Westbrook Public Schools  
Westbrook High School Beginning Band Curriculum  
Grades 9-12

Music Standard Addressed: **#2 Students will play, alone and with others, a varied repertoire of instrumental music.**

**Essential Question:** What is performance preparation?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 1-3, on a scale of 1 to 6 | Perform with... | Posture  
Accurate and consistent pitch  
Appropriate tone  
Technical fluency  
Ensemble skills  
Expression  
Attention to musical details (dynamics and articulation) | Observation  
Performance tests  
Concerts | Standards of Excellence, Bk. 1, Bruce Pearson  
Foundations for Superior Performance in Band, Jeff King & Rich Williams  
Standard band literature  
Recordings of literature being studied  
Tuner  
Metronome |
| Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills | Demonstrate... | Who they should listen to in the band  
Who to follow (when and why)  
Ensemble and listening skills |  |
| Perform in small ensembles with one student on a part | Play with confidence | Who to listen to in the band  
Who to follow (when and why)  
Stylistic leading and following  
The importance of playing with Confidence  
Stickings |  |

**Technology Integration:**
- Online metronome
- Recording hardware/software
- Online recording resources

**Expectations for Student Learning Addressed:** Westbrook HS students will...
Communicate and process ideas and information effectively

**Assessment Techniques:**
- School-wide Communication Rubric
- Assessment Rubric
Westbrook Public Schools
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Grades 9-12

Music Standard Addressed: #3 **Students will improvise melodies, variations and accompaniments.**

**Essential Question:** What is improvisation?

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<thead>
<tr>
<th>Performance Standards</th>
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<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Improvise simple harmonic accompaniments | **Improvise ...** | • Principals of Improvisation  
• Melodic Embellishments  
  o Trills  
  o Chromatic inflections  
• Rhythmic and melodic variations  
• Major, minor, and pentatonic scales & keys | • Aural evaluation  
• Informal assessments to aid personal progress in class and lessons. | • Musical prompt  
• Jamie Aebrsold Improvisation Series  
• Recordings  
• Band in a Box improvisation practice tool |

| Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality | **Maintain a consistent tempo and meter** | **4-10 elements of classical style**  
• Blues form and scale | • Blues scales and guides  
• Blues and swing recordings | |

**Technology Integration:**
- Band-in-a-Box improvisation software
- Recording/playback equipment
<table>
<thead>
<tr>
<th>Expectations for Student Learning Addressed: Westbrook HS students will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate and process ideas and information effectively</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Assessment Techniques:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- School-wide Communication Rubric</td>
</tr>
<tr>
<td>- Teacher-created Criteria for Informal Assessments</td>
</tr>
</tbody>
</table>
**Westbrook Public Schools**  
**Westbrook High School Beginning Band Curriculum**  
**Grades 9-12**

**Music Standard Addressed:** #5 **Students will read and notate music**  
**Essential Question:** What is musical notation and how do you interpret notation?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/ Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Sight-read, accurately and expressively, music with a level of difficulty of 1-2, on a scale of 1 to 6 | • Basic rhythmic and melodic precision | • Rhythm  
• Intonation  
• Sight reading techniques | • Teacher observation and evaluation  
• Practice assignments and tests | • *Foundations for Superior Performance*, Rich Williams & Jeff King  
• Finale music writing software |

**Technology Integration:**  
• Finale music writing software.

**Expectations for Student Learning Addressed:**  
*Westbrook HS students will...*  
Communicate and process ideas and information effectively

**Assessment Techniques:**  
• School-wide Communication Rubric  
• Teacher-created Criteria
Westbrook Public Schools
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Music Standard Addressed: #6 Students will listen to, describe and analyze music.

**Essential Questions:** What is musical form & structure? How do you listen for musical elements?

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<thead>
<tr>
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<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices | • Describe musical events in the music they hear or perform | • Genres
  • The elements of music:
    o Pitch
    o Dynamics
    o Timbre
    o Rhythm
    o Harmony
    o Texture
    o Form
  • Expressive devices (such as dynamics, articulation and tone color) | • Teacher evaluation
• Formal assessment | • Recordings
• Scores of major pieces studied
• Worksheets |

| Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a | • Identify various instruments and voices and their families given aural or visual examples | • Instruments
• Voice Parts
• Theme
• Melody
• Compositional devices (including repeating and augmentation) | |

Demonstrate extensive knowledge of the technical vocabulary of music

- Technical vocabulary including...
  - Elements of Music
  - Key
  - Meter
  - Mode
  - Phrasing,
  - Articulation
  - Dynamics
  - Blend
  - Balance
  - Intervals
  - Tonic
  - Dominant
  - Cadences
  - Form
<table>
<thead>
<tr>
<th>musical work and give examples of other works that make similar uses of these devices and techniques</th>
<th>Identify the theme or melody in a composition</th>
</tr>
</thead>
</table>

**Technology Integration:**
- Use of internet for listening samples, research, and retrieving cultural information

**Expectations for Student Learning Addressed:** *Westbrook HS students will...*
Communicate and process ideas and information effectively

**Assessment Techniques:**
- School-wide Communication Rubric
- Teacher-created Criteria
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Music Standard Addressed: **#7 Students will evaluate music and music performances.**

**Essential Question:** What is evaluation?

<table>
<thead>
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<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music</td>
<td>● Design evaluative criteria to assess a performance's or composition's quality (technical and expressive) and effectiveness (expressive impact)</td>
<td>● Blend ● Balance ● Tone ● Expression ● How to listen to a piece</td>
<td>● Critical listening worksheets ● Self-evaluation ● Open discussions</td>
<td>● Active listening, ○ CD’s ○ MP3’s ● Internet and other media devices</td>
</tr>
<tr>
<td>Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</td>
<td>● Cite appropriate evidence when evaluating his/her performances and compositions as well as the performances and compositions of others. ● Identify the strengths and weaknesses of a performance or composition</td>
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</table>

**Technology Integration:**
- Internet and other modern media devices
- Recording devices

**Expectations for Student Learning Addressed:** *Westbrook HS students will...*
Communicate and process ideas and information effectively

**Assessment Techniques:**
- School-wide Communication Rubric
- Self-evaluation Criteria
Westbrook Public Schools
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Music Standard Addressed: #8 Students will make connections between music, other disciplines and daily life.

**Essential Question:** How does the study of music relate to other disciplines in life?

<table>
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<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
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</thead>
<tbody>
<tr>
<td>Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples</td>
<td>Recognize the common elements of theme, line, rhythm, intensity, color, shape, direction and texture in each of the arts</td>
<td>Theme, Line, Rhythm, Intensity, Color, Shape, Direction, Texture, Unity, Variety, Repetition, Contrast</td>
<td>Open discussion</td>
<td>Modern media, Colleagues, Teacher knowledge, Recordings, Slide projector</td>
</tr>
<tr>
<td>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</td>
<td>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</td>
<td>Historical periods, Historical styles, Various cultures</td>
<td></td>
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</tr>
<tr>
<td>Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</td>
<td>Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</td>
<td>Connections between Music and…</td>
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<td>Science</td>
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<td>Soc. Studies</td>
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<td>Technology</td>
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<td>Math</td>
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<td>Architecture</td>
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<td>Dance</td>
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<td>Drama</td>
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<td>Painting</td>
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<td>History</td>
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<td>Geography</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply music knowledge and skills to solve problems relevant to a variety of careers</th>
<th>Apply music knowledge and skills to solve problems relevant to a variety of careers</th>
<th>Music’s connection to a variety of careers</th>
</tr>
</thead>
</table>

**Technology Integration:**
- Internet media
- SMART board/projector

**Expectations for Student Learning Addressed:** *Westbrook HS students will…*
Communicate and process ideas and information effectively

**Assessment Techniques:**
- School-wide Communication Rubric
- Teacher-created Criteria
Westbrook Public Schools  
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Music Standard Addressed: **#9 Students will understand music in relation to history and culture.**  
**Essential Question:** How does music reflect historical events and cultural ideas?

<table>
<thead>
<tr>
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</thead>
</table>
| Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications | Identify and accurately classify by genre or style examples of music from a variety of historical periods and cultures | Musical genres  
Musical styles  
Music in a variety of cultures  
Historical periods  
World history  
American history  
Music history  
Politics  
Major composers/artists/musicians | Class discussion  
Aural quizzes and tests | Internet sites  
World news  
Teacher knowledge  
Colleagues |

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them | Perform/study/ listen to music that represents a variety of genres and styles from a number of cultures and historical periods. | Genres  
○ Ragtime  
○ Jazz  
○ Blues  
○ Rock-n-Roll  
Major musical periods  
Major artists from a variety of stylistic periods | Internet sites  
World news  
Teacher knowledge  
Colleagues |

<table>
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<tr>
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<th>Materials/Resources</th>
</tr>
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</table>
| Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances | Identify and describe the roles of musicians in various music settings and cultures. | Possible roles of musicians | Internet sites  
World news  
Teacher knowledge  
Colleagues |

**Technology Integration:**  
- Internet news sources  
- Local & national news  
- Contemporary media
### Expectations for Student Learning Addressed: Westbrook HS students will...
Communicate and process ideas and information effectively

### Assessment Techniques:
- School-wide Communication Rubric
- Teacher-created Criteria