

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Performance Music Scholar

Curriculum writing committee:

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Grade Level: 12

Date of Board Approval: _____2023_____

Course Weighting: Performance Music Scholar

Performance Tests	50%
Preparation and Participation	10%
Written Assignments (music composition, score study and essay)	40%
Total	100%

Curriculum Map

Overview: This course provides an opportunity for student musicians to learn and take on leadership roles in musical settings. The Music Scholar student would be an active member of their ensemble in both class sections (9/10 and 11/12), with added responsibility during, but not necessarily exclusive to, the 9/10 section. They will continue to be active in music making in an extra-curricular school ensemble, such as (but not limited to) Marching Band, Chamber Choir, or String Quartet.

In this course, students will find themselves digging deeper into knowledge and understanding of music through research, learning how to conduct an ensemble, composition techniques, score study, knowing additional repertoire for various ensembles and/or solo work, demonstrating leadership in extra-curricular ensemble(s), and running sectionals as well as full rehearsals. Students will also view in-district as well as out-of-district performances throughout the course. Students will be required to perform solo and/or small ensemble repertoire in addition to the larger ensemble works.

Time/Credit for the Course: One Semester, 90 days, ½ credit, one period per day

Goals:

1. Students will perform vocally and/or on instruments, alone and with others a varied repertoire of music. Students may use method books, solo literature, and both small and large ensemble compositions.
2. Students will demonstrate their knowledge of reading and notating music. Pitch, meter, dynamics, articulation, phrasing, key signatures, note values, and other musical elements will be modeled and demonstrated in an ongoing process.
3. Students will demonstrate their ability to listen, analyze, and describe music using proper music terminology at an advanced level.
4. Students will critique and evaluate music and music performances by listening to live and recorded performances. Students will compare and contrast component parts of the ensemble and discuss the elements of music within the context of the selected repertoire.
5. Students will demonstrate an understanding of the relationship between music, the other arts, and disciplines outside of the arts.
6. Students will demonstrate their understanding of the relationship between music, history, and culture.
7. Students will learn and experiment with various conducting styles.
8. Students will demonstrate their ability to study various musical scores and apply their learning to both their individual performance as well as helping the ensemble better understand the music from within, and when leading the group.
9. Students will expand their knowledge of band, chorus and orchestra understanding to include solo literature and solo performance.

Big Ideas:

1. Proper pedagogical technique improves the level of instrumental or vocal performance.
2. Listening to various musical repertoire will expand students understanding of music.
3. By assessing the quality of music performances students demonstrate understanding.
4. Watching, reading, and analyzing a variety of live and/or recorded performances creates well-informed musicians.
5. By comparing pieces of music to other art forms such as visual art, dance or poetry students make stronger connections.
6. Describing how music and other art forms are interrelated further bolsters connections.
7. Through conducting their ensembles in rehearsal and/or performance students exhibit leadership.
8. Score study correlates with understanding components of composition, conducting and ensemble performance.

Textbook and Supplemental Resources:

There are no required texts; however, students will be provided with musical scores depending on the literature being studied. Students will have the opportunity to use pieces that our district owns ranging from beginner to advanced.

SUPPLEMENTAL RESOURCES (All Reproducible)

Adair, Audrey J. (1987). *Basic Music Theory (Unit 1)*. West Nyack, NY: Parker Publishing Company.

Adair, Audrey J. (1987). *Reading and Writing Music (Unit 2)*. West Nyack, NY: Parker Publishing Company.

Adair, Audrey J. (1987). *Types of Musical Form and Composition (Unit 3)*. West Nyack, NY: Parker Publishing Company.

Althouse, Jay and Judy O'Reilly (2001). *Accent on Composers (includes history of 22 composers and CD)*. Los Angeles, CA: Alfred Publishing Company.

Ericksen, Connie M. (1998). *Band Director's Curriculum Resource (Ready-To-Use Lessons & Worksheets)*. West Nyack, NY: Parker Publishing Company.

Gagne, Denise (1988). *Theory Worksheets for Beginner Bands*. Portland, ME: Weston Walch Publishing Company.

Wimer, Tim (1994). *Ten Lessons in Rudiments & Rhythms*. Roanoke, VA: Rhythm Street Publications.

Wimer, Tim (1999). *The Ultimate Rhythm Resource (for all instruments)*. Cloverdale, VA: Unique Percussion Concepts.

SUPPLEMENTAL WEBSITE RESOURCES

Music Websites (notation, chords, etc.):

www.musictheory.net

www.musictheory.com

www.sightreadingfactory.com

Curriculum Plan

Unit 1: Performing alone and with others.

Time/Days: Ongoing

- **Standards (by number):**

PA Academic Standards for Arts and Humanities

Standards Addressed: 9.1; 9.3; 9.4

- **Anchors:**

NAFME National Standards

Standards Addressed: MU:Pr4.1.E.Ia; MU:Pr4.2.E.Ia; MU:Pr4.3.E.Ia; MU:Pr5.3.E.Ia;
MU:Pr6.1.E.Ia; MU:Pr6.1.E.Ib

Eligible Content:

1. Continual development and application of proper tone production.
2. Application of advanced musical technique on the student's specific instrument or voice.
3. Rhythmic aptitude: understanding and application of advanced rhythm patterns from whole notes through to 32nd note rhythms; verbalizing, clapping and playing/singing.

Objectives:

1. Students apply concepts through performance on their specific instrument or voice accurately and independently, alone and in various sized ensembles. Students will use proper posture, correct playing position with appropriate breath, stick or bow control. (DOK 4)
2. Students synthesize understanding of diverse genres and cultures with expression appropriate for the work being performed. (DOK 4)
3. Students can show ability to perform a range of simple to advanced melodies by voice or on a melodic or percussion instrument in solo repertoire. (DOK 2)
4. Students can show ability to perform with expression and technical accuracy a varied repertoire of literature with a level of difficulty of 4 or greater, including solos, performed from memory. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Explain and model correct posture and playing position.

2. Breathing exercises for breath control (Band and Chorus) – inhale/exhale at a variety of tempos; work on holding breath for the length of a phrase, approximately four measures, at a moderate tempo, before breathing again.
3. Students will perform all major scales (Band and Orchestra), the three forms of minor scales (natural, harmonic, and melodic), full range chromatic scales using a variety of articulations and rhythms.
4. Students will work with simple chord structure (I, IV, V) and be introduced to more complex chords.
5. Students will experiment with and identify musical elements that produce expression and technique.
6. Students will develop advanced expression and technique through individual and group rehearsal of ensemble repertoire.
7. Students will perform assigned parts of scores individually and together in small and large ensembles.
8. Direct instruction
9. Peer coaching
10. Guided practice
11. Ensemble rehearsals – sectional, small group, full ensemble
12. Cooperative learning
13. Reciprocal learning strategies
14. Teacher modeling

Assessments:

Diagnostic: Teacher evaluation of musical elements, expression and technique.

Formative: Continual written and oral evaluations throughout the school year in group lessons, ensemble rehearsals and performances.

Summative: Concert performance

Unit 2: Listening to and analyzing music

Time/Days: Ongoing

- **Standards (by number):**
PA Academic Standards for Arts and Humanities
Standards Addressed: 9.1; 9.3; 9.4
- **Anchors:**
NAFME National Standards
Standards Addressed: MU:Pr4.1.E.Ia; MU:Pr4.2.E.Ia; MU:Pr4.3.E.Ia; MU:Pr5.3.E.Ia;
MU:Pr6.1.E.Ia; MU:Pr6.1.E.Ib

Eligible Content:

1. Students will listen to a variety of musical literature both within and outside of their ensemble of choice.
2. Students will analyze music reflecting on elements of music, comparing and contrasting different musical styles and pieces.
3. Students will identify key factors in the identification of each piece and/or style.

Objectives:

1. Students will recognize different styles based on elements of music. (DOK 1)
2. Students will synthesize their understanding of what was heard. (DOK 4)
3. Students will apply what they learned through hearing to what they perform. (DOK 4)
4. Students will summarize with others their understanding gained through listening. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Students will listen to recordings of literature that they are working on for class.
2. Students will listen to other works that have connections with the pieces they are working on in class.
3. Students will make connections to other works.
4. Students will share their findings with classmates and/or their teacher(s).

Assessments:

- o **Diagnostic:** Teacher evaluation of musical student observations.
- o **Formative:** Assign listening exercises to continue student growth, broadening their understanding.
- o **Summative:** Demonstrate ideas that they heard in listening to their own performance.

Unit 3: Analyzing background information

Time/Days: Ongoing

- **Standards (by number):**

PA Academic Standards for Arts and Humanities

Standards Addressed: 9.1; 9.3.12A, 9.3.12B, 9.3.12C; 9.4

- **Anchors:**

NAFME National Standards

Standards Addressed: MU:Pr4.1.E.IIIa, MU:Re8.1.E.IIIa, MU:Cn11.0.T.IIIa

Eligible Content:

1. Students will study, perform and listen to musical material for the purpose of interpreting its purpose and meaning
2. Students will consider how the music they experience relates, represents to, and/or interacts with other art forms.
3. Students will draw commonalities between music and other art forms.
4. Students will derive ways in which music can be manipulated to represent various meanings.

Objectives:

1. Students will connect various forms and styles of music to other forms of visual and performing arts. (DOK 4)
2. Students will compare and contrast musical examples to those of other art forms. (DOK 2)
3. Students will be relate their understanding of related arts to others. (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Students will look, watch and analyze various types of art that has inspired musical works.
2. Students will listen to programmatic music of various genres, which may include ballet, tone poems, musical theater, and art songs, for the purpose of following along with the prescribed purpose.
3. Students will write a commentary on what they think the music they hear depicts as if it was telling a story.
4. Students may find works of visual art that they feel represent a specific piece of music, and describe the connections they recognize.

Assessments:

- o **Diagnostic:** Teacher evaluation of student explanations of connections between music and other art forms.
- o **Formative:** Written work of students evaluating connections between music and other art forms.

- o **Summative:** Students will demonstrate through performance, their understanding of connections between musical works and examples of other art forms.

Unit 4: Conducting and score study

Time/Days: Ongoing

- **Standards (by number):**
PA Academic Standards for Arts and Humanities
Standards Addressed: 9.1; 9.4
- **Anchors:**
NAFME National Standards
Standards Addressed: MU:Cr3.1.E.IIIa; MU:Pr4.1.E.IIIa; MU:Pr4.2.E.IIIa;
MU:Re7.1.E.IIIa; MU:Re7.2.E.IIIa; MU:Re8.1.E.IIIa

Eligible Content:

1. Students will learn multiple conducting patterns that will be utilized when conducting the ensemble.
2. Students will learn various styles and techniques of conducting (orchestral, band, choral).
3. Students will learn how to cue, show dynamics and various articulations while conducting.
4. Students will learn how to examine full conductor scores which will include transpositions for concert band as well as learning alto clef for orchestra.
5. Students will observe live performances with professional conductors leading their ensembles. Concerts will be at the school level as well as outside school performances.

Objectives:

1. Students will be able to show proper conducting technique while identifying and showing various time patterns. (DOK 2)
2. Students will be able to properly mark conductor scores; identifying: cues, dynamics, transpositions (band) and sections of importance in the music. (DOK 1)
3. Students will differentiate and critique various conducting styles and techniques from both teachers and other professionals while viewing live performances. (DOK 3)
4. Students will be able to connect transposed notation to and from concert pitch. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. Students will observe conductors in rehearsals and performances.
2. Students will examine and fully mark a composition provided by the teacher that the ensemble is currently working on in class.
3. Students will conduct the full ensemble using proper conducting techniques and patterns.
4. Students will attend various concerts both in and out of school to analyze different conductor techniques. A short summary will be written about each experience.

Assessments:

- o **Diagnostic:** Teacher evaluation of conducting elements, patterns and technique.

- o **Formative:** Score studying and utilization of transposition when needed.
- o **Summative:** Students individually conducting ensembles using proper technique and style.