Westbrook Public Schools  
Westbrook High School Concert 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 4, on a scale of 1 to 6 | Perform with…  
- Accurate and consistent pitch  
- Appropriate tone  
- Technical fluency  
- Advanced ensemble skills (see 2b)  
- Expression  
- Attention to musical details (including dynamics and articulation) | Posture  
- Embouchure  
- Breathing & air flow  
- Tuning slide  
- Technique  
- Tongue level  
- Intonation  
- Dynamics  
- Tempo  
- Beat  
- Notation  
- Rhythmic notation  
- 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…  
- Good listening skills  
  - Blend  
  - Matching  
- Playing with confidence | Who they should listen to in the band  
Who to follow (when and why)  
Ensemble and listening skills | Technology Integration:  
- Online metronome  
- Recording hardware/software  
- Online recording resources |
| Perform in small ensembles with one student on a part | Play with confidence  
*Perform expressively observing…*  
- Dynamics  
- Phrasing  
- Articulations  
- Stickings | Who to listen to in the band  
Who to follow (when and why)  
Stylistic leading and following  
The importance of playing with confidence |
| **Expectations for Student Learning Addressed:** | *Westbrook HS students will...*  
Communicate and process ideas and information effectively |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Techniques:</strong></td>
<td></td>
</tr>
</tbody>
</table>
- School-wide Communication Rubric  
- Formal Assessment Rubrics |
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Music Standard Addressed: #3 Students will improvise melodies, variations and accompaniments.

**Essential Question:** What is improvisation?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill Student will be able to...</th>
<th>Knowledge Students will understand...</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvise simple harmonic accompaniments</td>
<td>Improvise...</td>
<td>• Principals of Improvisation</td>
<td>• Aural evaluation</td>
<td>• Musical prompt</td>
</tr>
<tr>
<td></td>
<td>• With the appropriate style and phrasing for the genre of music</td>
<td>• Melodic Embellishments</td>
<td>• Informal assessments to aid personal progress in class and lessons.</td>
<td>• Recordings</td>
</tr>
<tr>
<td></td>
<td>• Using the elements of music to achieve variety and balance</td>
<td>o Trills</td>
<td></td>
<td>• Band in a Box improvisation practice tool</td>
</tr>
<tr>
<td></td>
<td>• Maintaining a relationship between the melodic variations and the original melody</td>
<td>• Chromatic inflections</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maintaining a relationship within the harmonic structure</td>
<td>• Rhythmic and melodic variations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maintaining a relationship within the song’s form</td>
<td>• Major, minor, and pentatonic scales &amp; keys</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 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 scales and guides | |
|                                                                 |                                 | • Blues form and scale | • Blues and swing recordings | |

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

<table>
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<tr>
<th><strong>Assessment Techniques:</strong></th>
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</thead>
<tbody>
<tr>
<td>• School-wide Communication Rubric</td>
</tr>
<tr>
<td>• Teacher-created Criteria for Informal Assessments</td>
</tr>
</tbody>
</table>
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Music Standard Addressed: **#5 Students will read and notate music**

**Essential Question:** What is musical notation and how do you interpret notation?

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<tr>
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<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6</td>
<td>Demonstrate melodic and rhythmic precision</td>
<td>Rhythm</td>
<td>Teacher observation and evaluation</td>
<td><em>Foundations for Superior Performance</em>, Rich Williams &amp; Jeff King</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intonation</td>
<td>Practice assignments and tests</td>
<td>Finale music writing software</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sight reading techniques</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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
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<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<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  
Cultures  
The elements of music:  
- Pitch  
- Dynamics  
- Timbre  
- Rhythm  
- Harmony  
- Texture  
- Form  
- Expressive devices (i.e. dynamics, articulation and tone color) | Teacher evaluation  
Formal assessment | Recordings  
Scores of major pieces studied  
Worksheets |

<table>
<thead>
<tr>
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<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| 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>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| 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 augmentation and repeats) |  |  |
| musical work and give examples of other works that make similar uses of these devices and techniques | • Identify the theme or melody in a composition |

**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:**
- Formal Assessment Rubrics
- School-wide Communication Rubric
**Westbrook Public Schools**
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Music Standard Addressed: **#7 Students will evaluate music and music performances.**

**Essential Question:** What is evaluation?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill Student will be able to...</th>
<th>Knowledge Students will understand...</th>
<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</td>
<td>• Critical listening worksheets</td>
<td>• Active listening ○ CD’s ○ MP3’s</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</td>
<td>• Balance</td>
<td>• Self-evaluation</td>
<td>• Internet</td>
</tr>
<tr>
<td></td>
<td>• Identify the strengths and weaknesses of a performance or composition</td>
<td>• Tone</td>
<td>• Open discussions</td>
<td></td>
</tr>
</tbody>
</table>

**Technology Integration:**
- Internet
- 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
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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>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill Student will be able to...</th>
<th>Knowledge Students will understand...</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples | • Recognize the common elements of theme, line, rhythm, intensity, color, shape, direction and texture in each of the arts  
• Recognize how organizational principles (such as unity and variety, or repetition and contrast) are used in similar ways in the arts | • Theme  
• Line  
• Rhythm  
• Intensity  
• Color  
• Shape  
• Direction  
• Texture  
• Unity  
• Variety  
• Repetition  
• Contrast | • Open discussion | • Modern media  
• colleagues  
• Teacher knowledge  
• Recordings  
• Slide projector |
| Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures | • Compare characteristics of two or more arts within a particular historical period or style and cite examples | • Historical periods  
• Historical styles  
• Various cultures | | |
| Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music | • Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music | • Connections between Music and...  
○ Science  
○ Soc. Studies  
○ Language  
○ Technology  
○ Math  
○ Architecture  
○ Dance  
○ Drama  
○ Painting  
○ History  
○ Geography | | |
<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
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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>
<th>Performance Standards</th>
<th>Skill Student will be able to...</th>
<th>Knowledge Students will understand...</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Identify and accurately classify by genre or style examples of music from a variety of historical periods and cultures</td>
<td>Musical genres</td>
<td>Class discussion</td>
<td>Internet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Musical styles</td>
<td>Aural quizzes and tests</td>
<td>World news</td>
</tr>
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<td></td>
<td></td>
<td>Music in a variety of cultures</td>
<td></td>
<td>Teacher knowledge</td>
</tr>
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<td></td>
<td>Historical periods</td>
<td></td>
<td>Colleagues</td>
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<td>World history</td>
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<td>American history</td>
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<td>Music history</td>
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<td>Politics</td>
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<td></td>
<td></td>
<td>Major composers, artists and musicians</td>
<td></td>
<td></td>
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<tr>
<td>Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them</td>
<td>Perform/study/ listen to music that represents a variety of genres and styles from a number of cultures and historical periods.</td>
<td>Genres</td>
<td></td>
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<td></td>
<td></td>
<td>o Ragtime</td>
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<td>o Jazz</td>
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<td>o Blues</td>
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<td>o Rock-n-Roll</td>
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<td></td>
<td></td>
<td>Major musical periods</td>
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<tr>
<td></td>
<td></td>
<td>Major artists from a variety of stylistic periods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances</td>
<td>Identify and describe the roles of musicians in various music settings and cultures.</td>
<td>Possible roles of musicians</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

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<tr>
<td>● Teacher-created Criteria</td>
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