



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	Instrumental Ensemble
Course Description for Program of Studies	Instrumental ensemble is similar to band in that students perform music of varied styles in concert halls and different venues. This is a full year course and can range in size from being a small band to a large concert band. Students will be required to participate in performances throughout the school year.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	1.0

P indicates standard will be a priority for the unit; **S** indicates a supporting standard

District Learning Expectations and Standards	Scales	Rhythm	Tonguing/Stroke	Intonation	Tempo	Time Signatures	Rudiments	ID in Text
Creating								
MU:Cr1.1 Generate and conceptualize artistic ideas and work.		S						
MU:Cr2.1 Organize and develop artistic ideas and work.		S						
MU:Cr3.1 Refine and complete artistic work.		S						
Performing								
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P		S		S	P	P	P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.								
MU:Pr6.1 Convey meaning through the presentation of artistic work.	S	S	P	P	P		S	S
Responding								

MU:Re7.1 Perceive and analyze artistic work.		P	S					
MU:Re8.1 Interpret intent and meaning in artistic work.					S			
MU:Re9.1 Apply criteria to evaluate artistic work.		S						
Connecting								
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.		S						
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.					S			

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do individuals choose music to experience?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How does understanding the structure and context of the music influence a response?
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- How do we discern the musical creators' and performers' expressive intent?

UNIT 1: Scales quarter 1

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.Hs novice-	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Identifying and performing a major scale Identifying and performing a two-octave chromatic scale
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Prior Knowledge Needed To Master Standards For This Unit
			Physical Skill	Key signatures
		X	Product Development	
			Learning Behavior	
	Content Knowledge			
MU:Pr6.1. E.Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
			Content Knowledge	

Learning Targets

I CAN:

- Identify the Eb Major, G Major, D Major, and Two-Octave Chromatic.
- Read the Eb Major, G Major, D Major, and Two-Octave Chromatic.
- Perform the Eb Major, G Major, D Major, one octave ascending and descending, and Two-Octave Chromatic. ascending and descending.

UNIT 2: Rhythm

UNWRAPPED STANDARDS

Standard		Type of Standard		Prior Knowledge Needed
MU:Pr7.2 E.Hs novice-	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	X	Content Knowledge	Subdivision of beat, simple rhythms
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

I CAN:

- Identify eighth note-two sixteenth, two-16th-eighth, quarter note triplets, beamed 32nd, 16th-8th-16th, duplet in the music
- Count eighth note two sixteenth rhythms,two-16th-eighth, quarter note triplets, beamed 32nd, 16th-8th-16th, duplet in the music
- Perform eighth note two sixteenth rhythms,two-16th-eighth, quarter note triplets, beamed 32nd, 16th-8th-16th, duplet in the music

UNIT 3: Tonguing and Stroke

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.Hs novice-	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	sforzando, mordent, double tonguing
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Common Misconceptions
			Physical Skill	Difference between sfz and fp
		X	Product Development	Prior Knowledge Needed To Master Standards For This Unit
			Learning Behavior	Basic dynamic, basic tonguing
MU:Pr6.1. E.Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr4.1. E.Hs novice	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

MU:Pr4.3. E.Hs novice	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re7.2. E.Hs novice	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets

- I CAN:
- Identify sforzando, mordent, forte piano, double tonguing.
 - Explain sforzando, mordent, forte piano, double tonguing.
 - Demonstrate sforzando, mordent, forte piano, double tonguing on my instrument

UNIT 4: Intonation

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
U:Pr6.1.E. Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music		Content Knowledge	Drone and pitch tendency
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	COMMON MISCONCEPTIONS
		X	Physical Skill	When you put the fingers down the 'correct' note comes out
			Product Development	Prior Knowledge Needed To Master Standards For This Unit
			Learning Behavior	How to adjust sharp or flat, listening skills

Learning Targets

I CAN:

- Use a drone independently to identify basic tuning
- Use a drone independently to know whether the pitch is sharp, flat, or in tune.
- Adjust my instrument accordingly.
- Identify the pitch tendencies of my instrument
- Adjust to the pitch tendencies of my instrument within reason.

UNIT 5: Tempo

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Largo, andante- moderato, vivace, presto, cesura, tempo primo,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Prior Knowledge Needed To Master Standards For This Unit
			Physical Skill	Basic tempo markings, ability to follow a metronome
		X	Product Development	
			Learning Behavior	
MU:Pr4.3. E.Hs novice	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re8.1. E.Hs novice	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.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr6.1. E.Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	

	and improvised performances of a varied repertoire of music.		Product Development	
			Learning Behavior	

Learning Targets

- I CAN:
- Identify largo, andante-moderato, vivace, presto, cesura, Tempo Primo in the music.
 - Define largo, andante-moderato, vivace, presto, cesura, Tempo Primo.
 - Perform tempo changes by following a conductor.

UNIT 6: Time Signature

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	6/4, 5/4, 7/8, 5/8, mixed meter, metric modulation
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Common Misconceptions
			Physical Skill	Where the beat is
		X	Product Development	Prior Knowledge Needed To Master Standards For This Unit
			Learning Behavior	Basic time signatures, how a time signature works

Learning Target

I CAN:

- Identify 6/4, 5/4, 7/8, 5/8, mixed meter, metric modulation.
- Count basic rhythms in 6/4, 5/4, 7/8, 5/8, mixed meter, metric modulation.
- Perform simple melodies in 6/4, 5/4, 7/8, 5/8, mixed meter, metric modulation

UNIT 7: Rudiments

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	7 stroke rolls, 13 stroke rolls, flam accents, drag rudiments, and lesson 25
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Common Misconceptions
			Physical Skill	Rolls are just fast sticking
		X	Product Development	Prior Knowledge Needed To Master Standards For This Unit
			Learning Behavior	Basic rudiments, proper sticking
MU:Pr6.1. E.Hs novice		Content Knowledge		
		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
	X	Physical Skill		
		Product Development		
		Learning Behavior		

Learning Targets

I CAN:

- Identify 7 stroke rolls, 13 stroke rolls, flam accents, drag rudiments, and lesson 25
- Read 7 stroke rolls, 13 stroke rolls, flam accents, drag rudiments, and lesson 25
- Perform 7 stroke rolls, 13 stroke rolls, flam accents, drag rudiments, and lesson 25 in the context of the music.

UNIT 8: Identification in Text

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2. E.Hs novice	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	glissandos, falls, mute techniques and concert pitch in music
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Prior Knowledge Needed To Master Standards For This Unit
			Physical Skill	Key of instrument
		X	Product Development	
			Learning Behavior	
	Content Knowledge			
MU:Pr6.1. E.Hs novice	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
			Content Knowledge	

Learning Target

I CAN:

- Identify glissandos, falls, mute techniques and concert pitch in music.
- Read glissandos, falls, mute techniques and concert pitch in music.
- Perform using glissandos, falls, mute techniques and concert pitch in the context of the music.