

Curriculum Map: 9-12 Advanced Ensemble (Choir, Band, Orchestra)
Meadville Area Senior High School

Essential Question	National Music Standards (NAfME)	Accomplished Competency	Advanced Competency	Strategy	Modifications/Extensions	Resource	Vocabulary/Material	Introduced Mastered Reviewed	Form of Assessment/DOK Levels
<p>How do musicians generate creative ideas?</p> <p>How do musicians make create decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	Creating	<p>Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.</p> <p>Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.</p> <p>Preserve draft compositions and improvisations through standard notation, audio, or video recording.</p> <p>Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.</p> <p>Share personally-developed arrangements, sections, and</p>	<p>Compose and improvise musical ideas for a variety of purposes and contexts.</p> <p>Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.</p> <p>Preserve draft musical works through standard notation, audio, or video recording.</p> <p>Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.</p> <p>Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts</p>	<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musician's presentation of creative work is the culmination of a process of creation and communication.</p>	Modifications will be done as needed.	<p>Standard of Excellence</p> <p>Essential Elements</p> <p>Selected purchased music</p> <p>Online Resources</p>	<p>Classroom Instruments</p> <p>Music Terminology</p>		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>
<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>	Performing	<p>Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.</p> <p>Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience</p> <p>Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.</p> <p>Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p>	<p>Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.</p> <p>Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.</p> <p>Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p> <p>Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.</p>	<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	Modifications will be done as needed.	<p>Standard of Excellence</p> <p>Essential Elements</p> <p>Selected purchased music</p> <p>Online Resources</p>	<p>Classroom Instruments</p> <p>Music Terminology</p>		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>

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<p>How do individuals choose music to experience?</p> <p>How does understanding the structure and context of music inform a response?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work(s) and performance (s)?</p>	Responding	<p>Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p> <p>Explain how the analysis of structures and contexts inform the response to music.</p> <p>Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.</p> <p>Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.</p>	<p>Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.</p> <p>Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p> <p>Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p>Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p>	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The personal evaluation of musical works(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	Modifications will be done as needed.	<p>Standard of Excellence</p> <p>Essential Elements</p> <p>Selected purchased music</p> <p>Online Resources</p>	<p>Classroom Instruments</p> <p>Music Terminology</p>		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>
<p>How do musicians make meaningful connections to breathing, performing, and responding?</p> <p>How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music?</p>	Connecting	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.</p> <p>Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skills of the individual or ensemble, and the purpose and context of the performance.</p> <p>Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.</p> <p>Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.</p> <p>Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.</p> <p>Demonstrate an understanding of intent as a means for</p>	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.</p> <p>Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skills of the individual or ensemble, and the purpose and context of the performance.</p> <p>Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.</p> <p>Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Compose and improvise musical ideas for a variety of purposes and contexts.</p> <p>Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.</p> <p>Demonstrate an ability to connect with audience members before and during the process of engaging with and</p>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>	Modifications will be done as needed.	<p>Standard of Excellence</p> <p>Essential Elements</p> <p>Selected purchased music</p> <p>Online Resources</p>	<p>Classroom Instruments</p> <p>Music Terminology</p>		<p>Aural</p> <p>Written</p> <p>Performance</p> <p>Social Responsibility</p>