

Band III Curriculum (HS 9-12)
[National Standards Document Link](#)
[Maryland Standards Document Link](#)

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
<p>Create: Imagine Essential Question(s): How do musicians generate creative ideas? Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources.</p>
FCPS Indicator
<p>MU.BAIII.1 Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.</p> <p style="padding-left: 40px;">MU.BAIII.1a As both a self-directed learner and as a collaborator with others, create musical works of any length that clearly communicate personal, cultural, or historical experience, using appropriate technology as available. Create music with well-developed melodic, rhythmic, dynamic, and formal elements, including harmony, in response to artistic stimuli, using appropriate technology as available. MU.BAIII.1b Learn familiar pieces by rote and transcribe into standard music notation for an alternative instrumentation</p>
Anchor Standard 2: Organize and develop artistic ideas and work.
<p>Create: Plan and Make Essential Question(s): How do musicians make creative decisions? Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>
FCPS Indicator
<p>MU.BAIII.2 Brainstorm and create melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>MU.BAIII.2.1 Preserve draft compositions and improvisations through standard notation and audio recording. MU.BAIII.2a Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record developed musical ideas. Craft and present a composer's statement that clearly summarizes and supports creative and conceptual choices.</p>
Anchor Standard 3: Refine and complete artistic work.
<p>Create: Evaluate, Refine, and Present Essential Question(s): How do musicians improve the quality of their creative work? When is creative work ready to share? Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication</p>

FCPS Indicator

MU.BAIII.3 Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU.BAIII.3a Evaluate and refine personal musical ideas in response to feedback and document revisions.

MU.BAIII.3.1 Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

MU.BAIII.3.1a Present a performance-ready version of a personal work, and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Performing: Select, Analyze, and Interpret

Essential Question(s): How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

Enduring Understanding: 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. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

FCPS Indicator

MU.BAIII.4 Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

MU.BAIII.4a As independent learners, select a piece of music to read, analyze, and perform with attention to composer's creative intent.

MU.BAIII.4b Identify all specific intervals (major, minor, augmented, diminished) up to an octave and all triads and seventh chords.

MU.BAIII.4c Identify and summarize how the consideration of musical contexts informs and influences music selected for performance.

MU.BAIII.4d Identify by ear, compare and contrast and perform previous forms and add march, abacaba, homophonic, monophonic, polyphonic, concerto, symphonic, sonata

MU.BAIII.4.1 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU.BAIII.4.1a Review previous rhythms and add sixteenth and quarter note triplets, triple over duple, syncopated eighth and sixteenth notes, and double-dotted notes. Demonstrate mastery of previous rudiments and continue to demonstrate the 40 essential rudiments

MU.BAIII.4.1b Review, perform, and transcribe music using the concepts of measure, barline, double barline, repeat sign, fermata, and introduce first and second endings, and cesura

MU.BAIII.4.1c Demonstrate the relationship between mathematics and the values of notes, dotted notes, rests, and time signatures and transcribe music into different time signatures

MU.BAIII.4.1d Demonstrate mastery of previous and add duple, triple and quadruple compound meters, complex meter, and multimeter.

- MU.BAIII.4.1e** Continue to develop independent skills in small ensembles up to grade 5 level music
- MU.BAIII.4.1f** Identify, define and perform solo, soli, tutti, unison, divisi in an ensemble setting
- MU.BAIII.4.1g** Identify and perform D.C., D.S., al fine, al coda, multiple endings
- MU.BAIII.4.1h** Perform selections with polyphony within each section.
- MU.BAIII.4.1i** Demonstrate proper balance and blend performing chorals.
- MU.BAIII.4.1j** Identify by ear, perform on instrument and sing all major, minor and perfect intervals up to an octave.
- MU.BAIII.4.1k** Perform in small groups and large ensembles using level 4 music
- MU.BAIII.4.1l** Demonstrate the following written ranges:
 - Flute C4 - C7
 - Oboe B3 - F6
 - Bassoon B2 - G4
 - Clarinet E3 - G6
 - Saxophone C4 - F6
 - Trumpet F#3 - C6
 - Horn C3 - C6
 - Trombone/Baritone E2 - A4
 - Tuba F1 - Bb3
 - Mallets - full range of instrument
- MU.BAIII.4.1m** Identify and perform one octave and two octave scales, arpeggios, intervals and chorales based on instrument ranges. Write intervals, scales and arpeggios.
- MU.BAIII.4.1n** Identify and write major and minor key signatures.

MU.BAIII.4.2 Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- MU.BAIII.4.2a** Review and demonstrate the dynamic markings of piano, mezzo piano, mezzo forte, forte, pianissimo, fortissimo, sforzando, and subito and add ppp, fff, fp
- MU.BAIII.4.2b** Demonstrate and refine dynamic contrasts while maintaining appropriate balance and blend
- MU.BAIII.4.2c** Demonstrate mastery of the previous concepts and add Grave, Prestissimo, and accurately follow a metronome.
- MU.BAIII.4.2d** Demonstrate previous techniques with attention to differences in musical styles, i.e. marches, chorals, jazz
- MU.BAIII.4.2e** Perform expressively with appropriate dynamics, phrasing, interpretations, balance and blend in various styles of music
- MU.BAIII.4.2f** Perform ritardando, accelerando, piu mosso, meno mosso, a tempo, tempo primo, and rubato.
- MU.BAIII.4.2g** Perform level 3-4 music in groups, blending instrumental timbres, matching dynamic levels, maintaining tone quality, adjust tempi, while responding to the cues of a conductor

MU.BAIII.4.3 Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

- MU.BAIII.4.3a** Read from iconic notation, standard notation, or alternative notation systems in preparation for performance. Justifying and supporting their use in appropriate contexts.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Perform: Rehearse, Evaluate, and Refine

Essential Question(s): How do musicians improve the quality of their performance?

Enduring Understanding: 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.

FCPS Indicator

MU.BAIII.5 Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU.BAIII.5a As self-directed learners, identify performance challenges and develop strategies collaboratively to improve performance quality, technical accuracy, and artistic purpose.

MU.BAIII.5b As self-directed learners, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.

MU.BAIII.5c Describe principles of the instrument chosen for study, i.e. how it produces tone, how pitches change, and how to tune the instrument, and intonation tendencies

MU.BAIII.5d Perform independently, singing and playing on pitch and in rhythm, with appropriate posture, embouchure, instrument position, articulation, breath support, blend, balance, and intonation (woodwind and brass), and sticking technique (percussion), while maintaining a steady beat and a characteristic tone quality of an advanced player

MU.BAIII.5e Maintain, care for, and perform basic repairs for a musical instrument to ensure characteristic tone quality and function

MU.BAIII.5f As self-directed learners, identify and apply criteria to explore multiple ideas during the rehearsal process.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Perform: Present

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

FCPS Indicator

MU.BAIII.6 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU.BAIII.6a Perform a varied repertoire of music with artistic purpose, demonstrating technical mastery in all major and minor keys.

MU.BAIII.6b Effectively interact and convey the artistic purpose of the piece as well as intended interpretation.

MU.BAIII.6c Perform melodic and rhythmic lines at sight from standard notation at a grade 3 level while maintaining a steady tempo

MU.BAIII.6.1 Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

MU.BAIII.6.1a Choose a varied repertoire of music for performance by applying knowledge of time, place and culture.

MU.BAIII.6.1b Determine readiness of music for public performance.

Anchor Standard 7: Perceive and analyze artistic work

Respond: Select and Analyze

<p>Essential Question(s): How do individuals choose music to experience?</p> <p>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>
<p>FCPS Indicator</p>
<p>MU.BAIII.7 Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>MU.BAIII.7a Select a piece of music and analyze the musical elements as well as the context of the piece. Explain how the analysis informs and enhances a personal response to the music.</p> <p>MU.BAIII.7.1 Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.</p> <p>MU.BAIII.7.1a As self-directed learners, use analytical evidence to support and communicate the importance of structure, musical elements, and context when listening to music.</p>
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>
<p>Respond: Interpret</p> <p>Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>
<p>FCPS Indicator</p>
<p>MU.BAIII.8 Explain and 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 personal research.</p> <p>MU.BAIII.8a Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent.</p>
<p>Anchor Standard 9: Apply criteria to evaluate artistic work</p>
<p>Respond: Evaluate</p> <p>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p> <p>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
<p>FCPS Indicator</p>
<p>MU.BAIII.9 Evaluate works and performances based on personally, or collaboratively, developed criteria, including analysis of the</p>

structure and context.

MU.BAIII.9a Choose pieces of music or musical performances from a variety of styles, and evaluate the quality according to self-developed criteria. Clearly communicate a point of view using appropriate musical vocabulary, citing evidence based on the criteria, personal choices, research, and understanding of contexts.

MU.BAIII.9b Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

MU.BAIII.9c Choose a varied repertoire of music, and document comparisons and contrasts between the different pieces of music.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Connecting

Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

FCPS Indicator

MU.BAIII.10 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU.BAIII.10a Identify and justify personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

MU.BAIII.10b Understand and connect the learning gained in school with music skills and experiences gained both inside and outside the classroom and school environment, including after-school programs, community music-making, and extracurricular opportunities.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Connecting

Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

FCPS Indicator

MU.BAIII.11 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU.BAIII.11a As self-directed learners, make connections between music and other personal, societal, cultural, historical, political, and ethical ways of communication, through creating, performing, or responding to music.

MU.BAIII.11b As self-directed learners, connect music to other people's personal life experiences, when creating, performing, or responding to music.

MU.BAIII.11c As self-directed learners, describe influences and interactions between music and other common core subjects, including the arts, through creating, performing, or responding to music.

MU.BAIII.11d Analyze and evaluate the impact of a musician or musical group on the beliefs, values, and behaviors of a society.

MU.BAIII.11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU.BAIII.11.1a Identify and define the history and impact of music from the time period (May connect with program music being learned)

MU.BAIII.11.1b Describe how elements of music are used in various cultures

MU.BAIII.11.1c Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources and cultural uses.