

**Subject: High School Band      School Year: 2022-2023**

Title of Topics	NYS Standards	Skills (SWBAT...)	Essential Questions	Vocabulary	Major Assessments	Time frame
Winter Concert: Preparation, post-concert listening critique & analysis	<p><b>HS Proficient MU:Pr4.1.H.HSI</b></p> <p><b>HS Proficient MU:Pr6.1.H.HSI</b></p>	<p>Acquire listening skills toward balance / blend</p> <p>Perform repertoire in ensembles of varying sizes</p> <p>Analyze musical form in performance context</p>	<p>How is foundational musical knowledge used to inform and strengthen music performance?</p> <p>What techniques are used to create different moods?</p>	<p>Repertoire Musical Style Tempo Balance &amp; Blend Contrast of sound Form &amp; Structure Phrasing Music Theory Musical Notation Harmony &amp; Rhythm Polyrhythm Bass Line Analysis/Critique</p>	<p>Mandatory Concert attendance</p> <ul style="list-style-type: none"> <li>Senior Luncheon</li> <li>Christmas Concert</li> </ul> <p>Band Practice: Weekly Self-Assessment form turn-in</p> <p>Check-in during advisory for chamber rehearsals</p> <p>Write up an analysis after listening back to the concert (Google Form)</p>	<p>Sept. 7 – Dec. 22, 2022</p>
Spring Concert: Preparation, post-concert listening critique & analysis	<p><b>MU:Pr4.1.H.HSI</b></p> <p><b>MU:Pr6.1.H.HSI</b></p>	<p>Acquire listening skills toward balance / blend</p> <p>Perform repertoire in ensembles of varying sizes</p> <p>Analyze musical form in performance context</p>	<p>How is foundational musical knowledge used to inform and strengthen music performance? How can we elevate our understanding in comparison to the elements used throughout the Winter concerts?</p>	<p>Repertoire Style &amp; Tempo Self-Assessment Balance &amp; Blend Contrast of sound Form &amp; Structure Phrasing Music Theory Musical Notation Harmony &amp; Rhythm Polyrhythm Bass Line Analysis/Critique</p>	<p>Mandatory Concert attendance</p> <ul style="list-style-type: none"> <li>Spring Concert (in preparation for NYSSMA Majors)</li> </ul> <p>Band Practice: Weekly Self-Assessment form turn in</p> <p>Check-in during optional band lesson times (vary each week)</p> <p>Write up an analysis after listening back to the concert (Google Form)</p>	<p>Jan. -mid March 2023</p> <p>NYSSMA Majors anticipated mid-May 2023</p>
SCCS POPS: Preparation, post-concert listening critique & analysis	<p><b>MU:Pr4.1.H.HSI</b></p> <p><b>MU:Pr6.1.H.HSI</b></p>	<p>Acquire listening skills toward balance / blend on familiar musical material in pop culture</p> <p>Perform repertoire in ensembles of varying sizes</p> <p>Analyze musical form in performance context</p>	<p>How is musical style shaped from our experience consuming pop culture?</p> <p>How can the concept of the pyramid of sound be used to achieve the most desired balance and blend in an ensemble rehearsal? Does this concept change for a concert?</p> <p>What must I do to produce the most characteristic on my respective instrument?</p>	<p>Executive Skills Listening Repertoire Style &amp; Tempo Self-Assessment Balance &amp; Blend Contrast of sound Form &amp; Structure Phrasing Music Theory Musical Notation Harmony &amp; Rhythm Polyrhythm Bass Line Analysis/Critique</p>	<p>Mandatory Concert attendance</p> <ul style="list-style-type: none"> <li>POPS Concert (anticipated May 17, 2023)</li> </ul> <p>Band Practice: Weekly Self-Assessment forms to turn in</p> <p>Checking in during optional band lesson times (vary each week)</p> <p>Write up an analysis after listening back to the concert (Google Form)</p>	<p>January-June 2023</p>

<p>LESSONS (*optional)</p>	<p><b>MU:Cr3.1.H.HSI</b></p>	<p>Learn and build foundational skills within assigned musical passages to convey maximum artistry</p> <p>Work on performance repertoire independently, in sectionals, and large groups</p>	<p>What musical techniques are used to convey different moods?</p> <p>What is emotion?</p> <p>How are the fundamentals (theory) used to inform and strengthen musical performance?</p>	<p>Articulation Air Speed/Direction Air Support Reading Notation Scales/Etudes/Repertoire Group Lessons/Sectional Melody &amp; Harmony Rhythm &amp; Bass Line Collaboration Analysis &amp; Critique</p>	<p>Attending weekly lessons for HS students is now optional for the 2022-2023 school year.</p> <p>Alternative assignments (weekly self-assessment forms) are to be turned in every week to inform teacher that time and effort is applied outside of rehearsal time on pieces (NYSSMA and Band Literature). Students who have questions at home can also submit them via Google Classroom.</p>	<p>September 2022-June 2023</p>
<p>IN-HOUSE REHEARSALS</p>	<p><b>MU:Pr5.1.C.HSI</b> <b>MU:Cn11.1.C.HSIII</b> <b>MU:Cn11.1.H.HSIII</b> <b>MU:Cn11.1.T.HSIII</b></p>	<p>Perform literature individually, in sectionals, and large group setting</p> <p>Apply scales, sightreading, foundations, and other tonal patterns to repertoire performed throughout the 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? 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? How can I use articulation to further define my interpretation?</p> <p>How do I care for and maintain my instrument? How do I effectively and appropriately start and stop sound?</p> <p>How do I expand my range? How do I maintain a</p>	<p>Phrasing   Dynamics   Air   Support, Speed, Direction   Musicality   Artistry   Technique   Executive Skill   Form   Musical Structure   Collaboration   Teamwork   Listening   Balance Blend   Musical Context   Musical Content   Counting   Conducting   Changing   Singing Parts</p>	<p>Chamber ensembles will have designated sectional time set aside for them on a weekly basis during advisory.</p> <p>Sectionals addressed within band literature will be announced the rehearsal(s) before for a more thorough and formal observation for an in-house grade in the grade book. Instructor will announce what intricacies about the pieces will be observed for these evaluations.</p>	<p>year-round</p>

			<p>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>			
NYSSMA SOLO (final exam opportunity)	<b>MU:Pr4.3.H.HSI</b>	Connect/Apply scales and sight-reading to their repertoire selected for solo festival.	<p>Why is it important to accurately captivate and convey the composer's intentions/works?</p> <p>Why is it important to study and perform solo literature outside of an ensemble context?</p> <p>How does music history, theory, and aural skills inform my interpretation of musical literature?</p>	<p>Phrasing, Dynamics, Support, Speed, Direction, Musicality,</p> <p>Artistry, Executive Skills</p> <p>Form, Musical Structure, Repertoire &amp; Pedagogy, Scales/Etudes, Melody &amp; Harmony, Rhythm, Timbre, Texture, Articulation, Composition, Composer, Listening, Interpretation</p> <p>Performance Etiquette</p>	Students perform at either All-State (level 6+), or NYSSMA Solo Fest	Last weekend of April and First Week of May 2023. Supplies received by October 1 2022.
MIDTERM	<b>MU:Cn10.1.C.HSII</b> <b>MU:Cn10.1.H.HSII</b> <b>MU:Cn10.1.T.HSII</b>	Connect elements of band used in everyday practice toward an exam heavily involving musical notation and reading achievement	Why is it important to review the fundamentals of music notation in a band setting?	<p>Staff</p> <p>Key Signature</p> <p>Time Signature</p> <p>Scales</p> <p>Artistic Elements</p>	Written exam Survey Re: class experience	1 <sup>st</sup> week of January 2023
SCALE QUIZZES	<b>MU:Cr3.1.H.HSI</b>	Connect scales to the repertoire performed throughout the school year and build the necessary executive skills to advance their musical understanding	<p>Why are scales incorporated into regularly instrumental music practice?</p> <p>Where are scales found in our selected repertoire for the school year? How do I strengthen my technique to allow for greater expressivity?</p>	<p>Diatonic Scales</p> <p>Major Scales</p> <p>Enharmonic Scales</p> <p>Minor Scales (N H M)</p> <p>Parallel Major/Minor</p> <p>Relative Major/Minor</p> <p>Blues Scale</p> <p>Pentatonic Scale</p> <p>Whole Tone Scale</p>	Three scales (picked out of jar by the student) to play ascending and descending from memory at least every other marking period. Scale quizzes are performed in lieu of lessons/rehearsals during the second to last week of the marking period for a grade.	Second to last week of marking period; minimum of 2/year
SIGHT-READING	<b>MU:Cr3.1.H.HSI</b>	Connect sight-reading material to repertoire performed throughout the school year	Why is routine sight-reading important for my musical health?	<p>Sight-Reading</p> <p>Key Signature</p> <p>Time Signature</p> <p>Accidentals</p> <p>Nuances</p> <p>Dynamic Contrasts</p> <p>Articulations</p>	Sight-Reading (pulled from resource binder and other materials in-house) will be performed immediately after scales quizzes take place during the second to last week of the marking period	Second to last week of marking period; minimum of 2/year