

# 2020-2021 Curriculum Guide for Some-City Bands

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## **Mission Statement**

Some-City Bands strive to provide students with an enriched understanding of music, as well as encourage individual growth -- both personally and as a musician -- leadership skills, and responsibility. Through performance opportunities and rehearsals, students will learn to express themselves in solo, chamber, and large ensemble settings (Hebron Band, n.d.; Groton Schools, n.d.; Purdue University, 2015).

## **Music Department Description**

Some-City is a small, rural school in the Northwest region of Michigan. With only 750 students across the district, we are lucky to offer students an engaging music education with several ensemble options beginning in the fifth grade and continuing through graduation.

At the start of the school year in fifth grade, students will sample each instrument to find which is best suited to their likeness and meet for thirty minutes, three times a week for our Beginning Band program. These rehearsals are divided by instrument families. Brass and percussion will gather on Mondays and Wednesday, while woodwinds meet on Tuesdays and Thursdays. We come together as a large ensemble on Fridays. Student achievement is assessed in class once at the end of the school year to measure growth.

Our middle school offers a Sixth Grade Concert Band, Junior High Concert Band (consisting of both seventh and eighth grade students), and Middle School Jazz Band (sixth through eighth grade; after school each day). Students who choose to participate in the Middle School Jazz Band must be enrolled in their corresponding concert ensemble, but are free to play secondary instruments if they please. Student achievement is assessed through recordings

submitted to our Google Classroom once at the beginning and end of the school year to measure their progress.

Our high school offers a Concert Band (consisting of ninth through twelfth grade students), High School Jazz Band, and Some-City Marching Band. Please note that jazz and marching bands occur outside of regular school hours (zero-hour and after school, respectively). Students who choose to participate in the jazz or marching band must be enrolled in the Concert Band, but are free to play secondary instruments if they please, just as our middle school allows. To vary student experience throughout the four years of high school, our repertoire covers a wide range of difficulty with several solo opportunities each concert cycle. Advanced students will be offered leadership positions to further their education. Student achievement is assessed through recordings submitted to our Google Classroom once at the beginning and end of each concert cycle to measure their advancement.

For any students who wish to further their musical experience, AP Music Theory is offered as an online course. The district's vocational school also offers a Teacher Academy program, which allows students to act as a teacher's aide in a class of their choice (including all of Some-City's music courses). Our Band Boosters offer scholarships for private lessons and summer camps; students must fill out an application to qualify. Contact information for private lessons are available from local professionals upon request, and students who take advantage of this opportunity are also invited to join Some-City's Community Orchestra.

**Broad Goals and Outcomes** (Michigan Department of Education, 2011)*In the Fifth Grade Beginning Band, students will...*PERFORM

Broad Goal	Outcome
(ART.M.I.5.1) Play accurate rhythms consisting of whole, half, and quarter notes.	Clap and play combinations of whole, half, and quarter notes and rests, both alone and with a group.
(ART.M.I.5.1) Develop pitch accuracy.	Accurately play a B-flat major scale without referencing a fingering chart.
(ART.M.I.5.5) Understand and respond to the conductor's gestures.	<p>Know what the following elements looks like:</p> <ul style="list-style-type: none"> <li>• Forte</li> <li>• Mezzo-forte</li> <li>• Mezzo-piano</li> <li>• Piano</li> </ul> <p>As well as what the pattern looks like for 4/4, 2/4, and 3/4 time signatures.</p>
(ART.M.I.5.8) Play lines that are contrasting from those played by other sections.	Play harmony while other sections play melody, or vice versa, without diminishing note accuracy.

(ART.M.I.5.9) Read music in multiple duple meter time signatures.	Read 4/4, 2/4, and 3/4 time signatures.
(ART.M.I.5.10) Read music notated on a staff with their corresponding clef (treble or bass).	<p>Students who play the following instruments will be able to read sheet music using a treble clef:</p> <ul style="list-style-type: none"><li>• Flute</li><li>• Clarinet</li><li>• Saxophone</li><li>• Trumpet</li><li>• Horn</li><li>• Keyboard percussion</li></ul> <p>Students who play the following instruments will be able to read sheet music using a bass clef:</p> <ul style="list-style-type: none"><li>• Trombone</li><li>• Euphonium/Baritone</li><li>• Tuba</li></ul>
(ART.M.I.5.11) Express dynamic contrast.	<p>Play the following dynamics</p> <ul style="list-style-type: none"><li>• Forte</li><li>• Mezzo-forte</li><li>• Mezzo-piano</li></ul>

	<ul style="list-style-type: none"> <li>• Piano</li> </ul>
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CREATE

Broad Goal	Outcome
(ART.M.II.5.1) Improvise over an ostinato accompaniment.	Improvise using a concert B-flat major scale while maintaining rhythmic consistency as other students play an ostinato of a repeating I-V chord “progression.”
(ART.M.II.5.2) Compose a short piece using invented notation.	Draw a picture or use icons to notate a given piece.

ANALYZE

Broad Goal	Outcome
(ART.M.III.5.1) Identify form.	Be able to identify the verse and chorus of a song, or A and B sections of an instrumental piece.
(ART.M.II.5.5) Identify different instruments in an aural example.	<p>Given orchestral recordings, be able to identify if an instrument is one of the following:</p> <ul style="list-style-type: none"> <li>• Upper brass</li> </ul>

	<ul style="list-style-type: none"><li>• Low brass</li><li>• Upper woodwind</li><li>• Low woodwind</li><li>• Pitched percussion</li><li>• Unpitched percussion</li><li>• String</li><li>• Piano</li></ul>
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ANALYZE IN CONTEXT

<b>Broad Goal</b>	<b>Outcome</b>
(ART.M.IV.5.1 & ART.M.IV.5.2) Describe music from cultures other than their own.	Discuss the form and what instruments are used in pieces from several countries and cultures.
(ART.M.IV.5.3) Demonstrate appropriate audience behavior.	Show that you can attend a middle or high school performance without talking or causing distraction from the stage. No eating food. No texting/social media.

ANALYZE AND MAKE CONNECTIONS

Broad Goal	Outcome
(ART.M.V.5.2) Participate in cross-curricular activities and identify how other subjects relate to music.	Discussion of lyrical texts in relation to ELA, subdivisions to math, sound waves to science, etc.
(ART.M.V.5.3) Discuss how music is used in daily life.	List several places you hear music every day, such as (but not limited to) the following: <ul style="list-style-type: none"><li>• On the radio</li><li>• In commercials</li><li>• At social gathering</li></ul>



*In the Sixth Grade Concert Band, students will...*

PERFORM

Broad Goal	Outcome
(ART.M.I.6.1) Continue to develop pitch and rhythmic accuracy while also using expressive phrasing.	<p>Demonstrate the ability to do the following:</p> <ul style="list-style-type: none"> <li>● Tune</li> <li>● Blend</li> <li>● Crescendo</li> <li>● Decrescendo</li> <li>● Use vibrato (except clarinets)</li> </ul> <p>And play combinations of:</p> <ul style="list-style-type: none"> <li>● Whole notes/rests</li> <li>● Half notes/rests</li> <li>● Quarter notes/rests</li> <li>● Eighth notes/rests</li> </ul>
(ART.M.I.6.1) Perform selections from memory.	<p>Perform the following without sheet music:</p> <ul style="list-style-type: none"> <li>● Concert Bb major scale</li> <li>● Concert Eb major scale</li> <li>● Short excerpt from current repertoire</li> </ul>
(ART.M.I.6.3) Develop proper breath control.	<p>Breathe in correct places. Sustain notes lasting at least sixteen counts at approximately Moderato. Breathe</p>

	abdominally. Remain relaxed.
(ART.M.I.6.5) Accurately sight read melodies made up of whole, half, quarter, and eighth notes -- as well as corresponding rests -- in simple meters.	Successfully sight read a piece so it is recognizable as its true composition.

CREATE

Broad Goal	Outcome
(ART.M.II.6.1, ART.M.II.6.2, & ART.M.II.6.3) Improvise short tonic melodies and accompaniments.	Improvise a melody using the B-flat major scale, and a harmonic accompaniment using the tonic (I) chord of concert B-flat, D, and F.
(ART.M.II.6.5) Compose a short piece that tells a story or conveys an idea using technology.	Create a writing sample and compose a short piece that conveys its meaning. Use a notation program such as Musescore.

ANALYZE

Broad Goal	Outcome
(ART.M.III.6.1) Expand musical vocabulary and apply it to music being performed or listened to in class.	Be able to define and demonstrate the following: <ul style="list-style-type: none"> <li>• Fortissimo</li> </ul>

	<ul style="list-style-type: none"> <li>• Pianissimo</li> <li>• Staccato</li> <li>• Accent</li> <li>• Marcato</li> <li>• Slur</li> <li>• Legato</li> <li>• Tenuto</li> </ul>
(ART.M.III.6.3) Identify the intervals of a major scale.	<p>Be able to identify the intervals within a concert B-flat major scale.</p> <ul style="list-style-type: none"> <li>• B-flat to C: M2</li> <li>• B-flat to D: M3</li> <li>• B-flat to E-flat: P4</li> <li>• B-flat to F: P5</li> <li>• B-flat to G: M6</li> <li>• B-flat to A: M7</li> <li>• B-flat to B-flat above/below: Octave</li> <li>• B-flat to same B-flat: Unison</li> </ul>
(ART.M.III.6.4 & ART.M.III.6.5) Evaluate your own playing and others' performances.	<p>Create a writing sample that describes how you felt about your performance, as well as that of the ensemble as a whole, after each concert cycle. Describe what went well, what</p>

	didn't, and how it can be improved.
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ANALYZE IN CONTEXT

<b>Broad Goal</b>	<b>Outcome</b>
(ART.M.IV.6.2) Identify and describe various genres, including their characteristics.	Be able to discuss the elements that make each genre different from and similar to another.
(ART.M.IV.6.3) Compare the function of music in various countries and cultures.	Discuss the roles of a musician and music in general as they relate to culture traditions and customs.

ANALYZE AND MAKE CONNECTIONS

<b>Broad Goal</b>	<b>Outcome</b>
(ART.M.V.6.2) Identify and make connections between music and other art disciplines, such as theater, dance, visual arts, etc.	Discuss how music is used in theater and dance, and how it can be related to visual arts.
(ART.M.V.6.3) Describe how you can apply technology in music.	<p>List several ways you can use apply technology in music, such as (but not limited to) the following:</p> <ul style="list-style-type: none"> <li>• Composition</li> </ul>

	<ul style="list-style-type: none"><li>• Recording</li><li>• Notation</li><li>• Streaming</li><li>• Etc.</li></ul>
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*In the Junior High Concert Band, students will...*PERFORM

Broad Goal	Outcome
(ART.M. I.7.1-I.8.1) Continue to develop technical accuracy and expressive phrasing.	Use intuition to decide on expression. <ul style="list-style-type: none"> <li>• Example: Crescendo as you ascend; decrescendo as you descend.</li> </ul>
(ART.M. I.7.1-I.8.1) Perform a short piece and various selections from memory.	Perform an excerpt/etude from our methods book without looking at the sheet music, as well as the following concert scales: <ul style="list-style-type: none"> <li>• B-flat major/G minor</li> <li>• E-flat major/C minor</li> <li>• F major/D minor</li> </ul>
(ART.M. I.7.3-I.8.3) Play a solo using proper breath control in a large ensemble.	Perform a solo in our large ensemble repertoire.
(ART.M. I.7.5-I.8.5) Accurately sight read melodies made up of whole, half, quarter, eighth, sixteenth, and dotted notes -- as well as corresponding rests -- in both simple and compound meters.	Be able to sight read combinations of the following (while remaining recognizable): <ul style="list-style-type: none"> <li>• Whole notes/rest</li> <li>• Half notes/rests</li> <li>• Quarter notes/rests</li> <li>• Eighth notes/rests</li> <li>• Sixteenth notes/rests</li> </ul>

	<ul style="list-style-type: none"> <li>• Dotted notes/rests</li> </ul> <p>In the following time signatures:</p> <ul style="list-style-type: none"> <li>• 2/4</li> <li>• 3/4</li> <li>• 4/4</li> <li>• 6/8</li> <li>• 9/8</li> </ul>
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CREATE

Broad Goal	Outcome
(ART.M. II.7.2-II.8.2) Improvise melodies using major keys and pentatonic scales.	Improvise a melody with any of our memorized major scales (listed in the corresponding <u>PERFORM</u> section above) as well as on pentatonic scales.
(ART.M. II.7.3-II.8.3) Improvise unaccompanied.	Perform -- with confidence -- an improvisation without a provided accompaniment.
(ART.M. II.7.4-II.8.4) Use standard notation to compose a piece that conveys a story or idea.	Create a writing sample and compose a short piece using standard notation to symbolize your story or idea.

(ART.M. II.7.5-II.8.5) Arrange a simple piece for an instrument other than the one it was intended for.	Arrange a short piece of your choice (any genre) for an instrument other than the one it was intended for. It is recommended that it is written for your primary instrument so you can play around with different ideas.
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ANALYZE

Broad Goal	Outcome
(ART.M. III.7.1-III.8.1) Describe and identify elements of music using appropriate vocabulary.	Identify the following: <ul style="list-style-type: none"> <li>• Major chord</li> <li>• Minor chord</li> <li>• All intervals</li> <li>• Tempo markings</li> <li>• Articulation markings</li> <li>• Etc.</li> </ul>
(ART.M. III.7.3-III.8.3) Conduct a basic analysis of a short piece, including intervals, chords, and harmonic progressions.	Analyze an eight measure example. Be sure to include intervals, chords, and harmonic progressions.
(ART.M. III.7.4-III.8.4 & ART.M. III.7.5-III.8.5) Evaluate your own playing and others' performances.	Create a writing sample that describes how you felt about your performance, as well as that of the ensemble as a whole, after each



	concert cycle. Describe what went well, what didn't, and how it can be improved.
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ANALYZE IN CONTEXT

Broad Goal	Outcome
(ART.M. IV.7.2-IV.8.2) Identify and classify various pieces based on style, era, and composer, as well as be able to describe why it may be considered exemplary.	Know “exemplary” pieces, such as Beethoven’s <i>Fifth Symphony</i> and Holst’s <i>First Suite in E-flat</i> , and be able to identify style, era, and composer. Discuss why pieces like these are considered “exemplary.”
(ART.M. IV.7.3-IV.8.3). Compare the function of music, musicians, and in what customs/situations that music is used in various countries and cultures.	Write a short 2-3 page research paper that focuses on one country and the various music cultures within it. Discuss the function of music and musicians in this country.
(ART.M. IV.7.4-IV.8.4) Explain how technology influences music in various cultures.	Describe how technology has impacted the way music is produced and consumed in cultures other than your own.

ANALYZE AND MAKE CONNECTIONS

Broad Goal	Outcome
(ART.M. V.7.1-V.8.1) Compare and contrast how you can create works of art from characteristic materials from each discipline of the fine arts.	Discuss the artistic process required to result in finished pieces throughout various disciplines of art.
(ART.M. V.7.3-V.8.3) Describe how you can apply technology in music.	List ways in which you can use technology and music, such as : <ul style="list-style-type: none"><li>● Recording</li><li>● Producing</li><li>● Notating</li><li>● Sound processing</li><li>● Etc.</li></ul>

*In the Middle School Jazz Band, students will...*

PERFORM

Broad Goal	Outcome
(ART.M. I.6.1-I.8.1) Develop technical accuracy and expressive phrasing.	Comfortably play the following blues scales: <ul style="list-style-type: none"> <li>• B-flat</li> <li>• E-flat</li> <li>• F</li> </ul>
(ART.M. I.6.3-I.8.3) Play a solo in a large ensemble.	Perform a sixteen measure written solo of a jazz standard selection in our combo.
(ART.M. I.6.5-I.8.5) Accurately sight read simple melodies.	Successfully sight read a piece so it is recognizable as its true composition.

CREATE

Broad Goal	Outcome
(ART.M. II.6.1-II.8.1, & ART.M. II.6.2-II.8.2) Improvise short melodies and accompaniments using concert B-flat, E-flat, and F blues scales.	Improvise sixteen measure melodies, as well as harmonic accompaniments for your peers, using the following blues scales: <ul style="list-style-type: none"> <li>• B-flat</li> <li>• E-flat</li> <li>• F</li> </ul>

ANALYZE

Broad Goal	Outcome
(ART.M. III.6.1-III.8.1) Use appropriate vocabulary to describe various elements within our repertoire.	Identify the following: <ul style="list-style-type: none"> <li>• Major chord</li> <li>• Minor chord</li> <li>• Augmented chord</li> <li>• Diminished chord</li> <li>• All intervals</li> <li>• Tempo markings</li> <li>• Articulation markings</li> <li>• Etc.</li> </ul>
(ART.M. III.6.2-II.8.2) Analyze various genres.	Identify the different characteristics of several genres, given listening examples.
(ART.M. III.7.4-III.8.4 & ART.M. III.7.5-III.8.5) Evaluate your own playing and others' performances.	Create a writing sample that describes how you felt about your performance, as well as that of the ensemble as a whole, after each concert cycle. Describe what went well, what didn't, and how it can be improved.

ANALYZE IN CONTEXT

<b>Broad Goal</b>	<b>Outcome</b>
(ART.M. IV.6.1-IV.8.1) Identify characteristics of various jazz cultures.	Distinguish the difference between jazz in the United States and other countries.
(ART.M. IV.6.2-IV.8.2) Classify jazz standards by genre, title, and composer.	Standards we've played from the <i>Real Book</i> are fair game for this “drop-the-needle” fashioned assessment.
(ART.M. IV.6.3-IV.8.3) Compare how jazz serves a purpose in several parts of the world.	Conduct a short 2-3 page research paper that focuses on jazz characteristics and functions in another country.

ANALYZE AND MAKE CONNECTIONS

<b>Broad Goal</b>	<b>Outcome</b>
(ART.M. V.6.1-V.8.1) Compare the relationship between jazz characteristics and other art disciplines.	Discuss how jazz traits can relate to visual art, dance, and theater.

*In the High School Concert Band, students will...*

PERFORM

Broad Goal	Outcome
(ART.M.I.HS.1) Develop technical accuracy and expressive phrasing through various pieces of moderate difficulty, including selections that are memorized.	Successfully perform several pieces from the state list of Some-City's classification. One page of this repertoire (chosen by the director) must be performed by memory each semester.
(ART.M.I.HS.3) Maintain appropriate ensemble skills.	Establish a regular practice routine. Come to rehearsals prepared. Attend sectionals (scheduled by principal players for Study Period at least once per concert cycle).
(ART.M.I.HS.4) Perform a piece that involves electronics/technology.	Perform a piece that utilizes the use of technology. (Example: <i>Haunted Carousel</i> by Erika Svanoe.)
(ART.M.I.HS.6) Accurately sight read moderately difficult repertoire.	Successfully sight read a piece so it is recognizable as its true composition.

CREATE

Broad Goal	Outcome
(ART.M.II.HS.4) Compose several short pieces in various styles.	Compose a short piece (approximately 32-64 measure) piece for concert band. This assignment reoccurs once each semester, and your submitted pieces should all follow differentiated styles and/or genres.
(ART.M.II.HS.5) Arrange a piece for two or more instruments other than the intended orchestration while maintaining the expression of the music.	Arrange a small ensemble piece for instruments other than what was intended.  (Example: Arrange a woodwind quintet based on a string quintet.)

ANALYZE

Broad Goal	Outcome
(ART.M.III.HS.1) Use appropriate vocabulary to describe various elements within our repertoire.	Identify the following: <ul style="list-style-type: none"> <li>• Major chord</li> <li>• Minor chord</li> <li>• Augmented chord</li> <li>• Diminished chord</li> <li>• All intervals</li> <li>• Tempo markings</li> </ul>

	<ul style="list-style-type: none"> <li>• Articulation markings</li> <li>• Etc.</li> </ul>
(ART.M.III.HS.2) Describe the characteristics and elements of various aural examples.	Be able to identify intervals based on recordings.
(ART.M.III.HS.5 & ART.M.III.HS.6)  Evaluate performances, improvisations, and compositions based on specific criteria as well as in comparison to similar models.	Create a writing sample that evaluates performances, improvisations, and compositions. Discuss the compositional devices that are used throughout. If it is an improvisation, describe what you thought went well, what didn't, and how it can be improved.

ANALYZE IN CONTEXT

Broad Goal	Outcome
(ART.M.IV.HS.1) Identify the genre and/or style as well as historic era of various pieces.	Know “exemplary” pieces, such as Beethoven’s <i>Fifth Symphony</i> and Holst’s <i>First Suite in E-flat</i> , and be able to identify style, era, and composer. Discuss why pieces like these are considered “exemplary.”



(ART.M.IV.HS.4) Examine how electronics in music has impacted society.	Describe how electronics have impacted the way music is produced and consumed in our (Western) society.
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ANALYZE AND MAKE CONNECTIONS

<b>Broad Goal</b>	<b>Outcome</b>
(ART.M.V.HS.1) Describe how artistic processes are similar across various disciplines.	Discuss the artistic process required to result in finished pieces throughout various disciplines of art.
(ART.M.V.HS.2) Compare and contrast works from two different disciplines within the same historic period.	Create a venn diagram that compares and contrasts two works from different disciplines, but within the same era. (For example, you could relate a piece of music and a painting from the Age of Enlightenment.)
(ART.M.V.HS.3) Explain how music is related to an academic discipline outside of the fine arts.	Write a one page reflection on how you think music relates to other subjects you take in school. (This assignment reoccurs each semester.)

*In the High School Jazz Band, students will...*PERFORM

Broad Goal	Outcome
(ART.M.I.HS.1) Develop technical accuracy and expressive phrasing through various pieces of moderate difficulty, including selections that are memorized.	Successfully perform several standards from the <i>Real Book</i> . One solo from this repertoire (chosen by the director) must be performed by memory each semester.
(ART.M.I.HS.3) Maintain appropriate ensemble skills.	<p>This is specifically referring to the two P's:</p> <ul style="list-style-type: none"> <li>● Preparedness</li> <li>● Posture</li> </ul> <p>You must come to each rehearsal with your individual part prepared. Posture is essential to proper tone. If you are playing a secondary instrument, you are not excused from correct posture.</p>
(ART.M.I.HS.6) Accurately sight read moderately difficult and standard jazz repertoire.	Successfully sight read a piece so it is recognizable as its true composition.

CREATE

Broad Goal	Outcome
(ART.M.II.HS.1) Improvise harmonic accompaniments.	Improvise harmonic accompaniments using blues scales in each key.
(ART.M.II.HS.2 & ART.M.II.HS.3)  Improvise melodic lines using blues scales and various modes, over chord progressions.	Improvise a melody in the following concert keys: <ul style="list-style-type: none"> <li>● B-flat blues</li> <li>● E-flat blues</li> <li>● A-flat blues</li> <li>● F blues</li> <li>● C blues</li> <li>● D Dorian</li> <li>● E Phrygian</li> <li>● F Lydian</li> <li>● G Mixolydian</li> </ul>
(ART.M.II.HS.5) Transcribe a piece for two or more instruments (other than those intended) while maintaining the expression of the music.	Arrange a small combo piece for instruments other than what was intended. (Example:  Arrange a saxophone combo from a big band standard.)

ANALYZE

Broad Goal	Outcome
(ART.M.III.HS.1) Use appropriate vocabulary to describe various elements within jazz standards.	Accurately use the terms*: <ul style="list-style-type: none"> <li>• Bossa nova</li> <li>• Dixieland</li> <li>• Funk</li> <li>• Blues</li> <li>• Swing</li> <li>• Ragtime</li> </ul>
(ART.M.III.HS.2) Describe the characteristics and elements of various aural examples.	Identify which style (*listed immediately above) best describes several listening examples from the <i>Real Book</i> . This assessment will be done in a “drop the needle” fashion. You do not need to know the title or composer.
(ART.M.III.HS.5 & ART.M.III.HS.6)  Evaluate performances, improvisations, and compositions based on specific criteria as well as in comparison to similar models.	Given a rubric, assess your most recent performance. (This is assigned to each student to fill out after every concert.)

ANALYZE IN CONTEXT

<b>Broad Goal</b>	<b>Outcome</b>
(ART.M.IV.HS.1) Identify the style of various standards.	*Same as the assignment above.
(ART.M.IV.HS.2) Describe the evolution of American music genres.	Write a short 2-3 page paper discussing how music has evolved over the span of a decade (you choose which decade).

ANALYZE AND MAKE CONNECTIONS

<b>Broad Goal</b>	<b>Outcome</b>
(ART.M.V.HS.3) Explain how music is related to an academic discipline outside of the fine arts.	Discuss the connection of jazz to Afrocentric history.

*In the Some-City Marching Band, students will...*

PERFORM

Broad Goal	Outcome
(ART.M.I.HS.1) Develop technical accuracy and thorough memorization.	Successfully perform each show tune and stands cheer. All music must be memorized.  Section leaders will assess your memorization two weeks after a new piece is assigned.
(ART.M.I.HS.3) Maintain appropriate ensemble etiquette.	Show up on time. Know your drill. Have your music memorized.
(ART.M.I.HS.6) Accurately sight read repertoire.	Successfully sight read a piece so it is recognizable as its true composition.

CREATE

Broad Goal	Outcome
(ART.M.II.HS.5) Arrange a piece for two or more instruments other than the intended orchestration while maintaining the expression of the music.	Each section will arrange a piece for their instrument. This will be performed at our Season in Review concert at the end of the semester.

ANALYZE

Broad Goal	Outcome
<p>(ART.M.III.HS.1) Use appropriate vocabulary to describe various elements within our repertoire.</p>	<p>Be able to use and define the following terms:</p> <ul style="list-style-type: none"> <li>• Auxiliary</li> <li>• Battery</li> <li>• Bibbers</li> <li>• Color Guard</li> <li>• Drill</li> <li>• Drum Major</li> <li>• Drumline</li> <li>• Pit</li> <li>• Rifles</li> <li>• Shako</li> <li>• Section Leader</li> <li>• Drill Instructor</li> <li>• Plume</li> </ul>
<p>(ART.M.III.HS.2) Describe the characteristics and elements of various aural examples.</p>	<p>Be able to describe the dynamic expressions, form, and instrumentation of recordings.</p>
<p>(ART.M.III.HS.5 &amp; ART.M.III.HS.6)</p> <p>Evaluate performances based on specific</p>	<p>Given a rubric, students will conduct a self-evaluation discussing their own personal performance. (This will be completed after</p>

criteria as well as in comparison to similar models.	the first performance of each tune.)
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ANALYZE IN CONTEXT

Broad Goal	Outcome
(ART.M.IV.HS.1) Identify the genre and/or style of various pieces.	Identify where each arrangement has come from. Was it a musical? A movie? An orchestral excerpt? Be able to describe the genre and style.

ANALYZE AND MAKE CONNECTIONS

Broad Goal	Outcome
(ART.M.V.HS.1) Describe how artistic processes are similar across various disciplines.	Create a venn diagram to compare and contrast marching bands with another discipline of the fine arts. (Dance would be an especially good idea for this assignment.)
(ART.M.V.HS.3) Explain how music and marching band as a whole is related to an academic discipline outside of the fine arts.	Marching band covers your Physical Education (P.E.) credit. This single-page reflection will act as an audit to do so. Do you think marching band is a sport? Compare how much physical work you do to an athlete.



**Sources**

Groton Schools. (n.d.). Fitch High School Music Department. Retrieved February 2, 2020, from

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