMA Preparation
March	<ul style="list-style-type: none">- Tone Clarity and Technique- Memorization of 5 scales
April	<ul style="list-style-type: none">- Performance Preparation (NYSSMA)- Proper Practicing Practices/Habits
May	<ul style="list-style-type: none">- Performance Preparation- Spring Concert Music
June	<ul style="list-style-type: none">- Spring Concert- Year-End Review/Reflection

Unit 1: Intonation and Balance, Pops Concert
Estimated Instructional Time Frame: September- October

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Key Concepts (what students will know)

1. How to listen for good/bad intonation
2. How to listen for good/bad balance
3. Students will learn what it takes to prepare for a performance.

Key Skills (what students will be able to do)

1. Students will be able to hear intonation issues and fix them independently.
2. Students will be able to determine if balance is appropriate and make changes.
3. Students will be able to play their concert music.

Essential Questions

1. What does it mean to play in tune?
2. How does one change their intonation?
3. What does correct balance sound like?
4. What goes into preparing for a performance?
5. How do we as musicians improve the quality of our work?

Academic Vocabulary

- | | |
|------------------------|---------------|
| 1. Eighth Note | 4. Intonation |
| 2. Eighth Rest | 5. Tuning |
| 3. Dotted Quarter Note | 6. Balance |

Assessments

Formative

1. Instrument tuning quiz
2. Level 3 Rhythm Reading Quiz
3. Pops Concert Reflection

Summative

1. Completion of page 6 in Essential Elements 2000, Book 2
2. Pops Concert

Instructional Resources

1. Essential Elements 2000 Method Book
2. NYSSMA Sequential Guide for Band Instruction
3. Rhythm Reading Packet

Unit 2: Basic Technical Skills and Ensemble Preparation, Christmas Concert
Estimated Instructional Time Frame: November- December

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Key Concepts (what students will know)

1. Students will learn the definition of articulation.
2. Students will review correct hand position and embouchure
3. Students will review what it takes to prepare for a performance.

Key Skills (what students will be able to do)

1. Students will be able to increase their playing range through correct embouchure.
2. Students will hold their instruments correctly.
3. Students will be able to play their concert music.

Essential Questions

1. What is the importance of proper hand position when playing our instruments?
2. What is the importance of proper embouchure formation when playing our instruments?
3. What goes into preparing for a performance?
4. How do we as musicians improve the quality of our work?

Academic Vocabulary

- | | | |
|-------------------|--------------|---------------|
| 1. Sixteenth note | 4. Staccato | 7. Support |
| 2. Down beat | 5. Tenuto | 8. Air stream |
| 3. Articulation | 6. Breathing | |

Assessments

Formative

1. Level 5 Rhythm Reading Quiz
2. Christmas Concert Reflection

Summative

1. Completion of page 15 in Essential Elements 2000, Book 2
2. Christmas Concert

Instructional Resources

1. Essential Elements 2000 Method Book
2. NYSSMA Sequential Guide for Band Instruction
3. Rhythm Reading Packet

Unit 3: Ensemble Playing and Sight-Reading

Estimated Instructional Time Frame: January and February

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Key Concepts (what students will know)

1. Students will learn the rules and expectations of being part of a large ensemble.
2. Students will review the basics of Sight-Reading.

Key Skills (what students will be able to do)

1. Students will be able to follow a down beat.
2. Students will be able to follow a conductor.
3. Students will be able to sight-read level 2 music independently and in an ensemble setting.

Essential Questions

1. How do we value teamwork in an ensemble setting?
2. What does it mean to follow a conductor in mixed meter?
3. How do we prioritize sight-reading challenges?

Academic Vocabulary

- | | | |
|----------------|------------------|------------|
| 1. Conductor | 4. Duplet | 7. Balance |
| 2. Mixed Meter | 5. Sight-reading | 8. Blend |
| 3. NYSSMA | 6. Triplet | 9. Tone |

Assessments

Formative

1. Sight-Reading Quiz

Summative

1. Completion of page 21 in Essential Elements 2000, Book 2

Instructional Resources

1. Essential Elements 2000 Method Book
2. NYSSMA Sequential Guide for Band Instruction
3. NYSSMA Manual
4. Sight-Reading Factory Online

Unit 4: NYSSMA Solo Preparation

Estimated Instructional Time Frame: March- April

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Key Concepts (what students will know)

1. Students will learn and memorize five major scales.
2. Students will review how to prepare for a performance.

Key Skills (what students will be able to do)

1. Students will be able to produce a clear tone on their instrument.
2. Students will be able to practice efficiently and effectively.

Essential Questions

1. What goes into preparing for a performance?
2. How do we as musicians improve the quality of our work?

Academic Vocabulary

- | | | |
|----------------|----------|--------------------|
| 1. Major scale | 4. Major | 7. Clarity |
| 2. Half step | 5. Minor | 8. Order of sharps |
| 3. Whole step | 6. Tone | 8. Order of flats |

Assessments

Formative

1. Level 12 Rhythm Reading Quiz
2. Scales Quiz
3. Order of Sharps/Flats Quiz

Summative

1. Completion of learning level appropriate NYSSMA Solo (whether attending festival or not)

Instructional Resources

1. NYSSMA Manual
2. NYSSMA Sequential Guide for Band Instruction
3. Rhythm Reading Packet
4. Sight-Reading Factory Online

Unit 5: Concert/Graduation Preparation
Estimated Instructional Time Frame: May- June

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Key Concepts (what students will know)

1. Students will review what it takes to prepare for a performance.
2. Students will know how to sight-read *Pomp and Circumstance* in preparation for Graduation.

Key Skills (what students will be able to do)

1. Students will be able to play their concert music.
2. Students will be to learn and play *Pomp and Circumstance* in preparation for Graduation.

Essential Questions

1. What goes into preparing for a performance?
2. How do we as musicians improve the quality of our work?

Academic Vocabulary

1. Reflection
2. Self-Assessment
3. Year in Review

Assessments

Formative

1. Reflection of Spring Concert
2. End of Year Reflection

Summative

1. Completion of page 29 in Essential Elements 2000, Book 2
2. Spring Concert
3. Graduation Processional

Instructional Resources

1. Essential Elements 2000 Method Book
2. NYSSMA Sequential Guide for Band Instruction