Strand	Product and Performance Artistic Perceptions
Standards	**Learning Targets**
A. • Instrumental performance skills • Expression and technical skills • Group playing • Critique musical performances and compositions	1. Tone Quality • Use proper air speed and air support through vowel formation to demonstrate a clear and resonant tone in level 4 and level 5 repertoire • Interpret and perform an extensive range of layered expressive markings in level 4 and level 5 repertoire • Apply advanced air control and vibrato resulting in a high degree of musicality • Varying vibrato speed and width, using jaw or diaphragmatic vibrato • Balance ensemble sound in level 4 and level 5 repertoire • Interpret and play rapidly changing expressive markings and articulations • Evaluate advanced to professional musical performances
Alignments: CCSS: 9-12.RST.4 Performance: 2.4, 3.2, 3.4 Knowledge: (CA) 6 (FA) 1 (SC) 2 MUGLE: PP.2.A; PP.2.B; AP.2.B NETS: 4 DOK: 4	

Instructional Strategies

- Teacher modeling of various techniques that enhance tone production
- Guided practice of proper tone production in levels 4-5 music literature
- Rhythm 101 Etude Series – Concept building of rhythmic phrases
- 3D Band Book/14 Weeks to a Better Band – Concept building on:
  - phrasing
  - articulations
  - intonation
  - balance
- 371 Bach Chorales:
  - Concept building
  - Balance/blend
  - Phrasing
- Internet resources – For example, listening to an arrangement of music with a choir and then with a band
- Professional musician modeling, such as:
  - Heritage Festivals
  - professional clinicians/musicians
  - college professors

Assessments/Evaluations

- Playing tests using a content scoring guide
- Director observation/evaluation of daily rehearsals
- Festival evaluation
- Performance events
- Recordings:
  - Audio
  - Video

Sample Assessment Questions

- What would you do to improve the phrasing of this passage through proper tone production?
- How would you describe dynamics in our instrumentation setting?
- Should you take a breath during a slur?
- How is a molto-legato note articulated?

Instructional Resources/Tools

- MBA (Missouri Bandmasters Association) – site utilized for All State Music and All District Music
- Listening aids/professional recordings/performances
- Music repertoire/supplemental materials
- NAfME/SBO magazines
- Attending performances
- Assorted instructional and master class books
- Internet resources

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics

Cross Curricular Connections

- ELA: Reading poetry to demonstrate:
  - articulation
  - style
  - tone
  - dynamics
- Science – Physics:
  - Explaining the physics of sound and sound cycles per second (oscillation) to explain how instruments can be out of tune
  - Weight
  - Velocity/sound

Strand	Product and Performance Elements and Principals of Music
Standards	**Learning Targets**
B. • Instrumental performance skills • Improvisation • Rhythmic notation • Symbols of expression • Sight read	1. Advanced to Professional Rhythm, Fingering and Sticking • Understand and demonstrate advanced fingerings/stickings for level 4 to level 5 literature • Demonstrate appropriate articulations and style for different periods of music in level 4 to level 5 literature • Interpret and perform changing rhythmic and melodic patterns in sight reading material in level 4 to level 5 literature • Performing adlibitum and improvisation in cadenza material as well as aleatoric sections in advanced literature • Demonstrate and count complex rhythms in complex and mixed meters
Alignments: CCSS: 9-10.RST.4 Performance: 1.6, 2.5, 3.4 Knowledge: (CA) 6 (FA) 1 (MA) 1-3 (SC) 2 MUGLE: PP.2.A; PP.3.A.; EP.1.A; EP.1.C; EP.1.E NETS: 4; 6b,d DOK: 4	

Instructional Strategies

- Teacher modeling and guided practice of:
  - fingerings
  - sticking
  - various complex rhythmic patterns
- Rhythm 101 Etude Series – Concept building of rhythmic phrases
- 3D Band Book/14 Weeks to a Better Band – Concept building on:
  - phrasing
  - articulations
  - intonation
  - balance
- 371 Bach Chorales:
  - Concept building
  - Balance/blend
  - Phrasing
- Internet resources – For example, listening to correct and incorrect intonation
- Sectionals
- Counting systems: 1+2+ and 1e+a
- Sight reading

Assessments/Evaluations

- Playing tests using a content scoring guide
- Director observation/evaluation of daily rehearsals
- Festival evaluation
- Performance events
- Recordings:
  - Audio
  - Video

Sample Assessment Questions

- What counting method is appropriate for going in and out of compound/simple time signatures?
- What is the proper sticking for a paradiddle?

Instructional Resources/Tools

- MBA (Missouri Bandmasters Association) – site utilized for All State Music and All District Music
- Listening aids/professional recordings/performances
- Daily warm-ups
- NAfME/SBO magazines
- Attending performances
- Assorted instructional and master class books
- Sticking for the modern snare drummer/fingering charts
- Metronome

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics

Cross Curricular Connections

- Physical Education: Muscle memory
- Math: Patterns, fractions
- Science: Properties and Principals of Force and Motion
- ELA: Reading

Strand	Product and Performance Elements and Principals of Music

Standards	**Learning Targets**
C. • Instrumental performances skills • Melodic notation • Develop and apply instrumental skills to perform and communicate through the arts	1. Finger/Sticking Patterns and Scales • Demonstrate appropriate fingerings/sticking patterns for given scales/rudiments • Play two-octave major/minor scales as permitted by instrument • Play chromatic scale in practical range of instrument

Alignments:
CCSS: 9-12.RST.4
Performance: 1.6, 2.5, 3.4
Knowledge: (CA) 6 (FA) 1,2 (MA) 4,5
MUGLE: PP.2.A
NETS: 5; 6b,d
DOK: 2

Instructional Strategies

- Guided practice of fingering/sticking using scales of five sharps or five flats
- Rhythm101 Etude Series – Concept building using scales with various rhythmic patterns
- 3D Band/14 Weeks to a Better Band – Concept building on scale knowledge built into various rhythmic patterns

Assessments/Evaluations

- Playing tests using a content scoring guide
- Director observation/evaluation of daily rehearsals
- Festival evaluation
- Performance events
- Video recording
- Student evaluation – visual and auditory

Sample Assessment Questions

- What is the correct fingering for a high C# above the staff for clarinet?
- What is the correct sticking for 9-let on the snare drum?

Instructional Resources/Tools

- MBA (Missouri Bandmasters Association) – site utilized for All State Music and All District Music
- Listening aids/professional recordings/performances
- Music repertoire/supplemental materials
- NAfME/SBO magazines
- Attending performances
- Assorted instructional and master class books
- Internet resources
- Daily warm-ups

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics

Cross Curricular Connections

- Math: Patterns

Strand	Product and Performance Elements and Principles of Music

Standards	**Learning Targets**
D. • Rhythmic notation • Melodic notation • Sight reading • Instrumental performance skills • Expression technical skills • Repertoire	1. Advanced to Professional Music Literacy and Vocabulary • Learn and apply music vocabulary in level 4 to 7 music literature • Apply key signature and accidentals up to five sharps and five flats • Sight read music in simple and compound meters and mixed meters • Sight-read music at intermediate music literature level • Conduct beat patterns for compound meters and mixed meters

Alignments:
CCSS: 9-12.RS.4
Performance: 1.5, 2.5, 3.4
Knowledge: (CA) 6 (FA) 3 (MA) 5
MUGLE: PP.2.A; PP.2.B; PP.2.C; EP.1.A; EP.1.B; EP.1.E
NETS: 4; 6b
DOK: 4

Instructional Strategies

- Teacher modeling of complex/compound meter
- Guided practice to reinforce the sight reading process at the intermediate level
- Provide visuals of abstract concepts on the whiteboard
- Sing pitches
- Intone rhythms
- Sight reading at the intermediate level
- Music markings

Assessments/Evaluations

- Playing tests using a content scoring guide
- Director observation/evaluation of daily rehearsals
- Festival evaluation
- Performance events
- Student evaluation of performance
- Recording
- Critiquing performances as a group and individually

Sample Assessment Questions

- What are the things we need to look for when preparing for sight-reading?
- Can you determine how the end of the piece will sound based on the given vocabulary in the music prior to sight-reading?

Instructional Resources/Tools

- Daily sight reading
- Metronome
- Music literature/supplemental materials
- Internet resources
- Music recordings
- NAfME/SBO magazines
- Teacher feedback
- 3D Band Book/Rhythm 101/14 Weeks to a Better Band

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics

Cross Curricular Connections

- Math:
  - Patterns
  - Fractions using a time signature
- ELA:
  - Additional sight words

Strand	Product and Performance Historic and Cultural Contexts
Standards	**Learning Targets**
E. • Repertoire • Music's role and function in various cultures • Genres and styles • Stylistic practices • Careers	1. Music Theory and History • Identify genre or style from various periods through performing and listening to selected repertoire in level 4 and level 5 repertoire, as well as to which composers they pertain • Identify the main chords in major and minor key signatures • Build the main chords in major and minor key signatures • Identify intervals from a minor 2nd up to an octave and their inversions • Compare, contrast and prepare for music and music related vocations and avocations
Alignments: CCSS: 9-12.RST.4; 9-12.WHST.4; 9-12.WHST.7 Performance: 1.6, 1.9, 2.5, 3.5 Knowledge: (CA) 7 (FA) 5 (SS) 6 MUGLE: PP.2.C; HCC.1.C NETS: 3; 5c DOK: 4	

Instructional Strategies

- Teacher modeling of identifying elements from varying musical styles or genres of music and pointing them out as they are heard and to which composers they pertain
- Guided practice by demonstrating the process of building:
  - major
  - minor
  - diminished
  - augmented

  chords in a given key
- Discuss how a student will apply the study of music to his/her chosen career/academic path
- Professional musician modeling through:
  - videos
  - documentaries
- Listen to adjudicator comments
- Read adjudicator comments
- Music markings
- Listen to profession recording of various styles and genres of music
- Multiple resources, including:
  - the Internet
  - magazines
  - periodicals
  - books related to:
    - historical periods in music
    - the composers of those periods
- Guided practice: Example: Compare and contrast the Romantic Period with the 1960's:
  - socially
  - politically
  - musically

  and how to extract that information through research

Assessments/Evaluations

- Written evaluation of performance using a scoring guide
- Self-assessment paper using a scoring guide

Sample Assessment Questions

- What is the whole step/half step formula for a major scale?
- How will you determine the difference between a P5 and a P4?
- Describe ways in which the study of music will be applied in your chosen career/academic path

Instructional Resources/Tools

- Audio recordings
- Music repertoire
- Kostka/Payne Tonal Harmony Theory Book
- Video recordings
- Internet resources

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Cross Curricular Connections

- Math:
  - Patterns
  - Fractions
- ELA: Additional sight words
- Social Studies: History – Making historical connections, socially and economically, with different historical periods of composer and music
- Social Studies/ELA: Relationships between language and culture

Strand	Product and Performance Artistic Perceptions
Standards	**Learning Targets**
F. • Imitation • Improvisation • Musical characteristics, events and descriptors	1. Advanced Ear Training – By the end of the course, students should be able to: • Imitate melodic lines within the range of an octave • Tune their instruments with a given pitch or pitches on their own • Improvise short melodies in the relative major/minor keys of C, G, D, A, E, F, B-flat, E-flat and A-flat

Alignments:
CCSS: 9-12.WHST.4
Performance: 1.6, 2.5, 3.3, 3.4
Knowledge: (CA) 6 (FA) 1 (SC) 1
MUGLE: PP.2.D; AP.1.B
NETS: 6b,d
DOK: 4

Instructional Strategies

- Teacher modeling through singing of made up melodies in different keys
- Imitate simple melodic melodies
- Improvise individually and in small groups
- Professional musician modeling through:
  - videos
  - documentaries
- Listen to or watch videos of professional musicians performing improvisation

Assessments/Evaluations

- Aural teacher observation
- Playing test using content scoring guide
- Student evaluation, both visual and auditory
- Music festivals

Sample Assessment Questions

- Aurally describe the whole step/half step formula for a major scale? Minor Scale?
- What is the suggested path to improvise for the very first time

Instructional Resources/Tools

- Audio recordings
- Music repertoire
- NAfME/SBO magazines
- Video recordings
- Internet resources
- Daily warm-ups

Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Cross Curricular Connections

- Science: Physics – introduction to sound oscillation and cycles per second
- ELA:
  - Compare and contrast
  - Venn diagram

Strand	Product and Performance Artistic Perceptions
Standards	**Learning Targets**
G. Criteria for musical performance and compositions	1. Musicianship • Follow conducting cues, visual cues and advanced movements of the conductor • Problem solve to increase the quality of performance in relation to tone quality, expression, phrasing, dynamics, pitch accuracy, rhythmic accuracy, balance/blend, articulations, style, posture and stage presence

Alignments:
CCSS: 9-12.WHST.10
Performance: 1.6, 2.5, 3.3, 3.4
Knowledge: (CA) 5 (FA) 1
MUGLE: AP.2.A
NETS: 4
DOK: 4

Instructional Strategies

- Teacher conducting with and without conducting baton, using various patterns and expressive gestures
- Practice having students memorize the music and develop various methods of paying attention to the detail of the music while communicating with the conductor
- Independent problem solving with teacher feedback
- Provide students with multiple video examples of different performing groups performing the same piece for analysis
- Listen to or watch videos of professional musicians performing improvisation
- Venn diagram to show comparison and contrast of musical performances

Assessments/Evaluations

- Individual reflection of performance
- Analyze performances of the group as a whole and individually
- Playing test using content scoring guide
- Student written evaluation of comparison of performances

Sample Assessment Questions

- How would you describe the working relationship between conductor and performer?
- Describe the meaning of the express movements and gestures of the conductor

Instructional Resources/Tools

- Music repertoire
- NAfME/SBO Magazines
- Video recordings
- Internet resources
- Daily warm-ups

Literacy Connections

- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences

Cross Curricular Connections

- ELA:
  - Evaluating the contest of artistic aspects of oral and visual presentations
  - Compare and contrast
  - Venn diagram