

**Curriculum Map**

Time	NYS Music Standard(s)	Concepts (Unit/Theme)	Student Objectives The student will... (TSW)	Essential Questions	Assessments	Vocabulary	Resources
On-going	<p><b>MU:Cr.2.1</b> Musicians creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>MU:Cr.3.2</b> Musician’ presentation of creative work is the culmination of a process of creation and communication</p> <p><b>MU:Pr.4.1</b> Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire.</p> <p><b>MU:Pr.4.2</b> Analyzing creator’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p><b>MU:Pr.4.3</b> Performers make interpretive decisions based on their understanding of context and intent.</p> <p><b>MU:Pr.5.1</b> To express their musical ideas, musicians analyze, evaluate,</p>	Note reading	<p>-Identify notes in the appropriate clef</p> <p>-Identify key signatures and play or sing the accidentals in that signature</p>	-Why is note-reading a beneficial skill to learn in being part of a musical ensemble?	<p>-Concert</p> <p>-NYSSMA</p> <p>-Bi-county</p> <p>-Lessons</p>	Treble Clef, Bass Clef, Key signature, Accidentals, Scales	Repertoire, Sight reading worksheets, Worksheets, bulletin board

**Reflection:**

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	<p>and refine their performance over time through openness to new ideas, persistence, and the application of the appropriate criteria.</p> <p><b>MU:Re.7.1</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p><b>MU:Re.7.2</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p><b>MU:Re.8.1</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>MU:Re.9.1</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p><b>MU.Cn.11.1</b> Creating, performing and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</p>						
On-going	<b>MU:Cr.1.1</b> The creative ideas, concepts, and feelings that influence	Music Vocabulary	-Identify by name and function musical	-Is it more important to understand	-Concert -NYSSMA -Bi-county	Dynamics, Tempo,	Repertoire, Worksheets,

**Reflection:**

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	<p>musicians' work emerge from a variety of sources.  <b>MU:Cr.3.1</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria  <b>MU:Cr.3.2, MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1</b>                  The effectiveness of a performance is based on criteria that vary across time, place, and cultures.  <b>MU:Re.7.1, MU:Re.7.2, MU:Re.8.1, MU:Re.9.1, MU.Cn.10.1, MU.Cn.11.1</b></p>		<p>markings found in the musical text                  -Translate Italian score markings into English by name and function                  -Be able to perform score markings as indicated by its' definition and to the degree that the conductor dictates</p>	<p>theory before practice, or vice versa? Does the order matter?</p>	<p>-Area All State                  -Lessons                  -Rehearsal                  -Midterm                  -Final</p>	<p>Expression, Articulation</p>	<p>SmartBoard lessons</p>
<p>On-going</p>	<p><b>MU:Cr.1.1, MU:Cr.2.1, MU:Cr.3.1, MU:Cr.3.2, MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1, MU:Re.7.1, MU:Re.7.2, MU:Re.8.1, MU:Re.9.1, MU.Cn.10.1, MU.Cn.11.1</b></p>	<p>Sight Reading</p>	<p>-Practice skills required to become a fluid sight reader on a daily basis                  -Sight read music appropriate to their level</p>	<p>-How would being a strong sight reader affect the time it takes to learn a given piece of music?                  -In what other areas could sight reading skills prove to be an asset?</p>	<p>-Concert                  -NYSSMA                  -Bi-county                  -Lessons</p>	<p>Key signature, Accidentals, Repeat signs, Rhythm</p>	<p>Sight reading worksheets, Repertoire</p>

**Reflection:**

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On-going	<b>MU:Cr.1.1, MU:Cr.3.1, MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1</b>	Breathing	-Understand proper technique for breathing and how it affects the sound they create.	-In what other every-day activities is breathing technique important?	-Concert -NYSSMA -Bi-county -Lessons	Inhale, Exhale, Diaphragm, Posture, Support	In class demonstrations, Warm ups
On-going	<b>MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1, MU:Re.7.1, MU:Re.7.2, MU:Re.8.1, MU:Re.9.1</b>	Posture	-Understand and model correct posture and how it affects breathing and the sound they create. -Understand how posture has a positive/negative effect on how they look on stage.	-Does posture have an effect on how you are perceived? -In what other circumstances is good posture critical?	-Concert -NYSSMA -Bi-county -Lessons	Vertebrae, Slouch, Rib cage	In class demonstrations
On-going	<b>MU:Cr.1.1, MU:Cr.2.1, MU:Cr.3.1, MU:Cr.3.2, MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1, MU:Re.7.1, MU:Re.7.2, MU:Re.8.1, MU:Re.9.1, MU.Cn.10.1, MU.Cn.11.1</b>	Rhythm	-Count rhythm using numbers or rhythmic solfege -Demonstrate correct rhythms via singing or playing	-How do you encounter rhythm in your every day life?	-Concert -NYSSMA -Bi-county -Lessons	Note values, Time signature, Rhythmic Subdivision	Repertoire, Sight reading packets, worksheets, bulletin board
On-going	<b>MU:Cr.1.1, MU:Cr.2.1, MU:Cr.3.1, MU:Cr.3.2, MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1, MU:Re.7.1, MU:Re.7.2, MU:Re.8.1, MU:Re.9.1, MU.Cn.10.1, MU.Cn.11.1</b>	Dynamics	-Understand the differences in dynamics and apply them to music. -Understand how good breathing technique	-How do dynamics help shape a musical piece?	-Concert -NYSSMA -Bi-county -Lessons	pp, p, mp, mf, f, ff, sfz, crescendo, decrescendo, marcato, accent,	Repertoire, bulletin board

**Reflection:**

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			should assist with dynamics			strong v. loud	
On-going	<b>MU:Cr.1.1, MU:Cr.2.1, MU:Cr.3.1, MU:Cr.3.2, MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1, MU:Re.7.1, MU:Re.7.2, MU:Re.8.1, MU:Re.9.1, MU.Cn.10.1, MU.Cn.11.1</b>	Balance and Listening	-Understand how their part complements the overall ensemble sound -Be able to hear when they are blending or not blending -Understand within the ensemble the context of their part and the degree of its importance.	-How can we associate our balance with that of musical technology? (i.e. stereo systems) -What steps can we take to ensure that we are achieving our goals as an ensemble and not as individuals or sections?	-Concert -NYSSMA -Bi-county -Lessons	Harmony v. melody, context, importance, theme	Repertoire, Ensemble
On-going	<b>MU:Cr.1.1, MU:Cr.2.1, MU:Cr.3.1, MU:Cr.3.2, MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1, MU:Re.7.1, MU:Re.7.2, MU:Re.8.1, MU:Re.9.1, MU.Cn.10.1, MU.Cn.11.1</b>	Tone	-Demonstrate a good tone quality appropriate to their age/ instrument	-How does the sound of a beginner band student differ from that of a professional musician?	-Concert -NYSSMA -Bi-county -Lessons	Embouchure , tonguing	Repertoire, Ensemble, recordings, teacher demonstration

**Reflection:**

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On-going	<b>MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1, MU:Re.7.1, MU:Re.7.2, MU:Re.8.1, MU:Re.9.1, MUCn.10.1, MUCn.11.1</b>	Technique	-Demonstrate proper hand positions and fingerings for their instruments -Demonstrate proper stylistic technique in a given genre.	-How does proper technique in every day life protect you from injury?	-Concert -NYSSMA -Bi-county -Lessons	Hand position, embouchure, tonguing, articulation	Repertoire, Ensemble
On-going	<b>MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1</b>	Marching	-March with a roll step on the beat and in line with their designated rows. -Memorize marching music and be able to keep a steady beat with their feet whilst playing contrasting rhythms on their given instruments	-In what other areas of your life do you move to a steady beat?	-Lessons -Parades	Attention, right face, left face, guide right, on step, formations	Repertoire, Ensemble
On-going	<b>MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1</b>	Performance or make up assignment	-Understand appropriate behavior as both an audience and an ensemble member -Write a research paper on instrument, event, music, or performing ensemble	-How does your behavior at a classical concert differ from that at a rock concert? -How does audience behavior affect you as a performer?	-Concert -NYSSMA -Bi-county -Concert Make-up assignment	Good listening skills, repertoire, research	Repertoire, Ensemble, Library resources

**Reflection:**

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Grade 7-8

## Curriculum Map

Subject: Junior High Band

**Reflection:**

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