

Subject: MS/HS Band & Lessons School Year: 2021-2022

Title of Topics	Standards	Skills	Essential Question	Vocabulary	Major Assessments	Time frame
Winter 2021 Concert Preparation (with post-concert listening session & critique/analysis)	<b>HS Proficient MU:Pr4.1.H.HSI</b>  <b>HS Proficient MU:Pr6.1.H.HSI</b>	<b>Students Will Be Able To:</b>  Acquire an ear for listening to ensemble balance & blend.  Perform ensemble repertoire in large groups, quartets, and solos.  Analyze form structure simultaneously to performance context	How is music theory and foundational musical knowledge used to inform and strengthen music performance?  What musical techniques are used to convey different moods?  What must I do to produce the most characteristic on my respective instrument?  How do I use the pyramid of sound to achieve the most desired balance and blend in an ensemble performance situation?	Repertoire Style Tempo Balance Blend Contrast Form / Structure Music Theory < (assorted terms) Phrasing Music Notation Melody & Harmony Rhythm & Polyrhythm Bass Line Analysis & Critique	Students enrolled in MS & HS Band are to attend the Winter 2021 Performance. Attending weekly lessons and rehearsals, along with regular practice outside of class time will add to the students' level of preparedness for this event.	September 7 – December 23, 2021
Spring 2022 Concert Preparation (with post-concert listening session & critique/analysis)	<b>HS Proficient MU:Pr4.1.H.HSI</b>  <b>HS Proficient MU:Pr6.1.H.HSI</b>	<b>Students Will Be Able To:</b>  Acquire an ear for listening to ensemble balance & blend.  Perform ensemble repertoire in large groups, quartets, and solos.  analyze form structure simultaneously to performance context	How is music theory and foundational musical knowledge used to inform and strengthen music performance?  What musical techniques are used to convey different moods?  How do I use the pyramid of sound to achieve the most desired balance and blend in an ensemble performance situation?  What must I do to produce the most characteristic on my respective instrument?	Repertoire Style Tempo Balance Blend Contrast Form / Structure Music Theory < (assorted terms) Phrasing Music Notation Melody & Harmony Rhythm & Polyrhythm Bass Line Analysis & Critique	Students enrolled in MS & HS Band are to attend the Spring 2022 Performance. Attending weekly lessons and rehearsals, along with regular practice outside of class time will add to the students' level of preparedness for this event.	January 3-June 2022

Lessons (weekly), to include sectional/lesson group work	<b>HS Proficient</b> <b>MU:Cr3.1.H.HSI</b>	<b>Students Will Be Able To:</b>  Perform foundational and additional technical passages to convey maximum artistry  Perform ensemble repertoire in sectional/group settings	What musical techniques are used to convey different moods? How is music theory used to inform and strengthen music performance?	Articulation Air Speed/Direction Air Support Reading Notation Scales/Etudes/Repertoire Group Lessons/Sectional Melody & Harmony Rhythm & Bass Line Collaboration Analysis & Critique	Attending weekly lessons and coming prepared with all sheet music/band folder, instrument(s), a pencil, and questions for the instructor.	September 7-June 2022
Diatonic Scale and Sightreading Exams	<b>HS Proficient</b> <b>MU:Cr3.1.H.HSI</b>	<b>Students Will Be Able To:</b>  Connect the application of scales and sight reading varied & provided notation to that of repertoire performed throughout the school year.	Why are scales incorporated into regularly instrumental music practice? Where are scales found in our selected repertoire for the school year? How do I strengthen my technique to allow for greater expressivity?	Diatonic Scale Chromatic Scale MS: Bb, Eb, F, C, G, D, A HS: All - Circle of 5ths Performance by Rote and Notation Ascending Descending Sightreading Audiation Technique/Executive Skill Air Support/Speed/Dir. Musicality & Artistry	Students play three scales per semester. Scales to be prepared will be announced at least one week prior to their scheduled exam (to take place during lessons). Scales will be chosen at random by the student from a hat, to be performed ascending and descending Sightreading abilities (preparation during lessons in advance, unfamiliar excerpt of music given on-the-spot at time of sightreading examination).	Minimum Once per Marking Period
Performance Examination (Spring '22)	<b>HS Proficient</b> <b>MU:Pr4.3.H.HSI</b>	<b>Students Will Be Able To:</b>  Connect the application of scales and sightreading to that of etudes and/or repertoire selected for their performance examination.	Why is it important to fully dedicate to accurately recreating the composer's intentions/work? Why is it important to study and perform solo repertoire for my instrument? How does music history, theory and performance praxis inform my interpretation of a piece of music? How do I draw musical conclusions based in	Phrasing Dynamics Air Support Air Speed & Direction Musicality & Artistry Technique/Executive Skill Form / Musical Structure Repertoire & Pedagogy Scales/Etudes Melody & Harmony Rhythm Texture / Timbre Articulation Composer Listening Interpretation	Student either performs their NYSSMA solo at NYSSMA's (2022) festival for an automatic 100 OR performs a solo of their choice for a grade in the gradebook provided by their teacher during lesson times during May 2022.	Preparation leading up to performance, circa May 2022

			theoretical and historical concepts?	Range Literacy Analyze/Critique/Describe Performance Etiquette		
Sectional Work & Practice	<p><b>HS Proficient</b> <b>MU:Pr5.1.C.HSI.</b></p> <p>HS Advanced MU:Cn11.1.C.HSIII MU:Cn11.1.H.HSIII MU:Cn11.1.T.HSIII</p>	<p><b>Students Will Be Able To:</b></p> <p>Perform ensemble repertoire in sectional/group settings</p> <p>Connect the application of scales and sightreading to that of repertoire performed throughout the school year.</p>	<p>How do I effectively ask questions of myself, my collaborators (classmates) and the conductor that results in a more accurate and effective performance and – overall – musical experience?</p> <p>How do I effectively &amp; efficiently practice?</p> <p>How do I develop a sound concept that will inform my performance?</p> <p>How do balance points, body and hand position, and posture affect my performance?</p> <p>How do I breathe like a musician?</p> <p>How can I use articulation to further define my interpretation?</p> <p>How do I care for and maintain my instrument?</p> <p>How do I effectively and appropriately start and stop sound?</p> <p>How do I expand my range?</p> <p>How do I maintain a healthy relationship with my instrument?</p> <p>How do I further develop my musical literacy? How do I progress from beginner to independent/fluent?</p>	<p>Phrasing Dynamics Air Support Air Speed &amp; Direction Musicality &amp; Artistry Technique/Executive Skill Form / Musical Structure Collaboration/Teamwork Listening Balance &amp; Blend Musical Context Musical Content Counting Conducting Chanting/Singing Parts Balance &amp; Blend Form/Structure Technique/Executive Skill Musicality &amp; Artistry Air Support Speed &amp; Direction Dynamics Phrasing</p>	<p>Sections will be assigned a minimum of two ‘sectional’ assignments per concert during their scheduled lesson times.</p> <p>Continuing to develop effective and efficient exercises and using healthful repetition</p> <p>Coming prepared to lessons, sectionals, and rehearsals with questions based on challenge spots that arise in practice</p> <p>Describing, analyzing, and critiquing the sounds heard throughout practice (the use of a recording device is strongly encouraged)</p>	<p>Minimum 2 sectionals per concert</p>

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