

Paulsboro Schools



Curriculum

Instrumental Music-Band

Grade **9-12**

2012-2013

* For adoption by all regular education programs
Board Approved: 11-2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.

PAULSBORO SCHOOL DISTRICT

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***Greenwich Township Board of Education Representative**

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy: Paulsboro Schools are committed to providing all students with the opportunity to foster personal, intellectual, and social growth by fostering creativity through musical performance beyond the limits of language.

Educational Goals (taken from NJCCCS)

- 1. Define and solve artistic problems with insight, reason, and technical proficiency.**
- 2. Develop and present basic analysis of works of art from structural, historical, cultural, and aesthetic perspectives.**
- 3. Call upon their informed acquaintances with exemplary works of music from a variety of cultures and historical periods.**
- 4. Perform independently and in groups with expressive qualities appropriately aligned with stylistic characteristics of the genre.**
- 5. Create original music through improvisation or notation using the blues, major, or minor scale.**

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the search interface for the New Jersey State Department of Education Core Curriculum Content Standards. The page title is "Academic Standards 2009 New Jersey Core Curriculum Content Standards". The search criteria section includes:

- Standards Search Criteria**
- Select Format Option:** Standards Learning Progressions/Horizontal Matrix
- Select Content Area:** Science
- Select Grade(s):** Preschool through 9 - 12
- Select Standard(s):** All, 5.1- Science Practices, 5.2- Physical Science, 5.3- Life Science, 5.4- Earth Systems Science
- Select Strand(s):** [Dropdown menu]
- Buttons:** Search, Clear Search

The **Download Options** section includes:

- 21st Century Units
- Classroom Application Documents (CADs)
- * Content Area selection required. All other options are not applicable to Units or CADs at this time.

Callouts provide instructions:

- "Pick your content area" points to the "Select Content Area" dropdown.
- "Select the grade level you're working on here" points to the "Select Grade(s)" dropdowns.
- "Select all to see all the standards that apply" points to the "All" checkbox under "Select Standard(s)".
- "Click search to start process" points to the "Search" button.
- "Find CPI's, assessments, and resources here" points to the "Download Options" section.

At the bottom, there is a "Keyword Site Search" section with a "Keyword:" input field and a "Search" button. The footer includes links for "Contact Us", "Privacy Notice", "Legal Statement", and "Accessibility Statement".

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

New Jersey State Department of Education Core Curriculum Content Standards

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The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area		Science	
Standard		5.1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.	
Strand		A. Understand Scientific Explanations : Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.	
end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

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**Senior Band
Scope and Sequence Map**

Quarter 1

**Big Idea:
Advanced hand position, breath
control, embouchure**

**Big Idea:
Style, Form, Culture**

**Big Idea:
Advanced Time Signature; Note/rest
values**

**Big Idea:
Advanced
dynamics/attacks/releases**

Quarter 2

**Big Idea:
Aesthetic Responses**

The next portion of this document deals with management of curriculum. Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at:

<http://www.nj.gov/education/aps/cccs/>

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

Curriculum Management System – Big Idea 1

Subject/ Grade level 9-12	Suggested days of instruction 40	
Quarter – 1-4 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: <ul style="list-style-type: none"> a. Demonstrate alternate fingerings on wind instruments b. Demonstrate a relaxed hand and body position c. Demonstrate the ability to monitor and correct problems with hand and body position d. Demonstrate traditional and matched grip e. Demonstrate close finger positions with good posture f. Demonstrate staccato, legato, marcato passages at a variety of tempos g. Demonstrate trills and tremolos 	Big Idea 1 (from scope and sequence map) Advanced hand position, breath control, embouchure	
	Topic: (name of unit) “Performance Technique”	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4) 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music..	
	Goal 1: (what the student will be able to do at the end of the unit) Performance techniques used in different styles and genres of music vary according to prescribed sets of rules.	
	Essential Questions: How do alternate fingerings aide fast passages How does finger/hand position improve performance in fast passages How does breath control/ stick control affect articulation and dynamics Enduring Understanding:	Learning Activities: Technicises method book Belwin band method Rhythm compositions Assessment Models: Daily performance grade Performance quizzes Public performances

Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions

Posture, and hand position effect tone production

Alternate fingers are essential knowledge for trills and tremolos and aide intonation

Good breath/stick control allows the performer to play with greater expression.

Conceptual Understanding:

Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

Additional resources:

Live or taped performances
Weekly small group lessons
Guest performers/mentors
You tube-great performances

Curriculum Management System - Big Idea 2

Subject/ Grade level 9-12	Suggested days of instruction 100	
Quarter 1-4 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: <ul style="list-style-type: none"> a. Observe, discuss, define differences in assigned repertoire in regards to form and culture b. Perform musical selections that represent how music is utilized in different cultures c. Identify compositional forms: ABA;Call/Response; DC al fine; DS al coda d. Perform music demonstrating the classical, latin, march, pop, ballad, world music, sacred, and jazz styles e. Compare and contrast the styles listed above 	Big Idea 2 (from scope and sequence map) Style/Form/Culture	
	Topic: (name of unit) “Music Across the World”	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4) 1.2 History of the Arts and Culture: all students will understand the role, development, and influence of the arts throughout history and across cultures	
	Goal 1: (what the student will be able to do at the end of the unit) Develop and present detailed analysis of works of art from structural, historical, cultural, and aesthetic perspectives	
	Essential Questions: Cultural and historical events impact art-making as well as how audiences respond to works of art Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.	Learning Activities: Winter/Spring Concert literature Assigned solos Public performance Listening Activities Assessment Models: Daily performance grade Weekly individual quizzes

Enduring Understanding:

Differentiate past and contemporary works of music that represent important ideas, issues, and event that are chronicled in the histories of diverse cultures

Conceptual Understanding:

Determine how music has influenced world cultures throughout history.

Justify the impact of innovations in music (i.e. the availability of music online) on societal norms and habits of mind in various historical eras.

Public performances

Additional resources:

Group lessons

Guest performers

Class trips

Assigned literature

Curriculum Management System – Big Idea 3

Subject/ Grade level 9-12	Suggested days of instruction 180
<p>Quarter 1-4</p> <p>Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> a. Define rhythms and meter in context to assigned literature b. Define and demonstrate whole, half, quarter, eighth, sixteenth, 32nd note/rest values c. Define 2/4;3/4;4/4; 5/4;2/2;6/8 ; 9/8;12/8 cut time meters d. Define and demonstrate advanced dotted note values e. Define and demonstrate 16th note syncopation 	<p>Big Idea 3 (from scope and sequence map)</p> <p>Time signature/note and rest values/dynamics/attacks</p>
	<p>Topic: (name of unit)</p> <p>“Communication: the Score Through the Composer’s Eye”</p>
	<p>Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>
	<p>Goals: (what the student will be able to do at the end of the unit)</p> <p>Understand of advanced discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, forte piano, railroad tracks, etc.) is a component of music literacy.</p> <p>Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</p> <p>Stylistic consideration vary across genres, cultures, and</p>

- f. Define and demonstrate tempo, meter and key changes
- g. Define and demonstrate expressive qualities in the music through the observation of dynamic and articulation symbols
- h. Create an original composition for their major instrument

historical eras.

Multi-meter fluency

Key Change fluency

Basic compositional skills

Essential Questions:

Technical accuracy, musicality, and stylistic considerations vary according to genre, culture and historical era

The ability to read and interpret advanced notation impacts musical fluency

Understanding of how to manipulate the elements of music is a contributing factor to musical artistry

Basic instrumental arranging skills require theoretical understanding of music composition

Learning Activities:

Clapping/counting exercises
 Daily warm ups in method book
 Performance repertoire
 Notation exercises

Assessment Models:

Daily grade
 Weekly performance quiz
 Public performances

Additional resources:

Small group lessons
 Alumni mentors
 Guest speakers

Enduring Understanding:

Note/rest values are affected by meter

Note/rest value length is affected by tempo and the conductor

Notes are affected by key signatures/key changes

Dynamics and articulations give music it's emotional quality

Original notation is a form of self expression

Arranging is a restatement of an original concept in a different format

Conceptual Understanding:

Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and /or perform excerpts with technical accuracy, appropriate musicality, and the relevant sylistic nuance.

Analyze how the elements of music are manipulated in original or prepared musical scores

Arrange simple pieces for instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

Curriculum Management System – Big Idea 4

Subject/ Grade level 9-12	Suggested days of instruction 40	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/ The student will be able to: <ul style="list-style-type: none"> a. Identify instrumentation of a composition b. Identify form of a composition c. Analyze effectiveness of performance d. Distinguish among artistic styles, trends, and movements in music within diverse cultures and historical eras. e. Critique live and taped published and original scores performed f. Analyze a performance and offer educated comments 	Big Idea 3 (from scope and sequence map) Aesthetic Responses	
	Topic: (name of unit) “Assessment Through Observation”	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4) 1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.	
	Goal 1: (what the student will be able to do at the end of the unit) Awareness of advanced elements of style and design in music inform the creation of criteria for judging the effectiveness of a given performance.	
	Essential Questions: Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's	Learning Activities: Analyzing recordings of band and famous performers Analyzing live performances Assessment Models: Written observations

for revision

concept.

Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form

Enduring Understanding:

Technique can be improved through self analysis and through the observation of great performances

Conceptual Understanding:

Analyze the form, function, craftsmanship, and originality of representative works of music.

Interpret symbolism and metaphors embedded in works of music.

Distinguish among artistic styles,

Round table discussions

Additional resources:

Class trips/recaps
Competitions
Teacher feedback
Class feedback

	trends, and movements in music within diverse cultures and historical eras.	
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Curriculum Management System Big Idea 4

Subject/ Grade level	Suggested days of instruction	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 4 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 5

Subject/ Grade level	Suggested days of instruction	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 5 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 6

Subject/ Grade level	Suggested days of instruction	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 6 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System – Big Idea 7

Subject/ Grade level	Suggested days of instruction	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 7 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System – Big Idea 8

Subject/ Grade level	Suggested days of instruction	
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 8 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 9

Subject/ Grade level	Suggested days of instruction	
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 9 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 10

Subject/ Grade level	Suggested days of instruction	
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 10 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 11

Subject/ Grade level	Suggested days of instruction	
Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 11 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 12

Subject/ Grade level	Suggested days of instruction	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 12 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 13

Subject/ Grade level	Suggested days of instruction	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 13 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 14

Subject/ Grade level	Suggested days of instruction	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 14 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 14

Subject/ Grade level	Suggested days of instruction	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards</small> http://www.nj.gov/education/aps/cccs/ The student will be able to:	Big Idea 14 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions: Enduring Understanding: Conceptual Understanding:	Learning Activities: Assessment Models: Additional resources:

Curriculum Management System Big Idea 15

Subject/ Grade level	Suggested days of instruction	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 15 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Curriculum Management System Big Idea 16

Subject/ Grade level	Suggested days of instruction	
Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators <small>Taken from CPI's in NJCCCS standards http://www.nj.gov/education/aps/cccs/</small> The student will be able to:	Big Idea 16 (from scope and sequence map)	
	Topic: (name of unit)	
	Overarching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)	
	Goal 1: (what the student will be able to do at the end of the unit)	
	Essential Questions:	Learning Activities:
	Enduring Understanding:	Assessment Models:
Conceptual Understanding:	Additional resources:	

Course Benchmarks

These are the CPI's you identified in the Curriculum Management system. They are the things your students will be able to do when they are finished this course.

Students will be able to:

- 1. Demonstrate proper posture and hand position for their instrument**
- 2. Demonstrate the ability to monitor and correct problems with hand and body position**
- 3. Demonstrate good breath control**
- 4. Demonstrate a well formed embouchure**
- 5. Define note/rest values in relation to meter**
- 6. Define 2/4;3/4;4/4; 5/4;2/2;6/8; 9/8;12/8; cut time meter**
- 7. Define and demonstrate advanced dotted note values**
- 8. Define and demonstrate 8th/16th note syncopated passes in assigned music**
- 9. Define and demonstrate tempo/meter/ key changes**
- 10. Demonstrate staccato, legate, slurred, tied, and marcato articulation patterns as required in assigned literature**
- 11. Demonstrate 13 of the standard drum rudiments**
- 12. Demonstrate 12 major scales**
- 13. Demonstrate 4 minor scales**

- 14. Demonstrate traveling by 3rds and arpeggios in a major/minor scale**
- 15. Demonstrate a chromatic scale**
- 16. Perform music with the correct expressive quality.**
- 17. Perform music with the correct stylistic interpretation of piece.**
- 18. Observe and critique musical performances in regards to technical accuracy and emotional impact of song.**
- 19. Create an original composition for their major instrument using music software**
- 20. Recognize form and style of songs**