

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

Grade Level: 7-8	Subject: Intermediate 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>	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

		<p>Perform-Reflect on Understanding (PRU) Musical symbols, encountered in repertoire</p> <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) 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 explain the roles and impact music plays in one's life and the lives of others.</p>	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

Grade Level: 7-8	Subject: Intermediate 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>	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

		<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>	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

		<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding <i>11.1 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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PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

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>	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

		<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>elements of music most prominent repertoire</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>	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

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	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

January 2016

		<p>8: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</p> <p>Apply criteria to evaluate artistic work</p> <p>9: Explain the influence of experiences, analysis, and context on interest in and evaluation of music.</p> <p>7 8 & 9: Respond-Reflect on Understanding (RRU) <i>the characteristics intended by the composer and/or performer to evoke a mood in a piece of music</i></p>	
	Connecting with experience	<p>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>11.2: <i>Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts).</i></p> <p>Connect-Reflect on understanding - (CRU) <i>recognizing composer's motivations for creating the music being performed by the students</i></p> <p><i>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</i></p> <p><i>identify their preference for specific musical works and styles</i></p> <p><i>identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker</i></p>	
	Literacy Standard/reading	<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>	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
January 2016

	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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