

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

Grade Level: 7-8	Subject: Beginning 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 melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Improvisation describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music</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> <p>describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.</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 the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meter</p> <p>utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names)</p> <p>demonstrate proper care, assembly (if applicable) and maintenance of instrument</p>	

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		<p>Perform-Reflect on Understanding (PRU) 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)</p> <p>steps and skips</p>	
	Critique music	<p>7 8 & 9: Respond-Reflect on Understanding (RRU) how changing compositional elements of music (e.g., dynamics, articulation and tempo) can change the style and experience of the music</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 Identify and discuss the roles and impact music plays in one's life and the lives of others.</p> <p>Connect-Reflect on understanding - (CRU) Elements of music</p>	

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Grade Level: 7-8	Subject: Beginning 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 melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <p>2.2: Organize and develop artistic ideas and work 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).</p> <p>Improvisation perform, use standard notation, and audio record improvisation that is a minimum of 4 measures</p> <p>Composition replace or change some of the note values and/or pitches in composing a variation of a theme</p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p>Develop and refine artistic techniques and work for presentation</p> <p>5.1: Use self-reflection to identify technical challenges in a varied repertoire of music.</p> <p>5.2: Use peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>4 5 & 6: Application to instrument (AI)</p>	

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		<p>perform fluently with key signature and accidental encountered in the repertoire</p> <p>respond to basic conducting cues (e.g. tempo, dynamics)</p> <p>perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.</p> <p>utilize proper technique (e.g. embouchure, hand position, posture and breath)</p> <p>perform with awareness of intonation and ensemble</p> <p>tune with teacher assistance</p> <p>Perform-Reflect on Understanding (PRU) key and time signatures</p> <p>simple music forms and characteristics</p> <p>elements of music (e.g. rhythm, melody)</p>	
	<p>Critique music</p>	<p>7 8 & 9: Respond-Reflect on Understanding (RRU) musical characteristics that make a piece of music appropriate for a specific event or function</p> <p>using teacher specified criteria to evaluate a musical performance</p> <p>evaluating the effect of audience and performers' behavior on the performance</p>	
	<p>Connecting with experience</p>	<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding 11.1 Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.</p> <p>Connect-Reflect on understanding - (CRU)</p>	

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		identify the context (e.g. historical, social, cultural) in which the composer wrote the piece being performed	
		describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions	

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Grade Level: 7-8	Subject: Beginning 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 teacher-provided criteria.</p> <p>Composition use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)</p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p>Develop and refine artistic techniques and work for presentation 6: Identify technical accuracy in prepared and improvised performances of a varied repertoire of music.</p> <p>Identify expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>Demonstrate an awareness of the context of the music through prepared performances.</p> <p>Application to instrument (AI) perform independent parts while others play contrasting parts (e.g. level .5-1)</p> <p>utilize a basic characteristic tone</p> <p>Perform-Reflect on Understanding (PRU) sounds of the instrument/voices specific to their ensemble</p>	

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		<p>Student's role (e.g. melody, harmony, accompaniment, foreground/background) within their ensemble</p> <p>relationship between mathematics as it occurs in the repertoire (e.g., fractional relationships, phrase lengths and patterns)</p>	
	Critique music	<p>Perceive and analyze artistic work 7.2: Identify how the use of repetition, similarities, and contrasts inform the response to music.</p> <p>7 8 & 9: Respond-Reflect on Understanding (RRU) selected elements of music</p> <p>how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music</p>	
	Connecting with experience	<p>Connect-Reflect on understanding - (CRU) understanding the connections between music and other content areas as encountered in the repertoire, including text settings</p>	

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Grade Level: 7-8	Subject: Beginning 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 melodic and rhythmic ideas or motives 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: Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.</p> <p>4.2: Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.</p> <p>Application to instrument (AI) perform scales, intervals, and arpeggios in the repertoire</p> <p>perform literature from memory</p> <p>Perform-Reflect on Understanding (PRU) whole and half step patterns in scales encountered in repertoire</p> <p>one's own physical mechanics and skill level essential to playing/singing within the repertoire</p> <p>adjusting to the acoustic properties and the effect on the performers and the performance space</p>	

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	<p>Critique music</p>	<p>Perceive and analyze artistic work 7.1: Identify reasons for selecting music based on characteristics found in the music</p> <p>Interpret intent and meaning in artistic work 8: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</p> <p>Apply criteria to evaluate artistic work 9: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p> <p>7 8 & 9: Respond-Reflect on Understanding (RRU) their preference for specific musical works and styles</p> <p>the characteristics intended by the composer and/or performer to evoke a mood in a piece of music</p>	
	<p>Connecting with experience</p>	<p>Synthesize and relate knowledge and personal experiences to make art 10.1: Identify and discuss the roles and impact music plays in one's life and the lives of others.</p> <p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding 11.2: Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts).</p> <p>Connect-Reflect on understanding - (CRU) <i>recognizing</i> composer's motivations for creating the music being performed by the students</p>	

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	<p>Literacy Standard/reading</p> <p>Literacy Standard/writing</p>	<p>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</p> <p>identify their preference for specific musical works and styles</p> <p>identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker</p> <p>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>. (6-8.RST.4)</p> <p>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)</p>	
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