High School Curriculum Maps

Symphonic Band/Instrumental Music *Curriculum, Instruction & Assessment (CIA)*

☐ UHS ☐ HHH   **Department:** Visual and Performing Arts (VAPA)   **Teacher:** Miranda/Capalbo

Distance Learning Course Summary

Course Description	Textbooks and other Curriculum Resources
[Academic Handbook at UHS (for Course Descriptions)](#): This is an advanced performance ensemble for experienced instrumentalists. Students will focus on elements of music and how they combine to produce characteristic styles and forms. Music theory and history will be covered with written assignments given as the literature is presented. Students will be expected to participate in school, district, and community performances.	[Online Textbook and Access](#) Music will be provided in pdf form via Google Classroom.

Grading Guidelines	Assignment Submission Guidelines	Required Materials for Class
Traditional Grade Scale will be used A = 100% - 90% B = 89% - 80% C = 79% - 70% D = 69% - 60% F = Below 60%	All assignments can be completed late up until 1 week before the end of each quarter for full credit All summative assignments such as performance tasks, writing, etc can be resubmitted for a higher grade	Musical Instrument

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Modes of Communication	Technology Programs For Course	Types of Assessments
Email: mark_capalbo@upland.k12.ca.us, ernest_miranda@upland.k12.ca.us **Phone:** (909)949-7880 ext.384 **Office Hours:** TBA	Smart Music, Google Classroom,	Students will record video of themselves performing the assigned materials, on a weekly basis. Students will have a more involved and complex playing assignment that will be due at the end of grading periods.

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Blended Learning Course Summary

Course Description		Textbooks And Other Curriculum Resources

Grading Policy	Assignment Submission Policy	Required Materials for Class

Modes of Communication	Technology Programs For Course	Types of Assessments
Email: Phone: Office Hours:		

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Sample Mapping Template

First Quarter		Second Quarter
Standards Arts Standards, CDE CA Arts Framework Literacy and Anchor Standards	*Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work* *Creating—Anchor Standard 2: Organize and Develop Artistic* *Creating—Anchor Standard 3: Refine and Complete Artistic Work* *Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation* *Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation* *Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work* *Responding—Anchor Standard 7: Perceive and Analyze Artistic Work* *Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work* *Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work* *Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art* *Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding*	**Ensembles** *Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work* *Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work* *Creating—Anchor Standard 3: Refine and Complete Artistic Work* *Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation* *Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation* *Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work* *Responding—Anchor Standard 7: Perceive and Analyze Artistic Work* *Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work* *Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work* *Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art* *Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding*

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Content UHS Curriculum Maps VAPA_CIA Guide Best Practices for K-12 Online and Blended Learning Content Resources	• Generate melodic, rhythmic, and harmonic ideas for melodies created over specified chord progressions or • AB/ABA forms and two- to three-chord accompaniments for given melodies • Select, develop, and use standard notation and/or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies created over specified chord progressions or AB/ABA forms and two- to-three-chord accompaniments for given melodies. • Apply teacher-provided criteria to critique, improve, and refine drafts of melodies created over specified chord progressions or AB/ABA forms and two- to three chord accompaniments for given melodies. • Describe and demonstrate how a varied repertoire of music that includes melodies and chordal accompaniments is selected, based on personal interest, music-reading skills, technical skills and related challenges, and the context of the performances • Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies and chordal accompaniments selected for performance, using standard notation.	
Skills/Key Vocabulary		Skills Vocabulary

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Assessments	•	•
Performance Tasks		

	Third Quarter	Fourth Quarter
Standards	Composition and Theory *Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work* *anCreating—Anchor Standard 3: Refine and Complete Artistic Work* *Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation* *Performing—Anchor Standard 6: Convey Meaning Through the PreResponding—Anchor Standard 7: Perceive and Analyze Artistic Work* *sentation of Artistic Work*	

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Content/ Content Resources		
Skills/Key Vocabulary	Skills Vocabulary	Skills Vocabulary
Assessment	•	
Performance Tasks		