

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

Grade Level: 9 - 12	Subject: Wind Ensemble	Time: School Year as listed	Core Text:
----------------------------	-------------------------------	------------------------------------	-------------------

Time	Unit/Topic	Standards	Assessments
1st Quarter	Arrange a melody	Creating #2A - Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	
1st Quarter	Composing	Composition - use standard notation and audio record composition that is a minimum of 8 measures and is written for duet or small ensemble	
1st Quarter	Steady Beat	Performing - Maintain a steady beat, without external assistance, while playing individually and with others note and rest values in complex and changing meters at faster tempos as encountered in the repertoire	
1st Quarter	Musical Expression	Performing - Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.	
1st Quarter	Tone Production	Performing - Utilize characteristic tone of the instrument, exhibiting control over shaping or altering tone quality to fit the music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato)	
1st Quarter	Breathing	Performing - Utilize proper technique (e.g. embouchure, hand position, posture and breath)	
1st Quarter	Intonation	Performing - Perform with accurate intonation, balance and blend in support	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

		of the ensemble.	
1st Quarter	Tuning	Performing - Tune to a given pitch and adjust to match pitch and demonstrate a consistent ability to tune to self and other voices or instruments.	
1st Quarter	Musical Symbols	Performing - Identify, describe, explain and analyze musical symbols encountered in repertoire (e.g.fermata, repeat signs, double bar lines, note names, the following note values - whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth.)	
1st Quarter	Changing Style	Responding - how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	
1st Quarter		Responding - using appropriate terminology to describe and explain music.	
1st Quarter	Critique	Responding - showing respect for personal work and the work of others through appropriate critique.	
1st Quarter	Affect	Connecting - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
1st Quarter	Affect	Connecting - Analyze how context can inform the expressive intent and meaning of a musical performance.	
2nd Quarter	Composing	Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

2nd Quarter	Composing	Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).	
2nd Quarter	Composing	Perform, use standard notation, and audio record improvisation that is a minimum of 8 measures.	
2nd Quarter	Musical Expression	Develop strategies to address technical and expressive challenges in a varied repertoire of music other sources to refine performances.	
2nd Quarter	Performance	Use feedback from ensemble peers and other sources to refine performances.	
2nd Quarter	Performance	Perform fluently with key signature and accidental encountered in the repertoire.	
2nd Quarter	Performance	Perform independent parts while others play contrasting parts (e.g. level 2-3).	
2nd Quarter	Performance	Respond to basic conducting cues (e.g. phrasing and expression).	
2nd Quarter	Intonation	Tune to a given pitch and adjust to match pitch and develop awareness of tuning to self and other instruments.	
2nd Quarter	Performance	perform literature from memory.	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

2nd Quarter	Theory	Identify, describe and explain steps, skips and intervals.	
2nd Quarter	Style	Identify, describe and explain simple music forms and characteristics.	
2nd Quarter	Affect	Identify, describe and explain sounds of the instrument specific to their ensemble.	
2nd Quarter	Affect	Identify, describe and explain elements of music (e.g. rhythm, melody).	
2nd Quarter	Literacy Standard - Reading	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 <i>grades 9–10 texts and topics</i> . (9-10.RST.4)	
2nd Quarter	Theory	Identify, describe and explain whole and half step patterns in scales encountered in repertoire.	
2nd Quarter	Responding	The compositional and stylistic elements that differentiate various musical genres.	
2nd Quarter	Responding	musical characteristics that make a piece of music appropriate for a specific event or function.	
2nd Quarter	Responding	using student specified criteria to evaluate a musical performance.	
2nd Quarter	Responding	evaluating the effect of audience and performers' behavior on the performance.	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

2nd Quarter	Connecting	identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	
3rd Quarter	Composition	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	
3rd Quarter	Performance	perform simple improvised melodies within an appropriate harmonic structure.	
3rd Quarter	Composition	explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.	
3rd Quarter	Composition	arrange short sections of a song using standard notation and a variety of musical elements.	
3rd Quarter	Composition	use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).	
3rd Quarter	Composition	Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	
3rd Quarter	Presentation	Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	
3rd Quarter	Presentation	Demonstrate an understanding of expressive intent by connecting with an audience through prepared performances.	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

3rd Quarter	Perform/Reflect	Identify, describe and explain function of key and time signatures.	
3rd Quarter	Perform/Reflect	Identify, describe and explain Student's role (e.g. melody, harmony, accompaniment, foreground/background) within their ensemble.	
3rd Quarter	Reflection	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music.	
3rd Quarter	Reflection	Specific musical characteristics that influence their preference for specific musical works and styles.	
3rd Quarter	Theory	Elements of music most prominent repertoire.	
3rd Quarter	Affect	Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.	
3rd Quarter	Historical	Describe the context in which the composer wrote the piece being performed.	
3rd Quarter	Historical	Recognizing composer's motivations for creating the music being performed by the students.	
3rd Quarter	Affect	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	
3rd Quarter	Affect	Articulating personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

3rd Quarter	Literacy Standard - Writing	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. b. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. c. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. d. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>(9-10.WHST.2)</p>	<p>Post festival writing assignment</p> <p>Upon completion of listening to the ensembles recently held performance. Write a reflection of your thoughts and the judges comments about our ensemble's performance.</p>
4th Quarter	Composition	Share personally-developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
4th Quarter	Analysis	Explain the criteria used in selecting the repertoire to study/perform based on interest, music reading and performing/technical abilities.	
4th Quarter	Analysis	Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	
4th Quarter	Performance	Perform scales, intervals, and arpeggios in the repertoire.	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

4th Quarter	Reflection	Identify, describe and explain relationship between mathematics as it occurs in the repertoire (e.g., integer frequency relationships in overtones in chords).	
4th Quarter	Reflection	Identify, describe and explain one's own physical mechanics and skill level essential to playing/singing within the repertoire.	
4th Quarter	Reflection	Identify, describe and explain adjusting to the acoustic properties and the effect on the performers and the performance space.	
4th Quarter	Reflection	Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	
4th Quarter	Reflection	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	
4th Quarter	Evaluation	Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.	
4th Quarter	Reflection	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	
4th Quarter	Analysis	Explain and analyze how music is affected by one's knowledge outside the arts.	
4th Quarter	Connect/Reflect	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

4th Quarter	Connect/Reflect	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	
4th Quarter	Connect/Reflect	Distinguish specific musical characteristics that influence their preference for specific musical works and styles.	
4th Quarter	Connect/Reflect	Distinguishing musical preferences from music and cultural judgments (e.g. I like because ____, It is good because ____, It is important because __).	