

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

Benchmarks	Skills/Concepts	Assessment Activities	Evaluation criteria
<p><b>Foundations 3.1</b></p>	<p><b>On-going:</b> See Introductory Band, Choir &amp; Orchestra course map for foundation curriculum and assessments</p> <p><b>The focus is on:</b></p> <ul style="list-style-type: none"> <li>• <b>Musical Form:</b></li> </ul> <p><b>BAND:</b> Form choices are determined by challenge level for skill development including classical/traditional band literature: marches, suites, ABA up to NEMC grade 4. Analyze music including whole and parts such as coda, introduction, themes, motifs, main statements, design</p> <p><b>CHOIR:</b> Form choices are determined by challenge level for skill development including a multi-cultural repertory and historical periods including Romantic, Baroque/Classical, Renaissance, Contemporary, (polyphonic/homophonic). Identify texture and style in historical forms; compare and contrast vocal forms such as motets, madrigal, chorale and fugue</p> <p><b>ORCHESTRA:</b> Form choices are determined by challenge level for skill development including concerti, suites, movie music, symphonic music up to and including NEMC grade 4. Analyze musical changes including major and minor keys.</p>	<p><b>Benchmarks:</b> (CHOIR)</p> <p><b>Learning goal:</b> Musical form</p> <p><b>Assessment Activity:</b> Identify composers and styles in historical choral forms; compare and contrast vocal forms. (paper and pencil test)</p>	<p><b>Scoring Criteria:</b> Test key</p>

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<p><b>Foundations 2.1 and 2.2</b></p>	<p><b>Skills:</b></p> <p>More complex meters and rhythms, including:</p> <p>BAND: 5/4, compound meters, knowing multiple meters, performing multiple meters; tone, range, scales, sight reading, repertory</p> <p>CHOIR: Hemiola, pitch memory, accuracy, range, musicality</p> <p>ORCHESTRA: high and low ranges</p>	<p><b>Benchmark:</b>  <b>Learning goal:</b> music comprehension/literacy; reading skills  <b>Assessment activity:</b>            BAND: Read and play a selected, complex segment from a teacher-selected etude of no more than 12 measures            CHOIR: Sight read and sing a 4 to 8 measure segment of a teacher selected melody            ORCHESTRA: Read and play excerpts from complex chromatic pieces with half steps and accidentals to be studied in the future. Score provided well in advance for in-depth study.</p> <p><b>Benchmark:</b>  <b>Learning goal:</b> Pitch accuracy/independence  <b>Assessment activity:</b> Play or sing in response to a prepared etude, excerpt from repertory and scales, or score of previously performed music:            BAND: Play in response when the teacher performs (Buzzing pitches)            CHOIR: Sing in response when teacher plays? Sight singing and ear training; tonal memory            ORCHESTRA:</p>	<p><b>Scoring Criteria: Rating Scale for sight reading?</b></p> <ol style="list-style-type: none"> <li>1. Piece is played/sung independently</li> <li>2. Pitches are correct</li> <li>3. Rhythm is accurate</li> <li>4. Intonation is correct</li> </ol> <p><b>Tone has:</b></p> <ol style="list-style-type: none"> <li>1. confidence</li> <li>2. support (choir and winds)</li> <li>3. freedom (choir and winds)</li> <li>4. resonance</li> <li>5. clarity and consistency</li> <li>6. full sound/warmth</li> </ol> <p><i>Choir – quality of tone rubric to be written</i></p>

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<b>Foundation</b> <b>1.1.1</b> <b>Perform/</b> <b>Present 1.3</b>	<b>Artistic Intent:</b> <ul style="list-style-type: none"> <li>• Analyze expressive intent in music</li> <li>• Shaping the phrase: beginning, emphasis and ending</li> <li>• Emphasis based on text (CHOIR)</li> <li>• Implied tempi, dynamics, emphases, articulations, diction, etc.</li> <li>• Musical decision-making including analysis and interpretation of literature</li> </ul>	<b>Benchmark:</b>  <b>Learning goal:</b>  <b>Assessment Activity:</b> Generate and justify interpretations; rehearse, perform and evaluate interpretations  ORCHESTRA: Play selections showing expressive decisions.	<b>Checklists</b>  <i>(To be written)</i>