

Stage 1 Desired Results		Band Curriculum	
<b>ESTABLISHED GOALS</b> What content standards will this unit address? <ul style="list-style-type: none"><li>Content standards attached to Acquisition Document</li></ul>	<b>Transfer</b>		
	<b><i>Students will be able to independently use their learning to...</i></b> What will the students use the content and skills to do in the long-run? <ul style="list-style-type: none"><li>Critically evaluate music heard in live or recorded performances in order to respond to and communicate effectively about the aesthetic qualities of music.</li><li>Evaluate and reflect on the role of music in society and a changing world in order to understand music within various contexts that are meaningful and relevant.</li><li>Perform as individuals or in a group, playing a role through continued practice in the overall performance's success.</li></ul>		
	<b>Meaning</b>		
	<b>UNDERSTANDINGS</b> <b><i>Students will understand that...</i></b> <ul style="list-style-type: none"><li>Music-making is one of the oldest, most intimate and basic forms of communication and cultural expression.</li><li>Singing and playing an instrument provide people with the means of learning musical and developmental skills.</li><li>Through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.</li><li>Reading and notating music are essential to music literacy.</li><li>Educated music listeners learn to describe, analyze, and evaluate music and music performances as an expressive art form.</li><li>Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.</li><li>Music is an important element of the historical and cultural record of humankind.</li></ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"><li>How can singing aid instrument playing?</li><li>How does self-discipline contribute to advanced level and higher quality performances?</li><li>How does one improvise harmonizing parts?</li><li>How is music read and notated?</li><li>How can the characteristics of music be analyzed and described?</li><li>What criteria can be used to evaluate the quality of a music performance or composition?</li><li>How does music relate to other subject areas?</li><li>How does music reflect history and culture?</li></ul>	
	<b>Acquisition</b>		
	<b><i>Students will know...</i></b> <ul style="list-style-type: none"><li>See attached document</li></ul>	<b><i>Students will be skilled at...</i></b> <ul style="list-style-type: none"><li>See attached document</li></ul>	

Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<b>Criteria for success:</b> <ul style="list-style-type: none"> <li>• Note accuracy</li> <li>• Note value accuracy</li> <li>• Expression</li> <li>• Stage presence</li> <li>• Rhythm</li> <li>• Overall performance</li> </ul>	<b>PERFORMANCE ASSESSMENT</b>	PT
	<ul style="list-style-type: none"> <li>• Evaluations of individual performances</li> <li>• Participation in required performances</li> <li>• Mid-term and final assessments</li> <li>• Teacher Observation of:               <ul style="list-style-type: none"> <li>○ Ability to play literature using principals emphasized</li> <li>○ Maintaining sound musical standards of performance</li> <li>○ Showing sensitivity in performance and in rehearsals</li> <li>○ Actively following a conductor in rehearsals and performance</li> <li>○ Mastery of technical skill development</li> <li>○ Adjudication of chosen festivals</li> </ul> </li> <li>• Pre-assessments</li> <li>• Checks for understanding</li> <li>• Observations/Anecdotal Records</li> <li>• Student questions/comments</li> <li>• Personal Reflections</li> <li>• Teacher questions and prompts</li> <li>• Performance tasks (planning, in-progress, final)</li> <li>• Critiques (group discussion, written reflection)</li> <li>• Peer assessments</li> <li>• Self-assessments</li> </ul>	
	Other factors impacting differentiated instruction and assessment <ul style="list-style-type: none"> <li>• Individualized learning for each student</li> <li>• Pacing according to ability level</li> <li>• Performance piece chosen by ability level</li> </ul>	

<b>Stage 3 – Learning Plan</b>	
<i>Student success at transfer, meaning, and acquisition depends on...</i>	
<ul style="list-style-type: none"> <li>• Lesson plans will be formed based on the repertoire chosen and the level of musicianship represented in the ensemble. <ul style="list-style-type: none"> <li>○ Acquisition – <ul style="list-style-type: none"> <li>▪ Knowledge: Note and rest values/names, basic styles of music, music vocabulary, how to practice</li> <li>▪ Skills: Read musical notation, perform a piece of music, critique objectively</li> </ul> </li> <li>○ Meaning – <ul style="list-style-type: none"> <li>▪ Playing an instrument is a creative and worthwhile endeavor, although not always easy</li> <li>▪ To become a skilled performer requires persistence</li> <li>▪ In order to engage in a musical performance, you must be both a performer and listener with the ability to react</li> </ul> </li> <li>○ Transfer <ul style="list-style-type: none"> <li>▪ Performing on instruments, alone and with others, a varied repertoire of music</li> <li>▪ Reading and notating music</li> <li>▪ Evaluating music and musical performances</li> </ul> </li> </ul> </li> </ul>	
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- All three stages of the design process are in alignment.
- The understandings are feasible and appropriate to learn within the time frame allotted.