

# Curriculum Map

Topic: Reading and Notating Music

Days: 180

Course: Music

Subject(s): Concert Band  
Grade(s): 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Key Learning(s):** Music uses its own language and symbols to preserve musical thoughts and ideas for future generations.

**Unit Essential Question(s):** What are the basic symbols used to write music?

**Optional Instructional Tools:**

Wind and Percussion Instruments  
Piano  
Stereo  
A/V Equipment

<p><b>Concept:</b> Meter National Standard(s): 5 State Standard(s): 9.1</p>	<p><b>Concept:</b> Note Duration National Standard(s): 5 State Standard(s): 9.1</p>	<p><b>Concept:</b> Pitch Notation National Standard(s): 5 State Standard(s): 9.1</p>
<p><b>Lesson Essential Questions:</b> What is meter?  How do we show grouping?</p>	<p><b>Lesson Essential Questions:</b> Review "rhythm" from 6<sup>th</sup> grade  What are the different note durations?  What are the different rest durations?  What are their values?</p>	<p><b>Lesson Essential Questions:</b> Review "Melody" from 6<sup>th</sup> grade  What is the staff?  What are the names of the notes on the lines?  What are names of the notes in the spaces?  What is the average range for your instrument?</p>
<p><b>Vocabulary:</b> Meter, measure, bar line, double bar line, repeat sign, 2/4, 3/4, 4/4, 5/4, 6/8</p>	<p><b>Vocabulary:</b> whole note, whole rest, half note, half rest, quarter note, quarter rest, eighth note, eighth rest, a set of two eighth notes, sixteenth note, sixteenth rest (individual or multiple), a set of four sixteenth notes, dotted half note, dotted quarter note, triplets and variations, dotted eighth with sixteenth note, syncopation (eighth, quarter, eighth note)</p>	<p><b>Vocabulary:</b> Staff, line, space, treble clef, bass clef, pitch, steps, skips, leaps, repeated notes</p> <ul style="list-style-type: none"> <li>- Flute first space f to e flat above the staff</li> <li>- Clarinet e below the staff to a above the staff</li> <li>- Saxophone c below the staff to c above the staff</li> <li>- Trumpet g below the staff to fourth space e</li> <li>- Horn c below the staff to third space c</li> <li>- Trombone and Baritone first line g to d above the staff</li> <li>- Tuba g below the staff to third line d</li> <li>- Mallets middle c to c above the staff - use of chromatic pitches</li> <li>- Percussion – first 24 rudiments from PAS list</li> <li>- Concert keys up to 4 flats (including relative minor) and up to 1 sharp (including relative minor)</li> </ul>

<b>Concept:</b> Dynamics National Standard(s): 5 State Standard(s): 9.1	<b>Concept:</b> Tempo National Standard(s): 5 State Standard(s): 9.1	<b>Concept:</b> Articulation National Standard(s): 5 State Standard(s): 9.1
<b>Lesson Essential Questions:</b> What are the different dynamic levels?	<b>Lesson Essential Questions:</b> What are the different tempo markings?	<b>Lesson Essential Questions:</b> What are the different ways we articulate notes?
<b>Vocabulary:</b> Pianissimo, Piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, sforzando	<b>Vocabulary:</b> Tempo, largo, adagio, andante, allegretto, allegro, presto, accelerando, ritardando, a tempo, et al	<b>Vocabulary:</b> Articulation, legato, staccato, marcato, consonants, accent

<b>Concept:</b> Blend National Standard(s): 5 State Standard(s): 9.1	<b>Concept:</b> Phrasing National Standard(s): 5 State Standard(s): 9.1	<b>Concept:</b> Ornamentation National Standard(s): 5 State Standard(s): 9.1
<b>Lesson Essential Questions:</b>  What are the basic components of a blended sound?  How do we create a uniform sound within a section/ensemble?	<b>Lesson Essential Questions:</b>  How do musical elements change according to style?  How can we create a more musical performance?	<b>Lesson Essential Questions:</b>  How are musical ornamentations implemented into a piece?  How can we successfully perform a trill?
<b>Vocabulary:</b> Melody, harmony, line, phrase, shape, continuity	<b>Vocabulary:</b> Phrase, line, shaping, musicality	<b>Vocabulary:</b> Trill, grace note, rough

**Attached Document(s):**

**Additional Info:**  
**Suggested Materials:**

- Folk Songs
- Art music/"Classical" Music
- Composed Music
- Patriotic Music
- Teacher made visuals

# Curriculum Map

Course: Music

Topic: Skills and Techniques

Subject(s): Concert Band  
Grade(s): 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

Days: 180

**Key Learning(s):** Proper instrumental skills and techniques assist with individual and group performance proficiency.

**Optional Instructional Tools:**

Wind and Percussion Instruments  
Piano  
Stereo  
A/V Equipment

**Unit Essential Question(s):** Why is proper use of instrumental skills and techniques necessary?

<p><b>Concept:</b> Introduction to the Band National Standard(s): 1 State Standard(s): 9.1</p>	<p><b>Concept:</b> Instrument Care National Standard(s): 1 State Standard(s): 9.1</p>	<p><b>Concept:</b> Sound Production National Standard(s): 1 State Standard(s): 9.1</p>
<p><b>Lesson Essential Questions:</b> How do we identify the different voice parts present within the band?</p>	<p><b>Lesson Essential Questions:</b> Why is it important to properly care for your instrument?</p>	<p><b>Lesson Essential Questions:</b> How do proper posture and correct breathing techniques relate to sound production?</p>
<p><b>Vocabulary:</b> treble clef/G clef, bass clef, woodwinds, brass, low winds, single reeds, double reeds</p>	<p><b>Vocabulary:</b> Instrument lifetime, technique</p>	<p><b>Vocabulary:</b> Mouth placement, posture, breath support, air stream, vibration, acoustics, range, diaphragm</p>

<p><b>Concept:</b> Dynamics National Standard(s): 5 State Standard(s): 9.1</p>	<p><b>Concept:</b> Articulation National Standard(s): 5 State Standard(s): 9.1</p>	
<p><b>Lesson Essential Questions:</b> How does dynamic contrast affect the mood of the music?</p>	<p><b>Lesson Essential Questions:</b> How does the use of articulation enhance the delivery of sound?</p>	
<p><b>Vocabulary:</b> Piano, forte, mezzo, pianissimo, fortissimo, crescendo, decrescendo</p>	<p><b>Vocabulary:</b> Articulation, legato, staccato, marcato, consonants, vowels, diction, breath mark, slur, accent</p>	

**Attached Document(s):**

**Additional Info:**

- Instrumental method books
- Instrumental repertoire (varies)

## Curriculum Map

Topic: Critical Analysis

Days: 180

Course: Music

Subject(s): Concert Band

Grade(s): 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Key Learning(s):** Analyzing music is a complex process by which musicians can objectively determine and evaluate the effectiveness of a musical performance.

**Unit Essential Question(s):** How can we evaluate the effectiveness of a musical performance?

**Optional  
Instructional Tools:**

Wind and Percussion  
Instruments  
Recording Equipment  
Piano  
Stereo  
A/V Equipment

<b>Concept:</b> Performance Quality National Standard(s): 6, 7 State Standard(s): 9.3, 9.4	<b>Concept:</b> Performance Assessment National Standard(s): 6, 7 State Standard(s): 9.3, 9.4
<b>Lesson Essential Questions:</b> What musical elements affect a quality musical performance?  How do we measure the level of proficiency within the different musical elements?	<b>Lesson Essential Questions:</b> How do musicians analyze their individual performance in order to improve their musicianship?  What criteria do you use to analyze your performance, and why?
<b>Vocabulary:</b> Criteria, musical elements	<b>Vocabulary:</b> Musicianship, individual assessment, ensemble assessment

**Attached Document(s):**

**Additional Info:**

**Suggested Materials:**

- Various recordings of music
- Recordings of this ensemble

## Curriculum Map

Topic: Aesthetic Analysis

Days: 180

Course: Music

Subject(s): Concert Band

Grade(s): 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Key Learning(s):** Various structures in music create a more aesthetically pleasing experience. Understanding these structures helps to build a more discerning ear, stronger focus on the music itself, and a broader knowledge base.

**Unit Essential Question(s):** How does the implementation of careful and thoughtful listening skills enhance the overall musical experience?

**Optional  
Instructional Tools:**

Wind and Percussion  
Instruments  
Piano  
Stereo  
A/V Equipment

<b>Concept:</b> Listening to Music National Standard(s): 6 State Standard(s): 9.3, 9.4	<b>Concept:</b> Describing Music National Standard(s): 6 State Standard(s): 9.3, 9.4	<b>Concept:</b> Analyzing Music National Standard(s): 6 State Standard(s): 9.3, 9.4
<b>Lesson Essential Questions:</b> What are strategies that we can use to improve upon our listening skills?	<b>Lesson Essential Questions:</b> What are some effective ways to describe a musical selection?	<b>Lesson Essential Questions:</b> What are the essential components necessary to analyze music?
<b>Vocabulary:</b> Repetition, focus, ABA form, structure, contrast, tonality, melody, harmony, shaping of musical line, phrase, phrasing	<b>Vocabulary:</b> Contrasts, dynamics, feelings/moods, tempo changes, flow, instrumentation, scoring, timbre	<b>Vocabulary:</b> Gradual, harmonic, structure, texture, patterns, themes, musical elements

**Attached Document(s):**

**Additional Info:**

**Suggested Materials:**

- Folk Songs
- Art music/"Classical" Music
- Composed Music
- Patriotic Music
- Teacher made visuals

# Curriculum Map

Topic: Cultural and Historical Connections

Days: 180

Course: Music

Subject(s): Concert Band  
Grade(s): 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Key Learning(s):** Music plays an important role in strengthening the culture of our communities, our state, our country, and our world.

**Unit Essential Question(s):** What influence does music have on our culture?

**Optional Instructional Tools:**

Wind and Percussion Instruments  
Recording Equipment  
Piano  
Stereo  
A/V Equipment

<p><b>Concept:</b> American Music Genres National Standard(s): 9 State Standard(s): 9.2</p>	<p><b>Concept:</b> American Composers/Musicians National Standard(s): 9 State Standard(s): 9.2</p>	<p><b>Concept:</b> European Music Genres National Standard(s): 9 State Standard(s): 9.2</p>
<p><b>Lesson Essential Questions:</b> What role does music play in American history?</p>	<p><b>Lesson Essential Questions:</b> How did American composers influence societal changes?  How did the music of American composers reflect societal conditions?</p>	<p><b>Lesson Essential Questions:</b> How has music of Europe influenced American culture?</p>
<p><b>Vocabulary:</b> American, Folk, Spirituals, Jazz/Ragtime, Rock and Roll, Patriotic, Musical Theater, Traditional, Wind Literature, Symphonic</p>	<p><b>Vocabulary:</b> James Swearingen, Robert W. Smith, Brian Balmages, Leroy Anderson, John Phillip Sousa, Andre Boysen Jr., David Gillingham, etc.</p>	<p><b>Vocabulary:</b> Renaissance, Baroque, Classical, Romantic, 20<sup>th</sup> century, sacred, secular</p>

**Attached Document(s):**

**Additional Info:**  
**Suggested Materials:**

- Folk Songs
- Art music/"Classical" Music
- Composed Music
- Patriotic Music
- Teacher made visuals

# Curriculum Map

Topic: Applications to Life

Days: 180

Course: Music

Subject(s): Concert Band

Grade(s): 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Key Learning(s):** Music is all around us within our daily life activities. It is important to realize the significance of, and the role music plays, within our day to day activities.

**Unit Essential Question(s):** What is the relationship between music and our lives?

**Optional Instructional Tools:**

Wind and Percussion Instruments  
Recording Equipment  
Piano  
Stereo  
A/V Equipment

<p><b>Concept:</b> Daily Uses of Music National Standard(s): 9 State Standard(s): 9.2</p>	<p><b>Concept:</b> Careers in Music National Standard(s): 9 State Standard(s): 9.2</p>	<p><b>Concept:</b> Mood and Music National Standard(s): 7 State Standard(s): 9.3, 9.4</p>
<p><b>Lesson Essential Questions:</b> How is music connected to my daily activities?</p>	<p><b>Lesson Essential Questions:</b> What careers are available within the music field?</p>	<p><b>Lesson Essential Questions:</b> What is the correlation between music and mood?</p>
<p><b>Vocabulary:</b> Community, home, church, store</p>	<p><b>Vocabulary:</b> Arranger, producer, film scorer, composer, jingle writer, songwriter, transcriber, copyist, conductor, music sequencer, music therapy, road manager, sound technician, lyricist, background vocalist, soloist, music director, sound director, recording engineer, manager, teacher, music supervisor, private instructor, music editor, booking agent, business manager, theater production, movie vocals, commercial vocals</p>	<p><b>Vocabulary:</b> Anxious, furious, passionate, spirited, sentimental, wonder</p>

<p><b>Concept:</b> Connections to Other Forms of Art National Standard(s): 8 State Standard(s): 9.2</p>	<p><b>Concept:</b> Musical Connections to Other Subject Areas National Standard(s): 8 State Standard(s): 9.2</p>	<p><b>Concept:</b> Music and the World beyond the School Setting National Standard(s): 8, 9 State Standard(s): 9.2</p>
<p><b>Lesson Essential Questions:</b> What similarities exist between the performing and visual arts?  What are the similarities between vocal study and instrumental study?</p>	<p><b>Lesson Essential Questions:</b> What are some relationships between music and other subject areas?</p>	<p><b>Lesson Essential Questions:</b> What is the relationship between music and the world beyond the school setting?</p>
<p><b>Vocabulary:</b> Line, contrast, contour, shape, form, style, rhythm, phrase, phrasing</p>	<p><b>Vocabulary:</b> Music/science – vibration, Music/math – notation and duration, music/geography – cultural connections, music/language arts – fluency, poetry, meter</p>	<p><b>Vocabulary:</b> Symphony, orchestra, amusement parks, movie scores, sporting events, church, stores, restaurants, chorale</p>

**Attached Document(s):**

**Additional Info:**

- Internet
- Brainstorming
- Word Web



## Concert Band Vocabulary and Definitions

**ABA form:** a song that is organized into three sections, with the first and third section being the same.

**A cappella:** without musical accompaniment.

**Accompaniment:** music that supports the sound of the featured performer(s).

**Contrast:** (noun) the difference between things; (verb) to compare things in order to show their differences.

**Crescendo:** a gradual, steady increase in loudness.

**Decrescendo:** a gradual steady decrease in loudness.

**Dynamics:** the loudness or softness of sound; the volume

**Form:** musical design, using repetition and contrast, unity and variety

**Gradual:** changing or moving little by little.

**Harmony:** two or more different tones sounded at the same time.

**Instrumentation:** the art of composing, orchestrating, or arranging for an instrumental ensemble.

**Melody:** a succession of musical tones that move horizontally.

**Melodic Contour:** the shape of a melody; the way the pitches go up, down, or repeat.

**Mood:** a distinctive emotional quality or character.

**Pattern:** a combination of musical elements

**Phrase:** a musical thought; a series of pitches that makes sense.

**Repetition:** the act of repeating, or doing something again and again

**Rhythm:** the way music paces itself and moves through time

**Scoring:** how instruments are arranged in a score

**Shaping:** molding out the musical line to the desired sound

**Tempo:** the speed or pace with which the music moves.

**Texture:** the way sounds are woven together.

**Theme:** an important melody that occurs several times in a piece.

**Timbre:** the different sound qualities of instruments and voices; also called **tone color**.

**Tonality:** the major or minor system of pitches.

**Trill:** to change pitch very quickly between close notes. Most common in woodwind literature.