

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

Grade Level: 7-8	Subject: Advanced Band	Time: Quarter 1	Core Text:
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Time	Unit/Topic	Standards	Assessments
	Create a melody	<p>2.1: Organize and develop artistic ideas and work Develop melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Composition Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument .</p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p>4 5 & 6: Application to instrument (AI) Maintain a steady beat, with auditory assistance, while playing individually and with others sixteenth, corresponding dotted notes and elementary syncopation in simple meters</p> <p>Utilize musical symbols encountered in the repertoire</p> <p>Utilize proper embouchure, hand position, posture and breath</p> <p>Tune with teacher guidance</p> <p>demonstrate proper care, assembly (if applicable) and maintenance of instrument</p> <p>Perform-Reflect on Understanding (PRU) Musical symbols, encountered in repertoire</p>	

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		<p>Steps and skips</p> <p>Key and Time Signatures</p> <p>Sounds of the instrument/voices specific to their ensemble</p>	
	Critique music	<p>7 8 & 9: Respond-Reflect on Understanding (RRU)</p> <p>Using appropriate terminology to describe and explain music</p> <p>Showing respect for personal work and the work of others through appropriate critique.</p>	
	Connecting with experience	<p>10.1: Synthesize and relate knowledge and personal experiences to make art</p> <p>Identify and explain the roles and impact music plays in one's life and the lives of others.</p>	

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Grade Level: 7-8	Subject: Advanced Band	Time: Quarter 2	Core Text:
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Time	Unit/Topic	Standards	Assessments
	Create a melody	<p>1: Generate and conceptualize artistic ideas and work Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p> <p>2.2: Organize and develop artistic ideas and work <i>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).</i></p> <p>Improvisation <i>Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures</i></p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p>Develop and refine artistic techniques and work for presentation</p> <p>5.1:Develop strategies to address technical challenges in a varied repertoire of music.</p> <p>5.2: Develop strategies to address technical challenges in a varied repertoire of music.</p> <p>4 5 & 6: Application to instrument (AI) <i>Perform fluently with key signature and accidental encountered in the repertoire</i></p> <p>Perform independent parts while others play contrasting parts (e.g. level 1-2) <i>respond to basic conducting cues (e.g. tempo, dynamics)</i></p>	

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		<p><i>perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.</i></p> <p>utilize a basic characteristic tone with greater stability</p> <p>perform with awareness of intonation, ensemble, balance and blend</p> <p><i>perform literature from memory</i></p> <p>Perform-Reflect on Understanding (PRU) <i>simple music forms and characteristics</i></p> <p><i>elements of music</i></p>	
	Critique music	<p>7 8 & 9: Respond-Reflect on Understanding (RRU) how music can be transcribed from one music medium to another (e.g. one instrument to another, one ensemble to another)</p> <p><i>musical characteristics that make a piece of music appropriate for a specific event or function</i></p> <p>using teacher or student specified criteria to evaluate a musical performance</p> <p><i>evaluating the effect of audience and performers' behavior on the performance</i></p>	
	Connecting with experience	<p>Synthesize and relate knowledge and personal experiences to make art</p> <p>10.2: Explain reasons for selecting music citing connections to interest, purpose, and context.</p>	

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		<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding 11.1 <i>Identify and explain how context can inform the expressive intent and meaning of a musical performance.</i></p> <p>Connect-Reflect on understanding - (CRU) elements of music in repertoire</p> <p><i>describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions</i></p>	
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Grade Level: 7-8	Subject: Advanced Band	Time: Quarter 3	Core Text:
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Time	Unit/Topic	Standards	Assessments
	Create a melody	<p>3.1 Refine and complete artistic work Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.</p> <p>Improvisation <i>describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music</i></p> <p>Composition <i>describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.</i></p> <p><i>replace or change some of the note values and/or pitches in composing a variation of a theme</i></p> <p><i>use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)</i></p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p>Develop and refine artistic techniques and work for presentation</p> <p>6: Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p>	

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		<p><i>Demonstrate an understanding of the context of the music through prepared performances.</i></p> <p>Perform-Reflect on Understanding (PRU) <i>Student's role within their ensemble</i></p> <p><i>whole and half step patterns in scales encountered in repertoire</i></p> <p><i>adjusting to the acoustic properties and the effect on the performers and the performance space</i></p>	
	Critique music	<p>Perceive and analyze artistic work</p> <p>7.1: Explain reasons for selecting music citing characteristics found in the music</p> <p>7.2: Describe how the elements of music are manipulated to inform the response to music.</p> <p>7 8 & 9: Respond-Reflect on Understanding (RRU) <i>their preference for specific musical works and styles</i></p> <p><i>elements of music most prominent repertoire</i></p> <p><i>how the changing elements of music can affect the style of the music</i></p>	
	Connecting with experience	<p>Connect-Reflect on understanding - (CRU) <i>identify the context in which the composer wrote the piece being performed</i></p> <p><i>understanding the connections between music and other content areas as encountered in the repertoire, including text settings</i></p>	

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Grade Level: 7-8	Subject: Advanced Band	Time: Quarter 4	Core Text:
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Time	Unit/Topic	Standards	Assessments
	Create a melody	<p>3.2 Refine and complete artistic work Share personally-developed melodies and rhythmic passages individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p>Select, Analyze and Interpret artistic work for performance 4.1: <i>Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.</i></p> <p>4.2: <i>Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.</i></p> <p>Application to instrument (AI) <i>perform scales, intervals, and arpeggios in the repertoire</i></p> <p>Perform-Reflect on Understanding (PRU) relationship between mathematics as it occurs in the repertoire (e.g., integer frequency relationships in overtones in chords)</p> <p><i>one's own physical mechanics and skill level essential to playing/singing within the repertoire</i></p>	
	Critique music	Interpret intent and meaning in artistic work	

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	Literacy Standard/writing	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (6-8.WHST.7)	
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