

Teacher: Matthew Stombaugh	Course: Senior High Band	Grade Level(s): 9 - 12
	Month: August - June Topic(s): Instrumental Music	
Content/Big Ideas	<ol style="list-style-type: none"> <li>1. The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced</li> <li>2. Artists use tools and resources as well as their own experiences and skills to create art</li> <li>3. The arts provide a medium to understand and exchange ideas</li> <li>4. Humans have expressed experiences and ideas through the arts throughout time and across cultures</li> <li>5. There are formal and informal processes used to assess the quality of works in the arts</li> <li>6. People use both aesthetic and critical processes to assess the quality of works in the arts</li> <li>7. Creating, Performing, Responding, and Connecting</li> </ol>	
Essential Questions	<p>Why is it important to be able to create, recreate and perform music independently and as a group?</p> <p>How and why do people continue to engage in music after graduation?</p> <p>As technology has changed, how has it changed the way we make music?</p> <p>How and why do works in the different arts disciplines share characteristics?</p> <p>How do musicians compare their work to the work of others?</p> <p>What decisions do musicians make to influence the way people experience their work?</p>	
Concepts/Vocabulary	Embouchure Air Stream/Support/Speed Tongue Placement Hand/finger technique Pitch Rhythm Tone Quality Pulse Blend Phrasing Balance (section and ensemble) Articulation Intonation Scales Chords Form Melody/Accompaniment Historical Perspectives Performance Styles Marching Styles	

<p>Competencies</p>	<p>Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important.</p> <p>Identify post-graduation opportunities to be part of the musical community as audience members, amateur musicians or professional musicians.</p> <p>Collaborate with others to create a musical work using contemporary technologies.</p> <p>Explain similarities between works in dance, music, theatre and visual arts in various cultural and historical contexts.</p> <p>Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers.</p> <p>Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music.</p>
<p>Standards/Benchmarks</p>	<p>9.1.12.A, B, C, D, G, H, I, J, K  9.2.12. E, L  9.3.12 A, B, G  9.4.12.A, C, D</p>
<p>Activities &amp; Assessments</p>	<p>Marching Band</p> <ul style="list-style-type: none"> <li>- Football Games</li> <li>- Parades</li> </ul> <p>Concert Band</p> <ul style="list-style-type: none"> <li>- Christmas Concert</li> <li>- Veteran's Day Assembly</li> <li>- Spring Concert</li> </ul> <p>Two Playing Exams Each 9 weeks</p> <p>Individual and small group lessons</p> <p>Use of SmartMusic for practice and feedback (at home and at school)</p> <p>Students may participate in festivals outside the school for enrichment which include:</p> <ul style="list-style-type: none"> <li>- County band</li> <li>- District band (possible advancement to Region/State)</li> <li>- District jazz</li> </ul>