

## Owego Apalachin CSD 40-week Blueprint

<b>Teacher Name: Lindsey Williams, Jeremy Corcoran, Alec Staples</b>	<b>Course Name: OFA CONCERT BAND (Grades 9-12)</b>	<b>Quarter:</b>
<b>SMART Goal:</b> 75% of students will demonstrate their ability to perform, create, and describe music by achieving a level of proficiency (75-100% or 3-4) on a final exam. <i>(Essential Learning Skills)</i>		
<b>Essential Learning Skills:</b> <ol style="list-style-type: none"><li>1. Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation</li><li>3. Develop, use, and align common language in vocabulary</li><li>4. Organize information/See relationships, patterns/Use Models of Organization/Plan</li><li>5. Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate</li><li>7. Identify main idea, theme, key phrases and issues</li><li>9. Apply background and content knowledge to skills/Demonstrate</li></ol> <b>Music Lifelong Learning Skills</b> <p>Listen and Respond Create - Compose, Improvise Perform Connect Analyze Independence Engage with community</p> <b>Anchor Standards</b> <ol style="list-style-type: none"><li>1. Generate and conceptualize artistic ideas and work.</li><li>2. Organize and develop artistic ideas and work</li><li>3. Refine and complete artistic work.</li><li>4. Select, analyze, and interpret artistic work for presentation.</li><li>5. Develop and refine artistic techniques and work for presentation.</li></ol>		

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6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

### Closing Gaps

1. Instrument assignments - This will take time, google form, request to be with friends
2. Initial lessons - video lessons, Zoom, using parents/siblings/neighbors
3. Repair issues - Use parents, talk em through, go get the instrument, video tutorial for repairs
4. Note reading (5th and 6th grade) - Kahoot
5. Vocabulary - Google forms
6. Matching anything across ensembles - small groups
7. Confidence - team building
8. Live performance - Soundtrap, video call w/in ST

### Literature Goals

1. [Diverse composers](#) -
2. Diverse Styles/Genres
3. Diverse Orchestrations
4. Expanding the repertoire
5. Form - without being overly repetitive
6. Each part was fun to play
7. Musical and educational quality

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<b>Date Range (four week intervals): September</b>		
<b>Unit Name</b>	<b>Content Learning Targets</b>	<b>Skills Learning Targets Derived from the Standards (include standards coding)</b>
	1 – Creating 2 – Performing/Presenting/Producing 3 – Responding 4 - Connecting	
Fundamentals (Technique) Review	<ul style="list-style-type: none"> <li>- Tone, intonation, balance, blend, function</li> <li>- Articulation, tonguing</li> <li>- Dynamics, phrasing, musicality</li> <li>- Rhythmic accuracy, tempo, pulse</li> <li>- Pitch accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- I can play long tones in-tune while blending my tone and color with others around me. I can respond to intonation issue by humoring the notes I play with my embouchure. (2,3)</li> <li>- I can perform all marked articulations. (2)</li> <li>- I can play all dynamic levels and changes. (2)</li> <li>- I can play all simple rhythms, including syncopation and triplets, in simple and compound meter. (2)</li> <li>- I can accurately perform in major keys and play scales in the circle of fourths and fifths from memory. (12th-all, 11th-9, 10th-7, 9th-5). (2,3,)</li> <li>- I can respond sensitively to conducting gestures representing all the previously listed concepts. (2,3,4)</li> </ul>
<b>Core Vocabulary</b>	<b>Check-In (this column is to note how and when you will assess these learning targets—please note CFAs and summative)</b>	<b>Resources/texts used by teacher (and include several across quarter for families/students)</b>
Tone, color, in-tune, humor, embouchure, articulation, dynamics, key signatures, time signatures, conducting gestures	Lesson grades, recorded self-assessment, rehearsal grades, sight reading effectiveness, quizzes, scale tests.	Full band music, rhythm charts, lesson material binders, fundamental and Warm Up pages. See existing curriculum.
<b>Date Range (four week intervals): October</b>		
<b>Unit Name</b>	<b>Content Learning Targets</b>	<b>Skills Learning Targets Derived from the Standards (include standards coding)</b>
	1 – Creating 2 – Performing/Presenting/Producing 3 – Responding	

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<i>4 - Connecting</i>		
Chromatic Scale, Concert Preparation	<ul style="list-style-type: none"> <li>- Tone, intonation, balance, blend, function</li> <li>- Articulation, tonguing</li> <li>- Dynamics, phrasing, musicality</li> <li>- Rhythmic accuracy, tempo, pulse</li> <li>- Pitch accuracy</li> <li>- Chromatic scale</li> </ul>	<ul style="list-style-type: none"> <li>- I can play in-tune while blending my tone color. I can predict and respond to intonation issues by humoring the notes or using alternate fingerings. (2,3)</li> <li>- I can perform all marked articulations. (2)</li> <li>- I can play all dynamic levels and changes. (2)</li> <li>- I can play all simple rhythms, including syncopation and triplets, in simple and compound meter. (2)</li> <li>- I can accurately perform in major keys and play scales in the circle of fourths and fifths from memory. (12th-all, 11th-9, 10th-7, 9th-5). (2,3)</li> <li>- I can accurately perform the chromatic scale. (12th-full range starting on various pitches, 11th-full range, 10th-2 octave, 9th-1 octave) (2,3)</li> <li>- I can respond sensitively to conducting gestures representing all the previously listed concepts. (2,3,4)</li> </ul>
<b>Core Vocabulary</b>	<b>Check-In</b> <i>(this column is to note how and when you will assess these learning targets—please note CFAs and summative)</i>	<b>Resources/texts used by teacher</b> <i>(and include several across quarter for families/students)</i>
Environmental factors, compound meter, symphonic sound, groove	Lesson grades, recorded self-assessment, rehearsal grades, sight reading effectiveness, quizzes, scale tests.	Full band music, rhythm charts, lesson material binders, fundamental and Warm Up pages. See existing curriculum.
<b>Date Range</b> <i>(four week intervals): November</i>		
<b>Unit Name</b>	<b>Content Learning Targets</b>	<b>Skills Learning Targets Derived from the Standards</b> <i>(include standards coding)</i>
	<ul style="list-style-type: none"> <li>1 – Creating</li> <li>2 – Performing/Presenting/Producing</li> <li>3 – Responding</li> <li>4 - Connecting</li> </ul>	

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Concert Performance	<ul style="list-style-type: none"> <li>- Tone, intonation, balance, blend, function</li> <li>- Articulation, tonguing</li> <li>- Dynamics, phrasing, musicality</li> <li>- Rhythmic accuracy, tempo, pulse</li> <li>- Pitch accuracy</li> <li>- Extended Techniques</li> </ul>	<ul style="list-style-type: none"> <li>- I can play all music for the fall concert with appropriate tone, articulation, dynamics, style, note accuracy, and musical sensitivity. (1,2,3,4)</li> <li>- I can adjust my instrument throughout rehearsal and respond to intonation changes based on environmental factors. (1,2,3,4)</li> <li>- I can understand extended techniques such as double and triple tonguing. (2,3)</li> </ul>
<b>Core Vocabulary</b>	<b>Check-In</b> <i>(this column is to note how and when you will assess these learning targets—please note CFAs and summative)</i>	<b>Resources/texts used by teacher</b> <i>(and include several across quarter for families/students)</i>
Double tongue, triple tongue, (Other vocabulary based on music selection for the fall concert)	Lesson grades, recorded self-assessment, rehearsal grades, sight reading effectiveness, quizzes, scale tests.	Full band music, rhythm charts, lesson material binders, fundamental and Warm Up pages. See existing curriculum.
<b>Date Range</b> <i>(four week intervals): December</i>		
<b>Unit Name</b>	<b>Content Learning Targets</b> 1 – Creating 2 – Performing/Presenting/Producing 3 – Responding 4 - Connecting	<b>Skills Learning Targets Derived from the Standards</b> <i>(include standards coding)</i>
Cultural and Community Connections	<ul style="list-style-type: none"> <li>- Tone, intonation, balance, blend, function</li> <li>- Articulation, tonguing</li> <li>- Dynamics, phrasing, musicality</li> <li>- Rhythmic accuracy, tempo, pulse</li> <li>- Pitch accuracy</li> <li>- Extended techniques</li> </ul>	<ul style="list-style-type: none"> <li>- I can crescendo and decrescendo without changing the pitch. (2,3)</li> <li>- I can use extended techniques as needed. (2,3)</li> <li>- I can use dynamics and phrasing (tutti breath) to communicate within an ensemble even when not specifically notated in lyrical music. (1,2,3,4)</li> <li>- I can play rhythms, including syncopation and triplets, with appropriate style. (2,3,4)</li> </ul>
<b>Core Vocabulary</b>	<b>Check-In</b> <i>(this column is to note how and when you will assess these learning targets—please note CFAs and summative)</i>	<b>Resources/texts used by teacher</b> <i>(and include several across quarter for families/students)</i>

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Flutter-tonguing, extended techniques, lyrical phrasing, style,	Lesson grades, recorded self-assessment, rehearsal grades, sight reading effectiveness, quizzes, scale tests.	Full band music, rhythm charts, lesson material binders, fundamental and Warm Up pages. See existing curriculum.
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**Date Range** *(four week intervals): January*

Unit Name	Content Learning Targets	Skills Learning Targets Derived from the Standards <i>(include standards coding)</i>
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- 1 – Creating
- 2 – Performing/Presenting/Producing
- 3 – Responding
- 4 – Connecting

All-County Preparation	<ul style="list-style-type: none"> <li>- Tone, intonation, balance, blend, function</li> <li>- Articulation, tonguing</li> <li>- Dynamics, phrasing, musicality</li> <li>- Rhythmic accuracy, tempo, pulse</li> <li>- Pitch accuracy</li> <li>- Sight-reading skills</li> </ul>	<ul style="list-style-type: none"> <li>- I can execute subito dynamic changes without changing the pitch. (2,3)</li> <li>- I can add dynamics and phrasing in lyrical and rhythmic music even when not specifically notated in the music. (2,3)</li> <li>- I can perform all articulations at all dynamic levels. (2)</li> <li>- I can play rhythms, including syncopation and triplets, in mixed meter time signatures. (2,3)</li> <li>- I can play all major scales. (2)</li> <li>- I can sightread at appropriate NYSSMA level (9th-3, 10th-4, 11th-5, 12th-6). (1,2,3,4)</li> </ul>
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Core Vocabulary	Check-In <i>(this column is to note how and when you will assess these learning targets—please note CFAs and summative)</i>	Resources/texts used by teacher <i>(and include several across quarter for families/students)</i>
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Subito, technical music, mixed meter, major scales, sight-reading	Lesson grades, recorded self-assessment, rehearsal grades, sight reading effectiveness, schoolology quizzes.	Full band music, rhythm charts, lesson material binders, fundamental and Warm Up pages. See existing curriculum.
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**Date Range** *(four week intervals): February*

Unit Name	Content Learning Targets	Skills Learning Targets Derived from the Standards <i>(include standards coding)</i>
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- 1 – Creating
- 2 – Performing/Presenting/Producing

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		<p>3 – Responding</p> <p>4 - Connecting</p>	
	<ul style="list-style-type: none"> <li>- Tone, intonation, balance, blend, function</li> <li>- Articulation, tonguing</li> <li>- Dynamics, phrasing, musicality</li> <li>- Rhythmic accuracy, tempo, pulse</li> <li>- Pitch accuracy</li> <li>- Sight-Reading</li> </ul>	<ul style="list-style-type: none"> <li>- I can execute extreme dynamics without changing the pitch. (2,3)</li> <li>- I can add dynamics and phrasing in lyrical, rhythmic, and technical music even when not specifically notated in the music. (2,3)</li> <li>- I can perform all articulations at extreme dynamic levels. (2)</li> <li>- I can confidently decipher difficult rhythms independently. (2,3)</li> <li>- I can play all major scales in thirds. (2)</li> <li>- I can play rhythms, including syncopation and triplets, in <math>\frac{5}{8}</math> or <math>\frac{7}{8}</math>. (2)</li> <li>- I can confidently sightread at appropriate NYSSMA level (9th-3, 10th-4, 11th-5, 12th-6). (1,2,3,4)</li> </ul>	
<b>Core Vocabulary</b>		<b>Check-In</b> <i>(this column is to note how and when you will assess these learning targets—please note CFAs and summative)</i>	<b>Resources/texts used by teacher</b> <i>(and include several across quarter for families/students)</i>
Extreme dynamics, technical music, asymmetrical meter, thirds, sightreading		Lesson grades, recorded self-assessment, rehearsal grades, sight reading effectiveness, schoology quizzes.	Full band music, rhythm charts, lesson material binders, fundamental and Warm Up pages. See existing curriculum.
<b>Date Range</b> <i>(four week intervals): March-April</i>			
<b>Unit Name</b>	<b>Content Learning Targets</b>	<b>Skills Learning Targets Derived from the Standards</b> <i>(include standards coding)</i>	
	<p>1 – Creating</p> <p>2 – Performing/Presenting/Producing</p> <p>3 – Responding</p> <p>4 - Connecting</p>		

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Solo and Ensemble Preparation	<ul style="list-style-type: none"> <li>- Tone, intonation, balance, blend, function</li> <li>- Articulation, tonguing</li> <li>- Dynamics, phrasing, musicality, interpretation</li> <li>- Rhythmic accuracy, tempo, pulse</li> <li>- Pitch accuracy</li> <li>- Sight-reading</li> </ul>	<ul style="list-style-type: none"> <li>- I can execute note endings without changing the pitch. (2,3)</li> <li>- I can make informed decisions about interpretation in various styles of music. (1,2,3,4)</li> <li>- I can perform all articulations in various styles and dynamic levels. (2)</li> <li>- I can confidently perform difficult rhythms independently. (2,3)</li> <li>- I can play all major scales in fourths. (2)</li> <li>- I can perform rhythms, including syncopation and triplets, in various meters. (2)</li> <li>- I can consistently sightread at appropriate NYSSMA level (9th-3, 10th-4, 11th-5, 12th-6). (1,2,3,4)</li> </ul>
<b>Core Vocabulary</b>	<b>Check-In</b> <i>(this column is to note how and when you will assess these learning targets—please note CFAs and summative)</i>	<b>Resources/texts used by teacher</b> <i>(and include several across quarter for families/students)</i>
Extreme dynamics, technical music, asymmetrical meter, fourths, sightreading	Lesson grades, recorded self-assessment, rehearsal grades, sight reading effectiveness, schoolology quizzes.	Full band music, rhythm charts, lesson material binders, fundamental and Warm Up pages. See existing curriculum.
<b>Date Range</b> <i>(four week intervals): May</i>		
<b>Unit Name</b>	<b>Content Learning Targets</b> <i>1 – Creating</i> <i>2 – Performing/Presenting/Producing</i> <i>3 – Responding</i> <i>4 – Connecting</i>	<b>Skills Learning Targets Derived from the Standards</b> <i>(include standards coding)</i>
Large Ensemble Adjudication and Concert	<ul style="list-style-type: none"> <li>- Tone, intonation, balance, blend, function</li> <li>- Articulation, multiple tonguing</li> <li>- Dynamics, phrasing, musicality, interpretation</li> <li>- Rhythmic accuracy, tempo, pulse</li> <li>- Stylistic subdivision</li> </ul>	<ul style="list-style-type: none"> <li>- I can play notes in extreme registers without intonation issues. (2,3)</li> <li>- I can make informed decisions about interpretation based on knowledge of music theory and/or history. (1,2,3,4)</li> <li>- I can perform all articulations in extreme registers. (2)</li> </ul>

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	<ul style="list-style-type: none"> <li>- Pitch accuracy in extreme registers</li> <li>- Sight-reading</li> <li>- Adjudication</li> </ul>	<ul style="list-style-type: none"> <li>- I can confidently perform difficult rhythms in a large ensemble. (2,3)</li> <li>- I can explain and perform all three forms of the minor scale (9th-1, 10th-2, 11th-3, 12th-4, Extension: Whole tone, pentatonic, blues). (2,3)</li> <li>- I can perform various rhythms in changing meters and styles. (2)</li> <li>- I can consistently sightread at appropriate NYSSMA level (9th-3, 10th-4, 11th-5, 12th-6). (1,2,3,4)</li> <li>- I can perform a NYSSMA level 5 large ensemble piece with good tone, intonation, balance, technique, accuracy, rhythm, interpretation, and other influencing factors. (1,2,3,4)</li> <li>- I can understand the cultural and emotional power of music and create a moving experience for my audience. (1,2,3,4)</li> </ul>
<b>Core Vocabulary</b>	<b>Check-In</b> <i>(this column is to note how and when you will assess these learning targets—please note CFAs and summative)</i>	<b>Resources/texts used by teacher</b> <i>(and include several across quarter for families/students)</i>
Extreme dynamics, technical music, asymmetrical meter, minor scales, sightreading, rubric, adjudication, music theory, music history	Lesson grades, recorded self-assessment, rehearsal grades, sight reading effectiveness, schoology quizzes.	Full band music, rhythm charts, lesson material binders, fundamental and Warm Up pages. See existing curriculum.
<b>Date Range</b> <i>(four week intervals): June</i>		
<b>Unit Name</b>	<b>Content Learning Targets</b> 1 – Creating 2 – Performing/Presenting/Producing 3 – Responding 4 - Connecting	<b>Skills Learning Targets Derived from the Standards</b> <i>(include standards coding)</i>

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Maintenance, Marching, and Graduation	<ul style="list-style-type: none"> <li>- Tone, intonation, balance, blend</li> <li>- Articulation, tonguing</li> <li>- Posture, carriage</li> <li>- Dynamics, phrasing, musicality</li> <li>- Rhythmic accuracy, tempo, pulse</li> <li>- Pitch accuracy</li> <li>- Scales/Rudiments</li> <li>- Sightreading</li> <li>- Basic marching commands</li> <li>- Care and maintenance</li> <li>- Ceremonial music</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain previous level learning targets. (1,2,3,4)</li> <li>- I can execute basic marching commands in formation while performing music. (2,3)</li> <li>- I can care for my instrument and inspect it for maintenance and repair issues. (3)</li> <li>- I can prepare ceremonial music for a public performance. (1,2,3,4)</li> <li>- I see the value in the three basic types of performance: art music, utilitarian music, and music for entertainment. (1,2,3,4)</li> <li>- I am confident in my abilities to seek out future music opportunities for myself and maintain a lifelong appreciation of music (1,2,3,4)</li> </ul>
<b>Core Vocabulary</b>	<b>Check-In</b> <i>(this column is to note how and when you will assess these learning targets—please note CFAs and summative)</i>	<b>Resources/texts used by teacher</b> <i>(and include several across quarter for families/students)</i>
Music theory, music history, at ease, attention, horns up, horns down, mark time, forward move, dress, maintenance, ceremonial music, types of performance	Lesson grades, recorded self-assessment, rehearsal grades, sight reading effectiveness, schoolology quizzes.	Full band music, rhythm charts, lesson material binders, fundamental and Warm Up pages. See existing curriculum.
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Where: World music, cultural influences in music.</li> <li>● When: Historical influences and significant innovations in music, creating context for music.</li> <li>● Who/How: Community connections, opportunities for lifelong music-making (i.e. different ensembles, seeking out or creating).</li> <li>● Why: Purpose and impact of music.</li> </ul>		

*Revised 8/2019*