

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

- 1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).**
- 2. Unit Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.**
- 3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...**
- 4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).**
- 5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates.**

Course Title: Band		
School: Thomaston High School	Grades: 7-8	Curriculum Pacing: 36 weeks
Unit of Study: Music Literacy	Unit of Study: Instrumental Technique	Unit Three: Ensemble Performance
Unit Pacing: 6 weeks and Ongoing	Unit Pacing: 6 weeks and Ongoing	Unit Pacing: 6 weeks and Ongoing
<p>Unit Overview: In this Unit of Study students will learn the fundamental skills, terms, and concepts that are necessary to successfully read and interpret printed music. Topics covered include:</p> <ul style="list-style-type: none"> • Identifying notes on the staff (Treble/Bass Clef) • Identifying, counting, notating simple rhythms in 2/4, 3/4, 4/4. • Understanding grade-level musical terms and symbols and successfully applying them in performance • Making stylistic considerations. • Identifying, understanding, and constructing key signatures and scales. 	<p>Unit Overview: In this Unit of Study students will learn and/or be able to:</p> <ul style="list-style-type: none"> • Correctly assemble and maintain their instrument • Form and maintain, while playing, a proper embouchure • Produce a clear and resonant tone • Perform with proper posture and hand position • Utilize proper fingering, hand position, sticking accuracy • Play in tune and solve basic intonation issues. • Understand meter and perform with a consistent sense of tempo. 	<p>Unit Overview: In this Unit of Study students will learn the essential skills and dispositions that are requisite of being a member in a performing ensemble. Topics covered in this unit are analytical listening, critical listening, rehearsal technique, performance habits and etiquette, and improving upon performance through reflection and refinement</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How do you count and perform rhythms in a simple meter? 2. What information and concepts must you know and understand in order to 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. What is the proper way to hold my instrument while playing? 2. What are the critical components necessary 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to listen across the ensemble while performing? 2. In what ways are the demands and

<p>sight-read a piece of music?</p>	<p>to produce a clear and resonant tone on my instrument?</p>	<p>expectations of an ensemble performer different from a soloist?</p>
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can correctly identify pitches on the musical staff (treble & bass clef) and I can locate them on my instrument. 2. I can notate and perform rhythms in simple meter. 3. I can identify by name and function the following terms/symbols in a written piece of music: sharp, flat, natural, dynamic markings, and tempo markings. 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can properly assemble and maintain my instrument. 2. I can perform with proper posture and embouchure for my respective instrument. 3. I can produce a clear and resonant tone on my instrument. 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can follow the conductor and maintain a steady tempo while playing as a member of the ensemble. 2. I can blend my sound into the qualities of the ensemble. 3. I can develop and maintain good practice habits to ensure I make steady progress as a member of the ensemble.
<p>Unit Four: Elements of Music</p>	<p>Unit Five: Music in Relation to....</p>	<p>Unit Six: Marching Band</p>
<p>Unit Pacing: 6 weeks and ongoing</p>	<p>Unit Pacing: 6 weeks and ongoing</p>	<p>Unit Pacing: 6 weeks and ongoing</p>
<p>Unit Overview: In this unit students will learn about the seven elements of music: Rhythm, Melody, Harmony, Timbre, Dynamics, Texture, and Form. They will learn to apply their understanding and knowledge of the elements of music in performance, through analysis of written and recorded music, and to gain a deeper understanding and appreciation for music of all genres as a listener.</p>	<p>Unit Overview: In this unit students will learn about music in relation to history and culture, relationships between music, the other arts, and disciplines outside the arts, and careers in music related fields.</p>	<p>Unit Overview: In this unit students will learn proper parade marching technique, the critical skills necessary for playing while marching, and the various aural commands utilized when marching in a parade.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How is sound organized to make 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. Music is known as the universal language, 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. What specific music/marching

<p>music?</p> <p>2. What is the relationship between melody and harmony in music?</p>	<p>but how does it communicate?</p> <p>2. How does culture influence music?</p>	<p>techniques do I need to physically master in order to have a high quality performance?</p> <p>2. In what ways are the implications for performance in a marching band different from performing in a concert band?</p>
<p>Priority Learning Targets</p> <p>1. I can correctly identify the time signature of a piece of music while listening to it.</p> <p>2. I can identify the specific form for a piece of music.</p> <p>3. I can correctly identify the melody line within a piece of music.</p>	<p>Priority Learning Targets</p> <p>1. I can identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts</p> <p>2. I can identify various uses of music involving daily experiences and describe characteristics that make certain music suitable for each use.</p> <p>3. I can identify, by genre or style, aural examples of music from various historical periods and cultures.</p>	<p>Priority Learning Targets</p> <p>1. I can maintain proper horn and body position while marching.</p> <p>2. I can march utilizing proper marching technique including, but not limited to step sizes, navigating corners, and responding to commands.</p> <p>3. I can play all the parade repertoire from memory.</p>