

## Bemidji Schools Course Map: Music Grades 9 -12 Introductory Band, Choir & Orchestra (April 14 & 15, 2008)

Benchmarks	Skills/Concepts	Assessment Activities	Evaluation criteria
Strand 1: 1.1 Strand 1: 2.1 Strand 1: 2.2 Strand 3: 1.1 Strand IV: 1.1	<p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>● Singing and playing a variety of music</li> <li>● Using correct vocal and instrumental technique</li> <li>● Understanding music terminology</li> </ul> <p><b>Focus on:</b>  <b>Elements</b> (knowledge)            Melody, rhythm, dynamics, tone color</p> <p><b>Reading music</b> (knowledge, skill)            Sight reading/note reading/note values            Key signature up to two sharps and two flats (C,F,G,Bb,D)            Vocabulary            CHOIR – Use of Solfege</p> <p><b>Notating music</b> (knowledge, skill)            Notate and read key signatures            BAND -- Transposition between keys – how and when to do it</p> <p><b>Tone production</b> (skill)            Expanding tonal range            Correct technique            Breath and breathing            Articulation            CHOIR – Voice placement, support of tone, diction, International Phonetic Alphabet            ORCHESTRA – Bowing, and bow placement, positions on stringed instruments, speed and pressure of bow            BAND – Maturing embouchure, percussion—stick and mallet techniques, support of tone</p>	<p><b>Benchmarks: 1.1.1</b> (rhythm, melody only) and <b>2.1</b>  <b>Learning Goal:</b> The student will sight read standard notation  <b>Assessment Activity:</b> Sight read by singing or playing and 8 bar melody, identifying key signature, meter.            CHOIR sing solfege, identify do            ORCHESTRA &amp; BAND – key signature of no more than 2 sharps or flats</p> <p><b>Benchmarks: 1.2.2</b> (BAND/ORCHESTRA)  <b>Learning Goal:</b> Pitch matching  <b>Assessment Activity:</b> When two concert pitches are played simultaneously, determine if pitches are matched or not and try to match pitch</p> <p><b>Benchmarks: (CHOIR)</b>  <b>Learning Goal:</b> Interval Identification  <b>Assessment Activity:</b> Identify at least 10 intervals of the required 13 intervals as the teacher plays the intervals from low to high (starting on C) on the piano, including PU, m2, M2, m3, M3, P4, π, P5, m6, M6, m7, M7, P8.</p>	<p><b>Scoring Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Key identification is correct</li> <li>2. Meter identification is correct</li> <li>3. Maintains steady beat</li> <li>4. Rhythm is correct</li> <li>5. Notes are correct</li> </ol> <p><b>CHOIR ONLY</b></p> <ol style="list-style-type: none"> <li>1. Solfege is correct</li> <li>2. Pitch is correct</li> </ol> <p><b>Scoring Criteria</b></p> <ol style="list-style-type: none"> <li>1. Matched/unmatched pitches are recognized correctly</li> <li>2. Pitches are matched correctly</li> </ol> <p><b>Scoring Criteria</b>            Test Scoring Key</p>

## Bemidji Schools Course Map: Music Grades 9 -12 Introductory Band, Choir & Orchestra (April 14 & 15, 2008)

Benchmarks	Skills/Concepts	Assessment Activities	Evaluation criteria
	<p><b>Pitch matching and interval recognition</b> (skill)  Pitch recognition  Playing in tune  CHOIR – Recognizing perfect, major and minor intervals  BAND – Pitch matching and intonation  ORCHESTRA – Open 5<sup>th</sup> tuning and hearing waves</p> <p><b>Music listening</b> (knowledge)  Music history  ORCHESTRA – History, composers, aesthetic/style, form</p> <p><b>Respond/Critique</b>  Listen to recorded public performances and critique for strengths and weaknesses to improve future performances.  (Future: use Garage Band software to record rehearsals and critique to improve performances)</p>	<p><b>Benchmarks:</b> (CHOIR)  <b>Learning Goal:</b> International Phonetic Alphabet  <b>Assessment Activity:</b> Identify symbols for 13 vowels and all consonants of the International Phonetic Alphabet (pronunciation is evaluated during rehearsals)</p> <p><b>Benchmarks:</b> (BAND)  <b>Learning Goal:</b>  <b>Assessment Activity:</b> Play 6 major scales chromatically up from Bb including: Bb, B, C, Db, D, Eb, for one octave maintaining a steady tempo using or not using music (student choice)</p> <p><b>Benchmarks:</b> (ORCHESTRA)  <b>Learning Activity:</b>  <b>Assessment Activity:</b> Open 5<sup>th</sup> Tuning: When the teacher has purposely de-tune a string instrument, identify the string and retune the instrument</p>	<p><b>Scoring Criteria:</b>  Test Scoring Key</p> <p><b>Scoring Criteria:</b>  1. Beat is steady  2. Key signature is correct</p> <p><b>Scoring Criteria:</b>  1. De-tuned string is identified correctly  2. Instrument is retuned correctly</p>