



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	Modern Band
Course Description for Program of Studies	Modern Band teaches students to perform music they know and love and to compose and improvise. Styles that are studied include rock, pop, reggae, hip-hop, rhythm & blues, electronic dance music, and other contemporary styles as they emerge. Modern Band also utilizes (but is not limited to) the musical instruments that are common to these genres: guitar, bass, drums, piano, voice and technology. Prior instrument experience is not necessary to take this course.
Grade Level	9-12
Pre-requisites	none
Credit (if applicable)	.5

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

District Learning Expectations and Standards	Learn	Master	Final
Creating			
MU:Cr1.1 Generate and conceptualize artistic ideas and work.			S
MU:Cr2.1 Organize and develop artistic ideas and work.			
MU:Cr3.1 Refine and complete artistic work.			P
Performing			
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	S	S
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.	S	S	S

MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P	
Responding			
MU:Re7.1 Perceive and analyze artistic work.			
MU:Re8.1 Interpret intent and meaning in artistic work.			
MU:Re9.1 Apply criteria to evaluate artistic work.	S	S	S
Connecting			
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.			
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.			S

UNIT ESSENTIAL QUESTIONS

- How do musicians improve the quality of their performance?
- 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 we judge the quality of musical work(s) and performance(s)?
- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians generate creative ideas?
- When is creative work ready to share?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

UNIT ENDURING UNDERSTANDING

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- 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.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

UNIT 1: 'Learn'

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr5.1. E.Hs intermediate	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	Chord progression, rhythmic beat, song structure
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	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	Hand position, chord structure, strumming
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re9.1. E.Hs novice	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	X	Content Knowledge	Chord structure, vocal style
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MU:Pr4.3. H.Hs novice	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.		Content Knowledge	Major, minor, chord, chord progression, chord symbols, drum notation
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MU:Pr6.1. H.Hs novice	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.		Content Knowledge	Chord progression, balance, blend, accompaniment
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

Learning Targets	
<p>I CAN:</p> <ul style="list-style-type: none"> ● Properly hold and play the guitar, bass, keyboard, and drum set (as needed) ● Perform chord progressions on guitar, bass and keyboard (could include the following chords C, G, D, E, F7, A Major chords and e, and a minor) ● Independently learn how to play a new chord ● Explain basic song structure 	

UNIT 2: “Master”

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr5.1. E.Hs intermediate	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	Chord progression, rhythmic beat, song structure, comping patterns
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	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	Hand position, chord structure, strumming
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Re9.1. E.Hs novice	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	X	Content Knowledge	Chord structure, vocal style,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MU:Pr4.3. H.Hs novice	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.		Content Knowledge	Major, minor, chord, chord progression, chord symbols, drum notation
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MU:Pr6.1. H.Hs novice	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.		Content Knowledge	Chord progression, balance, blend, accompaniment, styles of music, genres of music
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

MU:Cr3.1. E.Hs intermediate	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	Composition, balance, blend,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN:

- Collaborate with my group members to perform basic songs
- Perform a song cover and original song on my chosen instrument (could include C, G, D, E, F7, A Major chords and e, and a minor)

UNIT 3: Final Project

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.1. E.Hs intermediate	Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.		Content Knowledge	Genre, chord progression
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
MU:Pr5.1. E.Hs intermediate	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	Comping Patterns, balance, blend, texture, form
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Cr1.1. E.Hs intermediate	Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.		Content Knowledge	Performance preparation
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
		X	Learning Behavior	

MU:Cr3.2. E.Hs intermediate	Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.		Content Knowledge	Performance preparation
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

MU:Re9.1. E.Hs intermediate	Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

MU:Cn11. 0.E.Hs intermediate	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Content Knowledge	Audio production, audio recording
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS

I CAN:

- Create a budget for my group
- Record and perform music with a group
- Explain the process of basic music production
- Demonstrate knowledge of networking to promote my group