# Pre-AP Music Instructional Planning Guide Teacher Sample

The goal of the instructional planning guide is to help you create a roadmap of the key instructional activities and assessments   
you will use to build a curriculum that aligns to the Pre-AP course framework. This sample illustrates one way in which you might   
use the guide. Pre-AP National Faculty and educators with experience teaching Pre-AP provided ideas for additional activities and   
resources that they might use alongside Pre-AP model lessons and formative assessment to build their full course.

**Using and Customizing Your Own Instructional Planning Guide:**

* When planning additional lessons, consider how they support the Pre-AP Arts framework, areas of focus,   
  and shared principles. These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Course Implementation Models

The Pre-AP instructional modules have been designed with an emphasis on flexibility. They can be taught consecutively, or you can thread your own units and lessons in between the five-week modules or the learning cycles, depending on your instructional preferences and your rehearsal and performance schedules. When teaching your own units, we encourage you to infuse the Pre-AP shared principles and areas of focus throughout the remaining weeks of the course.

A few options for instructional sequencing are illustrated below:

Full Year Course ModelsSemester Course Models

## Module 1: Sources

| **Pacing in Minutes** | **Date(s)** | **Materials/Resources/Tasks**  *Pre-AP Model Lessons, Additional Lessons, Anchor Works, Prompts,  Formative Assessments, Performance Assessments* | **Essential Knowledge** | **NCAS** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 45 min. |  | **Learning Cycle 1: What is Programmatic Music**  Pre-AP Model Lesson 1.1: Introduction to Programmatic Music  Part 1: Analyzing the Anchor Work  Part 2: Defining Programmatic Music  Part 3: Making Musical Choices and Programmatic Intent | 1.1A–M  1.1B–M  1.2B–M  2.2A–M  3.2A–M  3.2B–M | 1, 6, 7, 8, 9, 11 |  |
| 45 min. |  | Pre-AP Model Lesson 1.2: Expressive Choices in Programmatic Music  Part 1: Rehearsing the Anchor Work  Part 2: Guided Exploration  Part 3: Discussing Expressive Choices  Assess and Reflect | 1.1A–M  1.1B–M  1.2B–M  2.2A–M  3.2A–M  3.2B–M | 1, 4, 5, 6, 7, 8, 9 |  |
| 135+ min. |  | **Learning Cycle 2: Analyzing and Performing Programmatic Music**  Pre-AP Model Lesson 1.3: How Composers Borrow  Part 1: Parallel Works  Part 2: Researching Composers  Part 3: Describing and Discussing Research | 1.1A–M  1.1B–M  2.2A–M  3.1A–M  3.2A–M  3.2B–M  4.1B–M  4.2A–M  5.1A–M | 1, 2, 4, 6, 7, 8, 11 |  |
| 90 min. |  | Pre-AP Model Lesson 1.4: Analyzing “Erlkönig”  Part 1: Reviewing Musical Terms  Part 2: Group Analysis of “Erlkönig”  Part 3: Evaluating Expressive Choices | 1.1A–M  1.1B–M  2.2A–M  3.1A–M  3.2A–M  3.2B–M  4.1B–M  4.2A–M  5.1A–M | 1, 2, 4, 6, 7, 8, 11 |  |
| 135 min. |  | Pre-AP Model Lesson 1.5: Collaborative Expressive Choices  Part 1: Analyzing the Anchor Work  Part2: Making Collaborative Choices  Part 3: Presenting Ideas  Assess and Reflect | 1.1A–M  1.1B–M  2.2A–M  3.1A–M  3.2A–M  3.2B–M  4.1B–M  4.2A–M  5.1A–M | 1, 2, 3, 4, 5, 6, 7, 8, 10, 11 |  |
| 90 min. |  | Pre-AP Model Lesson 1.6: Composing Programmatic Music  Part 1: Identifying a Source  Part 2: Analysis Exercise—Considering Melody  Part 3: Pre-composition Planning | 1.1B–M  2.2B–M  3.2A–M  3.2B–M  4.1B–M  5.1A–M | 1, 2, 3, 4, 5, 6, 8, 10, 11 |  |
| 135 min. |  | Pre-AP Model Lesson 1.7: Composing and Sharing a Melodic Idea  Part 1: Composing a Melody  Part 2: Peer-to-Peer Dialogue  Part 3: Selecting an Idea | 1.1B–M  2.2B–M  3.2A–M  3.2B–M  4.1B–M  5.1A–M | 1, 2, 3, 4, 5, 6, 8, 10, 11 |  |
|  |  | **Performance Assessment**  Part 1: Written Program Notes  Part 2: Musicianship |  |  |  |
| 450 min. |  | **Learning Cycle 3: Application of Programmatic Music**  Lesson 1.8: Introduction and memorization of source music for fall marching show  Part 1: Music listening and show concept  Part 2: Sectional rehearsal and memorization process  Part 3: Full ensemble rehearsal with memorization and count structure | 2.1A–M  2.1B–M  3.2B–M  4.1B–M  5.1A–M  5.2A–M | 1, 3, 5, 6, 7, 8, 9 |  |
| 225 min. |  | Lesson 1.9: Analysis of theoretical elements of source music  Part 1: Evaluate musical phrasing and apply to visual phrasing  Part 2: Evaluate dynamic shaping and apply to musical phrasing | 1.1A–M  1.2A–M  2.1A–M  2.1B–M  3.1A–M  4.1A–M  5.1A–M | 3, 5, 7, 8 |  |
| 450 min. |  | Lesson 1.10: Introduction of visual framework and application to source music  Part 1: Introduction of visual elements including count structure, coordinates, and choreography  Part 2: Application of visual elements to musical structure | 2.1A–M  2.1B–M  2.2A–M  3.1A–M  5.1A–M  5.2A–M | 1, 2, 3, 4, 5, 6, 8, 10 |  |
| 225 min. |  | Lesson 1.11: Analysis, rehearsal, and performance of programmatic elements of show design  Part 1: Analyze show title and visual design to enhance performance  Part 2: Performances within the community and competitive venues for feedback and self-evaluation | 1.2B–M  2.2A–M  3.2B–M  4.1A–M  4.2A–M  5.2A–M | 1, 3, 4, 5, 6, 7, 8, 9, 10, 11 |  |
|  |  | **Performance Assessment**  Part 1: Written reflection of contest performance  Part 2: Critiques from professional adjudicators at competitive performance |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Module 2: Structures

| **Pacing in Minutes** | **Date(s)** | **Materials/Resources/Tasks**  *Pre–AP Model Lessons, Additional Lessons, Anchor Works, Prompts,  Formative Assessments, Performance Assessments* | **Essential Knowledge** | **NCAS** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
| 45 min. |  | **Learning Cycle 1: Foundations**  Pre-AP Model Lesson 2.1: Introduction to Major and Minor Scales  Part 1: The Major Scale  Part 2: The Minor Scale  Part 3: Analyzing Musical Examples | 1.1B–M  1.2B–M  2.2A–M  2.2B–M  3.1A–M | 1, 2, 3, 4, 7 |  |
| 45 min. |  | Pre-AP Model Lesson 2.2: Understanding Interval, Scale Degree, and Tonic  Part 1: Interval  Part 2: Half Step and Whole Step  Part 3: Scale Degree and Tonic | 1.1B–M  1.2B–M  2.2A–M  2.2B–M  3.1A–M | 1, 2, 5 |  |
| 45 min. |  | Pre-AP Model Lesson 2.3: Major and Minor Key  Part 1: Analysis of a Major–Key Work  Part 2: Analysis of a Minor–Key Work  Part 3: Experimentation—Reimagining the Use of Major and Minor | 1.1B–M  1.2B–M  2.2A–M  2.2B–M  3.1A–M | 1, 2, 3, 4, 7, 9 |  |
| 90 min. |  | Pre-AP Model Lesson 2.4: Exploring and Constructing Major and Minor Scales  Part 1: Comparing Major and Minor Scales  Part 2: The Structure of Major and Natural Minor Scales  Part 3: Constructing Major and Minor Scales  Assess and Reflect | 1.1B–M  1.2B–M  2.2A–M  2.2B–M  3.1A–M | 1, 2, 5, 9 |  |
| 135 min. |  | **Learning Cycle 2: Exploring Scales and Modes**  Pre-AP Model Lesson 2.5: The Pentatonic Scale  Part 1: Introducing the Pentatonic Scale  Part 2: Transposing the Pentatonic Scale  Part 3: Group Compositions | 1.1B–M  1.2A–M  1.2B–M  2.2B–M  3.1A–M  4.1A–M  4.1B–M | 1, 2, 3, 4, 7, 9, 10 |  |
| 135 min. |  | Pre-AP Model Lesson 2.6: Modes  Part 1: *The Simpsons* Theme—Introducing the Lydian Mode  Part 2: Mixolydian and Dorian Modes  Part 3: Arranging Activity | 1.1B–M  1.2A–M  1.2B–M  2.2B–M  3.1A–M  4.1A–M  4.1B–M | 1, 2, 3, 4, 7, 9, 10 |  |
| 90 min. |  | Pre-AP Model Lesson 2.7: The Blues Scale  Part 1: “Fine and Mellow”—Introducing the Blues Scale  Part 2: The Structure of the Blues Scale  Part 3: Improvisation Within the Blues Scale  Assess and Reflect | 1.1B–M  1.2A–M  1.2B–M  2.2B–M  3.1A–M  4.1A–M  4.1B–M | 1, 2, 3, 4, 7, 9, 10, 11 |  |
| 90 min. |  | **Learning Cycle 3: Analyzing and Creating Scales**  Pre-AP Model Lesson 2.8: Chromatic and Whole-Tone Scales  Part 1: Introducing the Chromatic Scale  Part 2: Analyzing Examples of the Chromatic Scale  Part 3: The Whole-Tone Scale | 1.1A–M  1.1B–M  1.2B–M  2.2B–M  3.2A–M  4.1A–M  4.2A–M  5.1A–M | 1, 2, 5, 9 |  |
| 180 min. |  | Pre-AP Model Lesson 2.9: Composition, Performance, and Reflection  Part 1: Constructing New Scales  Part 2: Collaborative Composition  Part 3: In-Class Performance | 1.1A–M  1.1B–M  1.2B–M  2.2B–M  3.2A–M  4.1A–M  4.2A–M  5.1A–M | 1, 2, 3, 4, 6, 9, 10, 11 |  |
|  |  | **Performance Assessment**  Part 1: Student Composition and Performance  Part 2: Written Reflection |  |  |  |
| 45 min. |  | **Learning Cycle 4: Application of scales to large ensemble literature**  Lesson 2.10: Introduction to large ensemble source music  Part 1: Music listening of large ensemble source music  Part 2: Sight reading of source music | 2.1A–M  2.1B–M  3.2B–M  4.1B–M  5.1A–M  5.2A–M | 1, 6, 7, 8, 9 |  |
| 405 min. |  | Lesson 2.11: Rehearsal and analysis of source music  Part 1: Sectional rehearsals covering style, intonation, articulation, rhythm, etc.  Part 2: Fundamental and ensemble skill building | 2.1A–M  2.1B–M  3.1A–M  3.2A–M  3.2B–M  5.1A–M | 1, 2, 3, 4, 5, 6, 7, 8, 9 |  |
| 225 min. |  | Lesson 2.12: Analysis of theoretical elements of source music  Part 1: Evaluate musical phrasing  Part 2: Evaluate dynamic shaping  Part 3: Application of major and minor scale structures and their impact on intonation within the source music | 1.1A–M  2.1A–M  2.1B–M  3.1A–M  3.2A–M  4.1B–M  5.1A–M | 1, 2, 3, 4, 5, 6, 7, 8, 9 |  |
| 450 min. |  | Lesson 2.13: Analysis of rubrics and guided rehearsals  Part 1: Analysis of competition rubric for concert and sight-reading performances  Part 2: Full ensemble rehearsals applying dynamics, articulation, intonation, form, style, phrasing and balance. Evaluation with rubric individually, with peers, and from director.  Part 3: Individual, small ensemble, and section, rehearsals of rubric–driven performance expectations | 2.1A–M  2.2A–M  3.1A–M  3.2B–M  5.1A–M  5.2A–M | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |  |
|  |  | **Performance Assessment**  Part 1: Weekly feedback of goals and standards that are met  Part 2: Weekly peer–to–peer feedback and teacher feedback  Part 3: Community performances to be evaluated based on rubric |  |  |  |
| 225 min. |  | Lesson 2.14: Analysis and performance of large ensemble repertoire and sight–reading  Part 1: Rubric–driven goal setting and detailed analysis of ensemble performances  Part 2: Rubric–driven goal setting and detailed analysis of sight–reading performances  Part 3: Competitive performances of source music and sight–reading skills | 2.1B–M  3.2B–M  4.1A–M  4.1B–M  4.2A–M  5.1A–M  5.2A–M | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 |  |
|  |  | **Performance Assessment**  Part 1: Written reflection of contest performance  Part 2: Critiques from professional adjudicators at competitive performance |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?