

# Curriculum Map & Pacing Guide

Band 2 # 1302310





## **Band 2 – Course Code 1302310**

**Revised- March 2017**

Curriculum Maps and Pacing Guides will be reviewed and revised annually as needed.



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	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit(s)	1. Classroom rules and procedures. 2. Concert F, B-flat, E-flat, and A-flat major scales; chromatic scale. 3. Demonstrate characteristic tone quality over extended range of instrument. 4. Identify in-tune and out-of-tune pitches/chords.	1. Accurately perform additional rhythmic patterns including sixteenth and dotted eighth notes and rests in simple meters including cut time. 2. Define, describe, and perform basic dynamic, tempo, articulation, and expression markings commonly found in music of FBA grade 1. 3. Can perform music in the keys of concert F, B-flat, E-flat, and A-flat major.	1. Sight-read music of FBA grade 1 to the level that the fundamental musical intent is understood by the listener. 2. Compose or improvise a four measure phrase in a given key. 3. Evaluate and analyze a variety of musical examples using appropriate musical terminology.	1. Accurately demonstrate basic ensemble skills (balance, blend, precision) while performing a variety of genres and styles. 2. Demonstrate ability to identify scales in the keys of concert G, D, A and E. 3. Compare two separate performances using musical terminology.
Big Idea(s) throughout the year	1. Critical Thinking and Reflection 2. Skills, Techniques, and Processes 3. Organizational Structure 4. Historical and Global Connections 5. Innovations, technology and the Future	1. Critical Thinking and Reflection 2. Skills, Techniques, and Processes 3. Organizational Structure 4. Historical and Global Connections 5. Innovations, technology and the Future	1. Critical Thinking and Reflection 2. Skills, Techniques, and Processes 3. Organizational Structure 4. Historical and Global Connections 5. Innovations, technology and the Future	1. Critical Thinking and Reflection 2. Skills, Techniques, and Processes 3. Organizational Structure 4. Historical and Global Connections 5. Innovations, technology and the Future
Learning Goal(s)	Students will be able to: Perform concert F, B-flat, E-flat, and A-flat major scales and arpeggios with proper intonation.	Students will be able to: Accurately perform additional rhythmic patterns including sixteenth and dotted eighth notes and rests in simple meters including cut time.	Students will be able to: Perform at first sight music of FBA grade 1 to the level that the fundamental musical intent is understood by the listener.	Students will be able to: Perform music as an ensemble with an awareness of balance, blend, intonation, and other basic ensemble skills in a variety of genres and styles.



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	<p>Perform a chromatic scale across at least 1 octave of their instrument.</p> <p>Perform with characteristic tone quality across an extended range on their instrument.</p> <p>Identify and correct pitches that are in-tune or out-of-tune.</p>	<p>Define, describe, and perform basic dynamic, tempo, articulation, and expression markings commonly found in music of FBA grade 1.</p> <p>Perform music in the keys of concert F, B-flat, E-flat, and A-flat major.</p>	<p>Compose or improvise a four measure phrase in a given key.</p> <p>Evaluate and analyze a variety of musical examples using appropriate musical terminology.</p>	<p>Perform concert G, D, A, and E major scales and arpeggios with proper intonation</p> <p>Explain, using musical terminology, the similarities and differences between two performances.</p>
<b>Instruction Resources</b>	<p>Method Books</p> <p>Sheet Music</p> <p>Recording Equipment</p> <p>Multi- media</p>	<p>Method Books</p> <p>Sheet Music</p> <p>Recording Equipment</p> <p>Multi- media</p>	<p>Method Books</p> <p>Sheet Music</p> <p>Recording Equipment</p> <p>Multi- media</p>	<p>Method Books</p> <p>Sheet Music</p> <p>Recording Equipment</p> <p>Multi- media</p>
<b>Assessment</b>	<p>Individual student performance</p> <p>Written assessments</p>	<p>Individual student performance</p> <p>Written assessments</p>	<p>Individual student performance</p> <p>Written assessments</p>	<p>Individual student performance</p> <p>Written assessments</p>
<b>Year- long NGSS/ ELD/ ELA and Math Florida Standards</b>	<p>MU.912.C.1.1: Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>MU.912.C.1.3: Analyze instruments of the world and classify them by common traits.</p> <p>MU.912.C.2.1: Evaluate and make appropriate adjustments to personal</p>	<p>MU.912.F.3.2: Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p> <p>MU.912.F.3.3: Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</p>	<p>MU.912.O.2.1: Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p> <p>MU.912.O.3.1: Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the</p>	<p>MU.912.S.3.3: Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</p> <p>MU.912.S.3.4: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>MU.912.S.3.5:</p>



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	<p>performance in solo and ensembles.</p> <p>MU.912.C.2.2: Evaluate performance quality in recorded and/or live performances.</p> <p>MU.912.C.2.3: Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>MU.912.C.3.1: Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</p> <p>MU.912.F.3.1: Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p>	<p>MU.912.H.1.1: Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>MU.912.H.1.2: Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>MU.912.H.1.3: Compare two or more works of a composer across performance media.</p> <p>MU.912.H.1.4: Analyze how Western music has been influenced by historical and current world cultures.</p> <p>MU.912.H.1.5: Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>MU.912.H.2.1: Evaluate the social impact of music on specific historical periods.</p> <p>MU.912.H.2.3: Analyze the evolution of a music genre.</p> <p>MU.912.H.2.4: Examine the effects of developing technology on composition, performance, and acquisition of music.</p> <p>MU.912.O.1.1:</p>	<p>listener, the implied meaning of the composer/performer.</p> <p>MU.912.O.3.2: Interpret and perform expressive elements indicated by the musical score and/or conductor.</p> <p>MU.912.S.1.1: Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>MU.912.S.1.4: Perform and notate, independently and accurately, melodies by ear.</p> <p>MU.912.S.2.1: Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>MU.912.S.2.2: Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>MU.912.S.3.1: Synthesize a broad range of musical skills by performing a</p>	<p>Develop and demonstrate proper vocal or instrumental technique.</p> <p>LAFS.910.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
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		<p>Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p>	<p>varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy. MU.912.S.3.2: Sight-read music accurately and expressively to show synthesis of skills</p>	<p>LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research. DA.912.F.3.8: Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment. ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</p>
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