

Curriculum Map: Senior High Band

Course: SR BAND Sub-topic: Band

Grade(s): 9 to 12

Course

Description:

Senior High Band is open to all students with appropriate junior high level playing experience on a band instrument. The students will learn about instrumental playing techniques, scales, rhythms, music history and composer profiles. Students will learn basic ensemble skills and perform music of various historical periods and styles.

Students will prepare four major concerts, local community performances, festivals and band performance trips. Performances are an integral part of the band program. Students are expected to make a commitment of personal practice at home and attendance at performances outside of the school day. Band members may be required to attend sectional rehearsals held during the school day for evaluation purposes. Students are encouraged, but not required to take private lessons and participate in solo and small ensemble performances.

Course

Textbooks, Workbooks,

Essential Techniques for Band Book 1 and 2 (For the student's appropriate instrument)

Materials

Instrument

Citations:

Unit: Instrumental Music - Skills, Techniques and Processes

Timeline: Week 1 to 36

Unit

This unit will cover all essential skills and techniques necessary to perform instrumental

Description:

music.

Unit Essential

Questions:

How do people use music?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

Topic: Play melodies by ear

Topic: Perform music from memory

Topic: Transfer performance techniques from familiar to unfamiliar pieces

Topic: Play age-appropriate repertoire expressively

Topic: Demonstrate proper instrumental techniques

Topic: Sight-read standard exercises and simple repertoire

Topic: Compare written notation to aural examples and analyze for accuracy of rhythm and pitch

Topic: Notate rhythmic phrases and/or melodies in various meters,

Topic: Demonstrate efficient rehearsal strategies to apply skills and techniques

Unit: Critical Thinking, Reflection, and Organizational Structure

Timeline: Week 1 to 36

Unit

This unit will cover Critical Thinking, Reflection, and Organizational Structure in instrumental

Description:

music.

Unit Essential

Questions:

How are aesthetic and critical processes sometimes used for the same purposes?

Unit Big Ideas: [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](#)

Topic: Strategies for listening to unfamiliar music

Topic: Compare the aesthetic impact of a performance

Topic: Identify, aurally, instrumental styles and a variety of musical ensembles

Topic: Critique changes in musical performance resulting from practice or rehearsal

Topic: Critique personal performances

Topic: Compare performances of a musical work to identify artistic choices made by performers

Topic: Describe combination of instrumentation and expressive elements

Topic: Perform the expressive elements of a musical work

Unit: Historical and Global Connections, Innovation, Technology, and the Future

Timeline: Week 1 to 36

Unit Description: In this unit we will cover Historical and Global Connections, Innovation, Technology, and the Future of Instrumental music.

Unit Essential Questions:

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| Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period? |
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Unit Big Ideas: [People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

Topic: Describe the functions of music from various cultures and time periods

Topic: Identify the works of representative composers within a specific style or time period

Topic: Classify authentic features in music originating from various cultures

Topic: Understand how technology has changed the way music is created, performed, acquired, and experienced

Topic: Classify the literature being studied by genre, style, and/or time period

Topic: Describe how careers in and related to the arts significantly impact local and global economies

Topic: Identify connections among music and other content areas and/or contexts

Topic: Discuss how the absence of music would affect other content areas or contexts

Topic: Describe how 21st Century skills necessary for success as citizens, workers, and leaders are embedded in the study of the arts and music