

**PRESCOTT UNIFIED SCHOOL DISTRICT**  
**District Instructional Guide**  
**January 2016**

<b>Grade Level: 7-8</b>	<b>Subject: Concert Band</b>	<b>Time: Quarter 1</b>	<b>Core Text:</b>
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<b>Time</b>	<b>Unit/Topic</b>	<b>Standards</b>	<b>Assessments</b>
	Create a melody	<p><b>2.1: Organize and develop artistic ideas and work</b>            Develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p><b>Improvisation</b>            describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music</p> <p><b>Composition</b>            use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument</p> <p>describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.</p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p><b>4 5 &amp; 6: Application to instrument (AI)</b>            maintain a steady beat, with auditory assistance, while playing individually and with others the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meter</p> <p>utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names)</p> <p>demonstrate proper care, assembly (if applicable) and maintenance of instrument</p>	

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		<p><b>Perform-Reflect on Understanding (PRU)</b>  musical symbols encountered in repertoire (e.g. fermata, repeat signs, double bar lines, note names, the following note values - whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth)</p> <p>steps and skips</p>	
	Critique music	<p><b>7 8 &amp; 9: Respond-Reflect on Understanding (RRU)</b>  how changing compositional elements of music (e.g., dynamics, articulation and tempo) can change the style and experience of the music</p> <p>using appropriate terminology to describe and explain music</p> <p>showing respect for personal work and the work of others through appropriate critique.</p>	
	Connecting with experience	<p><b>10.1: Synthesize and relate knowledge and personal experiences to make art</b>  Identify and discuss the roles and impact music plays in one's life and the lives of others.</p> <p><b>Connect-Reflect on understanding - (CRU)</b>  Elements of music</p>	

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<b>Grade Level: 7-8</b>	<b>Subject: Concert Band</b>	<b>Time: Quarter 2</b>	<b>Core Text:</b>
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<b>Time</b>	<b>Unit/Topic</b>	<b>Standards</b>	<b>Assessments</b>
	Create a melody	<p><b>1: Generate and conceptualize artistic ideas and work</b>            Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <p><b>2.2: Organize and develop artistic ideas and work</b>            Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).</p> <p><b>Improvisation</b>            perform, use standard notation, and audio record improvisation that is a minimum of 4 measures</p> <p><b>Composition</b>            replace or change some of the note values and/or pitches in composing a variation of a theme</p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p><b>Develop and refine artistic techniques and work for presentation</b></p> <p><b>5.1:</b> Use self-reflection to identify technical challenges in a varied repertoire of music.</p> <p><b>5.2:</b> Use peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p><b>4 5 &amp; 6: Application to instrument (AI)</b></p>	

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		<p>perform fluently with key signature and accidental encountered in the repertoire</p> <p>respond to basic conducting cues (e.g. tempo, dynamics)</p> <p>perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.</p> <p>utilize proper technique (e.g. embouchure, hand position, posture and breath)</p> <p>perform with awareness of intonation and ensemble</p> <p>tune with teacher assistance</p> <p><b>Perform-Reflect on Understanding (PRU)</b> key and time signatures</p> <p>simple music forms and characteristics</p> <p>elements of music (e.g. rhythm, melody)</p>	
	Critique music	<p><b>7 8 &amp; 9: Respond-Reflect on Understanding (RRU)</b> musical characteristics that make a piece of music appropriate for a specific event or function</p> <p>using teacher specified criteria to evaluate a musical performance</p> <p>evaluating the effect of audience and performers' behavior on the performance</p>	
	Connecting with experience	<p><b>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>  <b>11.1</b> Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.</p> <p><b>Connect-Reflect on understanding - (CRU)</b></p>	

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		identify the context (e.g. historical, social, cultural) in which the composer wrote the piece being performed	
		describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions	

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<b>Grade Level: 7-8</b>	<b>Subject: Concert Band</b>	<b>Time: Quarter 3</b>	<b>Core Text:</b>
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<b>Time</b>	<b>Unit/Topic</b>	<b>Standards</b>	<b>Assessments</b>
	Create a melody	<p><b>3.1 Refine and complete artistic work</b>            Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p> <p><b>Composition</b>            use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)</p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p><b>Develop and refine artistic techniques and work for presentation</b>  <b>6:</b> Identify technical accuracy in prepared and improvised performances of a varied repertoire of music.</p> <p>Identify expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>Demonstrate an awareness of the context of the music through prepared performances.</p> <p><b>Application to instrument (AI)</b>            perform independent parts while others play contrasting parts (e.g. level .5-1)</p> <p>utilize a basic characteristic tone</p> <p><b>Perform-Reflect on Understanding (PRU)</b>            sounds of the instrument/voices specific to their ensemble</p>	

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		<p>Student's role (e.g. melody, harmony, accompaniment, foreground/background) within their ensemble</p> <p>relationship between mathematics as it occurs in the repertoire (e.g., fractional relationships, phrase lengths and patterns)</p>	
	Critique music	<p><b>Perceive and analyze artistic work</b></p> <p><b>7.2:</b> Identify how the use of repetition, similarities, and contrasts inform the response to music.</p> <p><b>7 8 &amp; 9: Respond-Reflect on Understanding (RRU)</b> selected elements of music</p> <p>how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music</p>	
	Connecting with experience	<p><b>Connect-Reflect on understanding - (CRU)</b> understanding the connections between music and other content areas as encountered in the repertoire, including text settings</p>	

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<b>Grade Level: 7-8</b>	<b>Subject: Concert Band</b>	<b>Time: Quarter 4</b>	<b>Core Text:</b>
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<b>Time</b>	<b>Unit/Topic</b>	<b>Standards</b>	<b>Assessments</b>
	Create a melody	<p><b>3.2 Refine and complete artistic work</b>            Share personally-developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	
	Reading, Writing, & Performing Rhythmic Notation.	<p><b>Select, Analyze and Interpret artistic work for performance</b>  <b>4.1:</b> Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.</p> <p><b>4.2:</b> Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.</p> <p><b>Application to instrument (AI)</b>            perform scales, intervals, and arpeggios in the repertoire</p> <p>perform literature from memory</p> <p><b>Perform-Reflect on Understanding (PRU)</b>            whole and half step patterns in scales encountered in repertoire</p> <p>one's own physical mechanics and skill level essential to playing/singing within the repertoire</p> <p>adjusting to the acoustic properties and the effect on the performers and the performance space</p>	



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	<p>Critique music</p>	<p><b>Perceive and analyze artistic work</b>  <b>7.1:</b> Identify reasons for selecting music based on characteristics found in the music</p> <p><b>Interpret intent and meaning in artistic work</b>  <b>8:</b> 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.</p> <p><b>Apply criteria to evaluate artistic work</b>  <b>9:</b> Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p> <p><b>7 8 &amp; 9: Respond-Reflect on Understanding (RRU)</b>  their preference for specific musical works and styles</p> <p>the characteristics intended by the composer and/or performer to evoke a mood in a piece of music</p>	
	<p>Connecting with experience</p>	<p><b>Synthesize and relate knowledge and personal experiences to make art</b>  <b>10.1:</b> Identify and discuss the roles and impact music plays in one's life and the lives of others.</p> <p><b>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>  <b>11.2:</b> Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts).</p> <p><b>Connect-Reflect on understanding - (CRU)</b>  <i>recognizing</i> composer's motivations for creating the music being performed by the students</p>	

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	<p>Literacy Standard/reading</p> <p>Literacy Standard/writing</p>	<p>understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function</p> <p>identify their preference for specific musical works and styles</p> <p>identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>. <b>(6-8.RST.4)</b></p> <p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <b>(6-8.WHST.7)</b></p>	
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