

Curriculum Map

Time	NYS Music Standard(s) and Common Core	Concepts (Unit/Theme)	Student Objectives The student will... (TSW)	Essential Questions	Assessments	Vocabulary	Resources
On-going	<p>MU:Cr.2.1 Musicians creative choices are influenced by their expertise, context, and expressive intent.</p> <p>MU:Cr.3.2 Musician' presentation of creative work is the culmination of a process of creation and communication</p> <p>MU:Pr.4.1 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>MU:Pr.4.2 Analyzing creator' context and how they manipulate elements of music provides insight into their intent and informs performance.</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>-Area All State</p> <p>-Lessons</p>	Treble Clef, Bass Clef, Key signature, Accidentals, Scales	Repertoire, Sight reading worksheets, Worksheets, bulletin board

Reflection:

Curriculum Map

<p>MU:Pr.4.3 Performers make interpretive decisions based on their understanding of context and intent.</p> <p>MU:Pr.5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of the appropriate criteria.</p> <p>MU:Re.7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>MU:Re.7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>MU:Re.8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>MU:Re.9.1 The personal</p>						
--	--	--	--	--	--	--

Reflection:

Curriculum Map

	<p>evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. MU.Cn.11.1 Creating, performing and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</p>						
On-going	<p>MU:Cr.1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. MU:Cr.3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria MU:Cr.3.2, MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1 The effectiveness of a performance is based on criteria that vary across time, place, and cultures.</p>	Music Vocabulary	<p>-Identify by name and function musical 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>	-Is it more important to understand theory before practice, or vice versa? Does the order matter?	<p>-Concert -NYSSMA -Bi-county -Area All State -Lessons -Rehearsal -Midterm -Final</p>	Dynamics, Tempo, Expression, Articulation	Repertoire, Worksheets, SmartBoard lessons

Reflection:

Curriculum Map

	MU:Re.7.1, MU:Re.7.2, MU:Re.8.1, MU:Re.9.1, MU.Cn.10.1, MU.Cn.11.1						
On-going	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	Sight Reading	-Practice skills required to become a fluid sight reader on a daily basis -Sight read music appropriate to their level	-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?	-Concert -NYSSMA -Bi-county -Area All State -Lessons	Key signature, Accidentals, Repeat signs, Rhythm	Sight reading worksheets, Repertoire
On-going	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	Breathing	-Understand proper technique for breathing and how it affects the sound they create.	-In what other everyday activities is breathing technique important?	-Concert -NYSSMA -Bi-county -Area All State -Lessons	Inhale, Exhale, Diaphragm, Posture, Support	In class demonstrations, Warm ups
On-going	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	Posture	-Understand and model correct posture and how it affects breathing and the sound they create. -Understand how posture has a positive/negative	-Does posture have an effect on how you are perceived? -In what other circumstances is good posture critical?	-Concert -NYSSMA -Bi-county -Area All State -Lessons	Vertebrae, Slouch, Rib cage	In class demonstrations

Reflection:

Curriculum Map

			effect on how they look on stage.				
On-going	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	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 -Area All State -Lessons	Note values, Time signature, Rhythmic Subdivision	Repertoire, Sight reading packets, worksheets, bulletin board
On-going	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	Dynamics	-Understand the differences in dynamics and apply them to music. -Understand how good breathing technique should assist with dynamics	-How do dynamics help shape a musical piece?	-Concert -NYSSMA -Bi-county -Area All State -Lessons	pp, p, mp, mf, f, ff, sfz, crescendo, decrescendo, marcato, accent, strong v. loud	Repertoire, bulletin board
On-going	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	Balance and Listening	-Understand how their part complements the overall ensemble sound -Be able to hear when they are blending or not blending	-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	-Concert -NYSSMA -Bi-county -Area All State -Lessons	Harmony v. melody, context, importance, theme	Repertoire, Ensemble

Reflection:

Curriculum Map

			-Understand within the ensemble the context of their part and the degree of its importance.	individuals or sections?			
On-going	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	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 -Area All State -Lessons	Embouchure, tonguing	Repertoire, Ensemble, recordings, teacher demonstration
On-going	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	Technique	-Demonstrate proper hand positions and fingerings for their instruments -Demonstrate proper stylistic technique in a given genre.	-How does proper technique in everyday life protect you from injury?	-Concert -NYSSMA -Bi-county -Area All State -Lessons	Hand position, embouchure, tonguing, articulation	Repertoire, Ensemble
On-going	MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1	Marching	-March with a roll step on the beat and in line with their designated	-In what other areas of your life do you move to a steady beat?	-Lessons -Parades	Attention, right face, left face, guide	Repertoire, Ensemble

Reflection:

Curriculum Map

			rows. -Memorize marching music and be able to keep a steady beat with their feet whilst playing contrasting rhythms on their given instruments			right, on step, formations	
On-going	MU:Pr.4.1, MU:Pr.4.2, MU:Pr.4.3, MU:Pr.5.1, MU:Pr.6.1	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:
