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 2 and level 3 repertoire • Interpret and perform a range of layered expressive markings in level 2 and level 3 repertoire • Play with an increased use of vibrato, using jaw or diaphragmatic vibrato • Balancing ensemble sound in level 2 and level 3 repertoire • Evaluating 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: 3	

Instructional Strategies

- Teacher modeling of various techniques that enhance tone production
- Guided practice of proper tone production in level 2-3 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 (Attend/spectator, local Drum Corps International summer competitions)

Assessments/Evaluations

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

Sample Assessment Questions

- What would you do to improve the phrasing of this passage through proper tone production as it pertains to movement in the marching drill?
- How would you describe dynamics in our instrumentation setting as it pertains to the football field?

Instructional Resources/Tools

- MBA (Missouri Bandmasters Association) – site utilized for All State Music and All District Music
- Listening aids/professional recordings/performances of advanced marching ensembles
- Music repertoire/supplemental materials
- NAfME/SBO Magazines
- Attending Drum Corps International or other high school performances
- Assorted instructional and master class books
- Internet resources (i.e., Midwest Marching or Drum Corps International)

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 2 to level 3 literature • Demonstrate appropriate articulations and style for different periods of music in level 2 to level 3 literature • Interpret and perform changing rhythmic and melodic patterns in sight reading material in level 2 to level 3 literature as it pertains • 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 of:
  - fingerings
  - sticking
  - various complex rhythmic patterns

  and how it relates to marching
- Guided practice of:
  - complex rhythm patterns
  - fingerings
  - stickings

  and how it relates to the feet during marching
- 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 to work out rhythms in the music and lining up the feet during marching
- 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
- Football games
- Parades

Sample Assessment Questions

- What is the best way to break down a rhythmic passage in your music with regard to adding it to marching a drill set for that passage?
- Analyze the relationship between the tempo in your feet and the tempo in your fingering or slide movement

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
- Midwest Marching/Drumcorps International websites
- Assorted instructional and master class books
- Sticking for the Modern Snare Drummer/Fingering charts
- Metronome
- 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

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

Strand	Product and Performance Elements and Principles 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 a one octave, given scale/rudiments • Play one octave major/minors scales as permitted by the 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 3 sharps or 3 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 slide position for an A-Flat on the trombone?
- What is the correct valve position for an F# versus an F-natural on the trumpet?

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 2 to 3 music literature • Sight read music in simple and compound meters • Sight read music at 8th grade level • Conduct beat patterns for compound 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 off of 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 2 to 3 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?
- Describe the elements of a piece of music to determine a possible style or genre of music
- 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 • Adjust tuning on their own instruments within the ensemble with added help from the director • Improvise short melodies in the relative major/minor keys of C, G, D, F, B-flat, and E-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

- Create a 16-measure melody on your instrument using the key of B-Flat?
- When tuning your instrument with a given pitch, do the waves get slower or faster as you get closer to being in tune?

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 • Develop and apply skills to distinguish between quality and non-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

Strand	Product and Performance Interdisciplinary Connections

Standards	**Learning Targets**
H. Demonstrate proper marching fundamentals	1. Marching Fundamentals– By the end of the course, students should be able to: • March basic marching fundamentals, which include: 8 to 5 step, adjusted step, oblique's, backward marching, forward marching, right/left slides, reverse/flip slides • March with fundamental marching skills to a variety of music • Memorize a variety of music to be performed to a pre-designed marching show

Alignments
CCSS: 9-12.RST.4; 9-12.RST.7
Performance: 1.5, 2.1, 3.4
Knowledge: (CA) 6 (FA) 1 (SC) 1
PEGLE: EHMP.3.A (Grade 5)
THGLE: PP.1.F
NETS: 4; 5b,c
DOK: 4

Instructional Strategies

- Teacher modeling of fundamental marching techniques
- Sectional/small group, individual work on marching fundamentals
- Explain, discuss and have students imitate the proper procedure for memorizing music as it pertains to the choreography of the marching show
- Professional musician modeling through:
  - videos
  - documentaries
- Listen to or watch videos of marchers performing

Assessments/Evaluations

- Aural teacher observation
- Marching test using content scoring guide
- Student evaluation:
  - visually
  - auditorily
- Marching festivals
- Football games
- Parades

Sample Assessment Questions

- Please describe the proper method for breaking down your music in preparation for memorization
- What is the size of an 8 to 5 marching step in relation to a normal stride when walking?

Instructional Resources/Tools

- Music repertoire
- NAfME/SBO magazines
- Video recordings
- Internet resources
- Daily warm-ups
- Websites:
  - Midwest Marching/Drum Corps International
  - Bands of America (Music for All)
- Pyware marching drill/animation software

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.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

Cross Curricular Connections

- Physical Education:
  - Cardiovascular
  - Breath control
  - Muscle memory
  - Correct body posture

Strand	Product and Performance Interdisciplinary Connections
Standards	**Learning Targets**
I. • Demonstrate the ability to interpret and navigate marching drill charts in order to perform a variety of marching shows • Demonstrate a working knowledge of marching vocabulary in order to march in various situations	1. Drill Navigation and Vocabulary – By the end of the course, students will be able to: • Navigate a marching show drill chart and coordinate sheet • Understand the difference between home/visitor hash, side one/side two right 50/left 50, backfield/frontfield • Understand a variety of marching vocabularies, which include follow the leader, oblique movement, push, float, gate turn and slide • Understand a variety of marching commands, which include attention, parade rest, forward march, backward march and horn's up
Alignments: CCSS: 9-12.RST.4; 9-12.RST.7 Performance: 1.5, 2.1, 3.4 Knowledge: (CA) 6 (FA) 1 (SC) 1 PEGLE: EHMP.3.A (Grade 5) THGLE: PP.1.F NETS: 4; 5b,c DOK: 4	

Instructional Strategies

- Teacher modeling of the reading of drill charts and coordinate sheets both on and off of the field
- Using Pyware drill writing software animation playback to demonstrate 3D drills on the projector in the band room
- Sectional/small group, individual work on a setting drill and reading drill/coordinates
- Explain, discuss and have students imitate the proper procedure for a setting drill
- Professional musician modeling through:
  - videos
  - documentaries

  of drum corps/marching bands
- Listen to or watch videos of marchers performing

Assessments/Evaluations

- Aural teacher observation
- Marching test using content scoring guide
- Student evaluations:
  - visually
  - auditorily
- Marching festivals
- Football games
- Parades

Sample Assessment Questions

- Please describe the proper method for setting a section of drill from both the drill chart and the coordinate sheet
- What is the size of an 8 to 5 marching step in relation to a normal stride when walking?

Instructional Resources/Tools

- Music repertoire
- NAfME/SBO magazines
- Video recordings
- Internet resources
- Daily warm-ups
- Websites
  - Midwest Marching/Drum Corps International
  - Bands of America (Music for All)
- Pyware marching drill/animation software

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.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

Cross Curricular Connections

- Physical Education:
  - Cardiovascular
  - Breath control
  - Muscle memory
  - Correct body posture
- Math: Geometry – geometric:
  - shapes
  - patterns
  - fractions
  - grids
- Social Studies: History – military marching

- Science: Physics – the physiology of producing:
  - sound
  - weight
  - force
  - motion
  - velocity
- ELA: Emotion through sound and interpretive movement