

PLC Question #1: What do we want all students to know and be able to do?

| Tone ✓ | | Intonation ✓ | | Balance ✓ | | Technique ✓ | |
|---|-----------|---|-----------|--|-----------|---|-----------|
| Priority Standard(s) <ul style="list-style-type: none">Perform - MP 2: Students will analyze, develop, and convey meaning through the presentation of artistic work. | | Priority Standard(s) <ul style="list-style-type: none">Perform - MP 2: Students will analyze, develop, and convey meaning through the presentation of artistic work. | | Priority Standard(s) <ul style="list-style-type: none">Perform - MP 2: Students will analyze, develop, and convey meaning through the presentation of artistic work.Respond - MP 3: Students will critically interpret intent and meaning in order to evaluate artistic work. | | Priority Standard(s) <ul style="list-style-type: none">Perform - MP 2: Students will analyze, develop, and convey meaning through the presentation of artistic work.Respond - MP 3: Students will critically interpret intent and meaning in order to evaluate artistic work.Connect - MP 4: Students will relate prior knowledge and personal experience with music to cultural and historical context. | |
| Supporting Standard(s) <ul style="list-style-type: none">N/A | | Supporting Standard(s) <ul style="list-style-type: none">N/A | | Supporting Standard(s) <ul style="list-style-type: none">N/A | | Supporting Standard(s) <ul style="list-style-type: none">N/A | |
| Learning Outcomes | | Learning Outcomes | | Learning Outcomes | | Learning Outcomes | |
| Students need to know (concrete knowledge) | DOK Level | Students need to know (concrete knowledge) | DOK Level | Students need to know (concrete knowledge) | DOK Level | Students need to know (concrete knowledge) | DOK Level |
| <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc. | | <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc. | | <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc. | | <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc. | |
| WINDS <ul style="list-style-type: none">Breathing: Students will know how controlled, diaphragmatic breathing supports tone production, pitch accuracy, and musical phrasing in wind performance. (MP2.P.25.h.)Embouchure: Students will know the correct embouchure formation for their wind instrument and how it affects tone quality, intonation, and endurance. (MP2.P.25.h.) PERCUSSION <ul style="list-style-type: none">Implement Choice: Students will know how their implement choice affects tone quality. (MP2.P.30.h)Approach: Students will understand how striking or shaking affects their tone quality.. | | Accuracy: Students will know the elements that contribute to accuracy, such as embouchure, pitch, beatless tuning, and dynamics. (MP2.P.31.h.) Pitch Adjustment: Students will know the techniques and concepts related to pitch adjustment, including tuning and intonation and how pitch adjustment affects the overall harmony. (MP2.P.31.h.) | Ins | Harmonic Blend: Students will know the Roles of Melody, Harmony Accompaniment, moving parts, volume control/dynamic contrast and listen to each other in order to demonstrate expressive qualities as a unified band. (MP2.P.10.i., MP3.R.16.h.) Listening skills: Students will know how different instrument parts, ranges, roles work together. Students will know how to adjust their individual part to fit with the full group.(MP2.P.30.h.) Set-up: Students will understand how instrument set-up enhances the sound. | | Notes: <ul style="list-style-type: none">Students will know how to read notes on the staff and know corresponding fingerings to play correct notes with accuracy and consistency. Rhythms: <ul style="list-style-type: none">Students will know rhythms in order to interpret and perform rhythms accurately and stay in time with the ensemble. Articulations: <ul style="list-style-type: none">Students will learn correct articulation techniques, vocabulary and symbols to shape their sound and match the style of the music. | |

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| (MP2.P.30.h) • Approach: (MP2.P.26.h) | | | | | | Pulse: <ul style="list-style-type: none"> Students will understand and practice playing with a steady pulse and align their timing with the ensemble. Posture: <ul style="list-style-type: none"> Students will understand and practice proper posture while playing to support their technique and sound. | |
| Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. | DOK Level | Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. | DOK Level | Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. | DOK Level | Students will understand (abstract ideas) <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. | DOK Level |
| WINDS <ul style="list-style-type: none"> Breathing: Students will understand how controlled, diaphragmatic breathing supports tone production, pitch accuracy, and musical phrasing in wind performance. (MP2.P.25.h.) Embouchure: Students will understand how the correct embouchure formation for their wind instrument affects tone quality, intonation, and endurance. (MP2.P.25.h.) PERCUSSION <ul style="list-style-type: none"> Implement Choice: Students will understand how their implement choice affects tone quality. (MP2.P.30.h) Approach: Students will understand how striking or shaking affects their tone quality. | | Accuracy: Students will understand how the elements that contribute to accuracy, such as embouchure, pitch, beatless tuning, and dynamics affect their intonation accuracy. (MP2.P.31.h.) Pitch Adjustment: Students will understand the techniques and concepts related to pitch adjustment, including tuning and intonation and how pitch adjustment affects the overall harmony. (MP2.P.31.h.) Pitch Adjustment: Students will understand that pitch adjustment involves accurately playing fingerings, keys, partials or octaves on their instrument to match the desired note, which requires awareness of their range, ear training, and proper breath control. <ul style="list-style-type: none"> Ear Training Placement and Resonance Breath Support Tongue placement Instrument tendencies Special fingerings | | Harmonic Blend: Students will understand the roles of Melody, Harmony Accompaniment, moving parts, volume control/dynamic contrast and listen to each other in order to demonstrate expressive qualities as a unified band. (MP2.P.10.i., MP3.R.16.h.) Listening skills: Students will understand how different instrument parts, ranges, roles work together. Students will understand how to adjust their individual part to fit with the full group. (MP2.P.30.h.) Set-up: Students will understand how instrument set-up enhances the sound. | | Notes: <ul style="list-style-type: none"> I understand how to read notes on the staff and apply key signatures, flats, sharps, naturals, and accidentals in order to play the correct notes with accuracy and consistency. Rhythms: <ul style="list-style-type: none"> I understand rhythms and can interpret them to play accurately and stay in time with the ensemble. Articulations: <ul style="list-style-type: none"> I understand articulation techniques, vocabulary and symbols to shape my sound and match the style of the music. Pulse: <ul style="list-style-type: none"> I understand how to maintain a steady pulse and align my timing with the ensemble. Posture: <ul style="list-style-type: none"> I understand what proper posture | |

| | | | | | | is needed while playing to support my technique and sound. | |
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| Students will do (active application) | DOK Level | Students will do (active application) | DOK Level | Students will do (active application) | DOK Level | Students will do (active application) | DOK Level |
| WINDS <ul style="list-style-type: none"> Breathing: I can use proper breathing techniques to support my tone and endurance while playing. Embouchure: I can form and maintain a correct embouchure that helps me produce a clear and focused sound. PERCUSSION <ul style="list-style-type: none"> Implement Choice: I can choose the right mallets, sticks, or beaters for each instrument to achieve the best sound. Approach: I can use the correct playing technique and grip to produce a controlled and consistent sound. | | Accuracy: <ul style="list-style-type: none"> I can play with accurate intonation across all ranges and registers. Pitch Adjustment: <ul style="list-style-type: none"> I can adjust my pitch as needed to stay in tune with my section and the ensemble. | | Harmonic Blend: <ul style="list-style-type: none"> I can balance my sound with others to create a clear and blended ensemble tone. Listening Skills: <ul style="list-style-type: none"> I can actively listen to my section and the full ensemble to adjust my playing for better intonation, blend, and balance. Set-up: <ul style="list-style-type: none"> I can set up my instrument and position myself correctly to hear and blend with the ensemble. | | Notes: <ul style="list-style-type: none"> I can play the correct notes with accuracy and consistency. Rhythms: <ul style="list-style-type: none"> I can perform rhythms accurately and stay in time with the ensemble. Articulations: <ul style="list-style-type: none"> I can use the correct articulation techniques to shape my sound and match the style of the music. Pulse: <ul style="list-style-type: none"> I can maintain a steady pulse and align my timing with the ensemble. Posture: <ul style="list-style-type: none"> I can use proper posture while playing to support my technique and sound. | |
| Domain-specific Vocabulary | | Domain-specific Vocabulary | | Domain-specific Vocabulary | | Domain-specific Vocabulary | |
| <ul style="list-style-type: none"> Tongue Placement-syllables Resonance Timbre Blend Vowel shape Focused Tone Long tones Lip Slurs Stick grip/height Beating spots Breath Control Posture Resonance | | <ul style="list-style-type: none"> Intonation Sharp Flat Beatless Tuning Instrument tendencies Special Fingerings Timpani/Pitch pipe and aural tuning Membrane Percussion Tuning | | <ul style="list-style-type: none"> Texture Melody Harmony Accompaniment Counter melody Ostinato Form | | <ul style="list-style-type: none"> Rehearsal Techniques Posture Instrument Angle Hand Position Tongue Placement-syllables Sticking Rudiments Pitches Treble Clef/Bass Clef/Percussion Clef Key Signatures Time Signatures Syncopation Pulse | |

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| <ul style="list-style-type: none">• Support• Attack• Release• Vibrato• Range• Flexibility• Membrane Percussion Tuning | | | <ul style="list-style-type: none">• Tempo• Meter/Mixed Meter/Compound Meter/Alla Breve• Rhythm Tree (whole note/rest = half = quarter = eighth = 16, etc)• Dotted Rhythms• Rhythmic accuracy• Repeats• Da Capo• Dal Segno• Coda• Endings• Fine• Form• Texture• Measure• Staff• Musical Alphabet• Sharps• Flats• Naturals• Accidentals |
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PLC Question #1: What do we want all students to know and be able to do?

| Interpretation ✓ | | Expression ✓ | | Presentation ✓ | | Feedback ✓ | |
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| Priority Standard(s) <ul style="list-style-type: none">Perform - MP 2: Students will analyze, develop, and convey meaning through the presentation of artistic work. | | Priority Standard(s) <ul style="list-style-type: none">Perform - MP 2: Students will analyze, develop, and convey meaning through the presentation of artistic work. | | Priority Standard(s) <ul style="list-style-type: none">Perform - MP 2: Students will analyze, develop, and convey meaning through the presentation of artistic work.Connect - MP 4: Students will relate prior knowledge and personal experience with music to cultural and historical context. | | Priority Standard(s) <ul style="list-style-type: none">Respond - MP 3: Students will critically interpret intent and meaning in order to evaluate artistic work.Connect - MP 4: Students will relate prior knowledge and personal experience with music to cultural and historical context. | |
| Supporting Standard(s) <ul style="list-style-type: none">Respond - MP 3: Students will critically interpret intent and meaning in order to evaluate artistic work.Connect - MP 4: Students will relate prior knowledge and personal experience with music to cultural and historical context. | | Supporting Standard(s) <ul style="list-style-type: none">N/A | | Supporting Standard(s) <ul style="list-style-type: none">Respond - MP 3: Students will critically interpret intent and meaning in order to evaluate artistic work. | | Supporting Standard(s) <ul style="list-style-type: none">N/A | |
| Learning Outcomes | | Learning Outcomes | | Learning Outcomes | | Learning Outcomes | |
| Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc. | DOK Level | Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc. | DOK Level | Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc. | DOK Level | Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc. | DOK Level |
| Score Study /Listening: Students will work together with the director to learn the composer’s intent. (MP2.P.26.h) Setting and Elements: Students will identify historical context and expressive elements from the score study. (MP2.P.28.h.) <ul style="list-style-type: none">Lyrics/Text (if applicable)Phrasing/ShapingDynamicsTempoTime period-Trills,Grace NotesArticulation Respond and Connect: Students will learn historical context and expressive | | Phrasing: Students will learn how to interpret the way to shape musical phrases with clear direction and expression to enhance the overall performance. Dynamics: I will learn vocabulary and symbols in order to interpret the correct dynamics and adjust their volume to match the ensemble. | | Ensemble Deportment: <ul style="list-style-type: none">Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance (MP2.P.30.h).Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance (MP2.P.31.h).Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member (MP2.P.32.h). | | Analyze Performance: Students will analyze and evaluate musical performances, recordings, and compositions using proper music terminology and theory. (MP3.R.16.h, MP4.Cn.15.h.) Reflect & Implement Feedback: Students will use feedback from peers, teachers, and self-evaluation to make improvements in my playing technique, expression, and overall performance. (MP3.R.18.h.) | |

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| <p>elements from the score study. (MP3.R.14.h., MP4.Cn.13.h)</p> <p>Style: Students will know from the instructor's score how to approach the music with the correct style.</p> <p>Tempo: Students will know from the instructor's score study/listening how to approach the appropriate tempo for the piece</p> | | | | <ul style="list-style-type: none"> Explain the relationship between performer and audience using grade appropriate music vocabulary (MP4.Cn.14.h). Attention to Director <p>Performance Etiquette:</p> <ul style="list-style-type: none"> Demonstrate proper concert/audience etiquette for a variety of musical settings (MP3.R.17.h). | | | |
| <p>Students will understand (abstract ideas)</p> <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. | DOK Level | <p>Students will understand (abstract ideas)</p> <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. | DOK Level | <p>Students will understand (abstract ideas)</p> <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. | DOK Level | <p>Students will understand (abstract ideas)</p> <ul style="list-style-type: none"> Ex. connections, relationships, frameworks, etc. | DOK Level |
| <p>Tempo: I will understand how to interpret and play the appropriate tempo or changing tempos for the piece on my own and with the ensemble.</p> <p>Style: I will understand how to interpret and perform with consistent attention to the given style elements.</p> | | <p>Phrasing: I will understand how to interpret the way to shape musical phrases with clear direction and expression to enhance the overall performance.</p> <p>Dynamics: I will understand how to interpret the correct dynamics and adjust my volume to match the ensemble.</p> | | <p>Ensemble Deportment: Students will demonstrate proper ensemble deportment by exhibiting professionalism, maintaining correct posture, staying attentive, working collaboratively with others, and presenting themselves appropriately during rehearsals and performances.</p> <ul style="list-style-type: none"> Professionalism – Being on time, prepared, and focused. Posture & Presentation – Sitting or standing correctly while performing. Attentiveness – Following the conductor, listening to other performers. Respect & Teamwork – Cooperating with fellow musicians/singers and respecting the director. Stage Presence – Maintaining a polished and appropriate appearance while performing. <p>Performance Etiquette: Students will understand that performance etiquette includes behaviors and actions that show</p> | | <p>Analyze Performance: Students will take constructive criticism and apply it to become a more confident and skilled instrumentalist. The use of technology can be helpful in critiquing and improving musical performances.</p> <p>Reflect & Implement Feedback: Students will reflect on their own and others' performances, using grade-appropriate music vocabulary to provide meaningful feedback. The goal is to identify strengths and areas for improvement in performances and apply that feedback to grow as a musician.</p> | |

| | | | | respect for the performers, audience, and the music itself. This involves being attentive and focused on the director and performers, remaining quiet and respectful during a performance, and following guidelines for behavior before, during, and after a concert. Proper concert etiquette helps create a positive and focused environment for both performers and audience members. | | | |
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| Students will do (active application) | DOK Level | Students will do (active application) | DOK Level | Students will do (active application) | DOK Level | Students will do (active application) | DOK Level |
| Tempo: <ul style="list-style-type: none"> I can interpret and play the appropriate tempo or changing tempos for the piece on my own and with the ensemble. Style: <ul style="list-style-type: none"> I can interpret and perform with consistent attention to the given style elements. | | Phrasing: <ul style="list-style-type: none"> I can shape musical phrases with clear direction and expression to enhance the overall performance. Dynamics: <ul style="list-style-type: none"> I can perform with the correct dynamics and adjust my volume to match the ensemble. | | Attention to Director: <ul style="list-style-type: none"> I can watch and respond to the director's cues throughout the performance to stay in sync with the ensemble. Ensemble Deportment: <ul style="list-style-type: none"> I can show respect, cooperation, and professionalism while rehearsing and performing with the ensemble. Performance Etiquette: <ul style="list-style-type: none"> I can model proper concert etiquette as both a performer and an audience member in different musical settings. I can demonstrate respect and attentiveness during performances, whether I am on stage or in the audience. Engaging with the Director and Ensemble: <ul style="list-style-type: none"> I can watch and respond to the director throughout a performance to stay in sync with the ensemble. I can work respectfully, courteously, and cooperatively with other ensemble members during rehearsals and | | Analyze Performance: <ul style="list-style-type: none"> I can critically analyze my performance in relation to the music's intent. I can evaluate how well my technique conveys meaning to other performers and our audience. Reflect & Implement Feedback: <ul style="list-style-type: none"> I can reflect upon and critique my performance using music vocabulary to identify quality and areas of improvement. | |

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| | | | <p>performances.</p> <p>Ensemble Skills and Collaboration:</p> <ul style="list-style-type: none">• I can demonstrate strong ensemble skills by working collaboratively with the conductor and other performers.• I can perform solos and play in small ensembles, using techniques that enhance the overall performance. | |
| Domain-specific Vocabulary | Domain-specific Vocabulary | Domain-specific Vocabulary | Domain-specific Vocabulary | |
| <ul style="list-style-type: none">• Articulation• Legato• Staccato• Accent• Marcato• Tenuto• Slur• Tie• Tempo• Rubato• Ritardando• Rallentando• Accelerando• Lento• Largo• Adagio• Andante• Moderato• Allegro• Presto• Vivace• Subito• Simile• Timbre• Style• Mood• Interpretation of Text (If applicable) | <ul style="list-style-type: none">• Expression• Dynamics• Crescendo• Decrescendo• Piano• Forte• Mezzo Piano• Mezzo Forte• Pianissimo• Fortissimo• Sforzando• Phrasing/Shaping phrases• Mood• Staggered breathing | <ul style="list-style-type: none">• Posture• Instrumentation• Stage Presence• Expressoon• Attentive/Ready• Responds to Conductor• Uniform• Rehearsal Skills• Rehearsal Etiquette• Concert Etiquette• Microphone Technique• Confidence• Conducting Patterns• Eye Contact• Performance focus• Inner Game of Music• Professionalism | <ul style="list-style-type: none">• All vocabulary used from every domain• Modeling• Listening• Evaluating• Assessing | |

Building:

RMS /
RCHS

Course:

Middle & High School
Band

Grade:

7-12

Tier:

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Approved:

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| E <small>Behrens / Peterson- Kintz</small> | C <small>Troxel</small> | A <small>Lemke / Perkins</small> |
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