

5th Grade Band Pacing Guide and Curriculum Map

1 st Nine Weeks	2 nd Nine Weeks
<p>Weeks 1-3: Unit 1 Policies/procedures/rules Formative Assessment</p> <ul style="list-style-type: none"> • Band Readiness * • Selmer Music Guidance Survey * • Timbre Preference Test * <p>Instrument Placement</p> <ul style="list-style-type: none"> • Formative Assessment Data • Physical/Academic/Emotional Characteristics • Balanced Instrumentation • Student/Family wishes <p>Parent Meetings Listening Journals (Instrument Families) *</p> <p>While waiting for Parents to rent instruments: Music Theory Units 1&2 Playing Fundamentals w/o instruments</p> <ul style="list-style-type: none"> • Posture (rest, ready, play positions) • Singing • Hand Position lesson w/pencil • Note Naming w/CD and Book • Counting w/CD and Book <p>Weeks 4-9: Unit 2 <u>Majority of students should now have instruments</u> Playing Fundamentals w/ instrument Care and Maintenance Verbal Note Naming and Rhythm Counting Band Expressions Book 1 Units 1-5 Concert Literature * Suggested Assessments: Assembly/Disassembly Rest/Ready/Play Position #13 and #15</p> <p>*See appendix</p>	<p>Weeks 1- 4.5: Unit 3 Concert Etiquette Public Performance (required for end of rental performance/assessment for student growth) Playing Fundamentals</p> <ul style="list-style-type: none"> • Verbal Note Naming and Rhythm Counting • Tone production • Articulation • Balance <p>Band Expressions Book 1: Units 6-9, 13-15 (selected pieces)</p> <p>Suggested Assessments: Concert excerpts playing test Music Theory page 9 Concert Etiquette #28, #30, #37 and #48 Writing Component: Post Concert Self Assessment *</p> <p>Weeks 4.5 – 9: Unit 4 Concert Literature (grade 0) Listening Journals Concert Etiquette Public Performance: Winter Concert (required to show student growth) Playing Fundamentals</p> <ul style="list-style-type: none"> • Verbal Note Naming and Rhythm Counting • Tone production • Articulation • Balance <p>Band Expressions Book 1: Units 6-10, 13-15 (selected pieces)</p> <p>Suggested Assessments: Concert excerpts playing test Music Theory page 15 Concert Etiquette #59, #61 and #63</p>

3rd Nine Weeks

Weeks 1- 4.5: Unit 5

Band Expressions Book 1: Review Units 1-10

Band Expressions Book 1: Unit11

Music Theory Unit 3

1st 7 notes of the Chromatic Scale

Playing Fundamentals

- Verbal Note Naming and Rhythm Counting
- Tone production
- Articulation
- Balance

Suggested Assessments: Music Theory page 21
#67, #68, and #70

Weeks 4.5 – 9: Unit 6

Solo and Ensemble Literature

Playing Fundamentals

- Verbal Note Naming and Rhythm Counting
- Tone production
- Articulation
- Balance

Band Expressions Book 1:
Units 12 and 13 (#79)

Listening Journals

Suggested Assessments: 1st 7 notes of the Chromatic Scale
#71 and #73

4th Nine Weeks

Weeks 1- 4.5: Unit 7

Performance : Solo and Ensemble Performance Assessment

Band Expressions Book 1: Unit16-19

Bb and Ab Concert Scales

Playing Fundamentals

- Verbal Note Naming and Rhythm Counting
- Tone production
- Articulation
- Balance/Blend/Pitch

Suggested Assessments: Solo and Ensemble Readiness
#90, #91, #93, #95, and #97

Weeks 4.5 – 9: Unit 8

Public Performance: Spring Concert (required to show student growth)

Playing Fundamentals

- Verbal Note Naming and Rhythm Counting
- Tone production
- Articulation
- Balance/Blend/Pitch

Band Expressions Book 1: Unit 20

Listening Journals

Suggested Assessments: Scales

#101 and #104

Concert excerpts playing test

Summative Assessment

Writing Component: Post Concert Self Assessment *

MNPS Middle School Band Curriculum Map: 5th Grade 2011-2012 School Year

First Semester				Second Semester			
<p>Unit 1 <u>New Concepts:</u></p> <p>Policies, rules and procedures</p> <p>Formative Assessment</p> <p>Music Theory Units 1&2</p> <p>Instrument Placement</p> <p>Posture/ Hand Position, embouchure and breath</p> <p>Articulation</p> <p>Band Exp. 1 Units 1-4</p> <p>Listening Journals (Instrument Families)</p>	<p>Unit 2 <u>Fundamentals:</u></p> <p>Posture/ Hand Position, embouchure and breath</p> <p>Articulation</p> <p>Review of Band Exp. 1 Units 1-4</p> <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> • Balance, Blend and Pitch • Articulation • Sight Reading-unison rhythms • Band Exp. 1 Unit 5 • Concert Literature Grade 0 • Listening Journals (Classical period) 	<p>Unit 3 <u>Fundamentals:</u></p> <p>Balance, Blend and Pitch</p> <p>Posture/ Hand Position, embouchure and breath</p> <p>Articulation</p> <p>Review of Band Exp. 1 Unit 5</p> <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> • Band Exp. 1 Unit 6-9 • Concert Etiquette • Concert Literature Grade 0 <p><u>Performance Opportunity:</u></p> <p>♫ First Performance</p>	<p>Unit 4 <u>Fundamentals:</u></p> <p>Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Articulation</p> <p>Review of Band Exp. 1 Unit 6-9</p> <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> • Concert Literature Grade 0-1 • Band Exp. 1 Units 10, 13-15 (selected songs) • Listening Journals (Romantic period) <p><u>Performance Opportunity:</u></p> <p>♫ Winter Concert</p>	<p>Unit 5 <u>Fundamentals:</u></p> <p>Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Articulation</p> <p>Review of Band Exp. Units 1-10</p> <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> • Band Exp. 1 Unit 11 • Music Theory Unit 3 • 1st 7 notes of Bb Chromatic Scale (reference fingering chart) 	<p>Unit 6 <u>Fundamentals:</u></p> <p>Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Articulation</p> <p>Review of Band Exp. 1 Unit 11</p> <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> • Band Exp. 1 Units 12, 13 #79 • Sight Read level 0 band literature • Solo and Ensemble Assessment Literature • Concert Literature Grade 0-1 • Listening Journals (20th Century/Jazz) 	<p>Unit 7 <u>Fundamentals:</u></p> <p>Balance, Blend and Pitch</p> <p>Posture/Hand Position embouchure and breath</p> <p>Articulation</p> <p>Review of Band Exp. 1 Units 12, 13 #79</p> <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> • Band Exp. 1 Units 16-19 • Concert Bb and Ab Scales • Concert Literature Grade 0-1 <p><u>Performance Opportunity:</u></p> <p>♫ MTSBOA Solo and Ensemble Assessment</p>	<p>Unit 8 <u>Fundamentals:</u></p> <p>Balance, Blend and Pitch</p> <p>Posture/Hand Position embouchure and breath</p> <p>Articulation</p> <p>Review of Band Exp. 1 Units 16-19</p> <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> • Band Exp. 2 Units 20 • Concert Literature Grade 0-1 • Listening Journals (World music) <p><u>Performance Opportunity:</u></p> <p>♫ Spring Concert</p> <p>♫ Freedom Middle School Solo and Ensemble Performance Assessment</p>

Overarching Essential Questions

<p>1) Why is balanced instrumentation important?</p> <p>2) Why is learning to count rhythms and name notes important?</p>	<p>1) How does listening to professional musicians improve my tone quality?</p> <p>2) Why is proper posture and breath support essential to playing your instrument?</p>	<p>1) How will we prepare for our performance?</p> <p>2) How does concert etiquette improve our performance?</p>	<p>1) How do I practice effectively at home and why?</p> <p>2) Why is listening across the band important?</p>	<p>1) Why is it important to clean and maintain my instrument?</p> <p>2) Why is it important to learn a chromatic scale?</p>	<p>1) How is performing in a small ensemble or as a soloist different from performing in full band?</p> <p>2) How is improvisation used in Jazz music?</p>	<p>1) How will performing a solo or small ensemble improve my overall musicianship?</p> <p>2) How do you know when you are ready to perform?</p>	<p>1) How does teamwork influence the overall performance of this ensemble?</p> <p>2) Why is it important to listen to different genres of music?</p>
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Unit 1**Estimated Time: 4.5 Weeks****Course Level Expectations:**

- 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples.
- 2.1 Demonstrate proper instrument care and maintenance.
- 2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality.
- 2.3 Demonstrate fundamental technique on one’s instrument.
- 2.4 Differentiate between correct and incorrect pitch and rhythm.
- 4.1 Compose music that demonstrates creativity.
- 5.1 Identify and interpret standard musical notation.
- 6.1 Describe musical examples using appropriate vocabulary/terminology.
- 8.2 Compare ways in which the subject matter of other disciplines is interrelated with those of music.

Prerequisite Skills:

Students must have completed Elementary Music.

Essential Questions:

- 1) Why is balanced instrumentation important? 2) Why is learning to count rhythms and name notes important?

Unit Vocabulary:

Instruments within the Brass, Woodwind and Percussion Families, Articulation, Embouchure, Posture, Hand Position, Time Signature, Tone, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication

*Directors must also include any specific terminology from Band Exp. 1 Units 1-4 and Alfred’s Music Theory Units 1&2

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Sing a melody based on repeated pitches. Sing a melody based on step-wise intervals (either half-step or whole-step). Sing a melody based on teacher-selected intervals of more than a whole step. Sing a melody in unison with others. Sing a melody based on a repeated rhythm.</p> <p>2.1 Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p>	<p>1.1.1 Sing musical examples using stepwise intervallic pitches.</p> <p>1.1.2 Sing a melody in unison with pitch-accuracy.</p> <p>2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p>2.2.1 Produce a fundamental tone.</p> <p>2.3.1 Demonstrate correct posture (in sitting and standing</p>	<p>Formative Assessment: Band Readiness Assessment, Band Exp. 1</p> <p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Units 1&2 Music Theory</p> <p>Playing assessment of Band Expressions Units</p>	<p>Selmer Music Guidance Survey</p> <p>Timbre Preference Test</p> <p>Alfred’s Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p>Band Expressions DVD and CD sets</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Membership</p>	<ul style="list-style-type: none"> 1. Math 2. Art 3. Composing 4. History 5. Cultural Awareness 6. Language Arts

<p>2.2 Produce a fundamental tone that is characteristic of the instrument.</p> <p>2.3 Play with correct posture, hand position, and instrument carriage. Play with correct embouchure/ percussion sticking appropriate to experience level. Play with breath support appropriate to experience level. Play correct fingerings (positions). Perform articulation/ sticking markings correctly.</p> <p>2.4 Play correct pitches. Play correct rhythms.</p> <p>4.1 Create, write and perform an original rhythm within specified guidelines.</p> <p>5.1 Identify, verbally, standard notation symbols. Demonstrate an understanding of notation through performance. Notate an assignment, within specified guidelines, which illustrates student understanding of meter, rhythm and pitch.</p> <p>6.1 Describe music using vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres.</p> <p>8.2 Compare the relationship between music and other academic disciplines..</p>	<p>positions), proper hand position, and instrument carriage.</p> <p>2.4.1 Identify and perform basic rhythms and pitches through verbalization.</p> <p>4.1.2 Create a four-measure melody within specified guidelines.</p> <p>5.1.1 Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.</p> <p>6.1.1 Describe a simple musical example using basic music vocabulary/terminology.</p> <p>6.1.2 Recognize the difference between vocal or instrumental examples.</p> <p>6.1.3 Identify instruments within selected listening examples.</p> <p>8.2.1 Understand basic relationships between music and other academic disciplines.</p>	<p>Listening Journal (Instrument Families)</p>	<p>Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p>www.peppermusic.com</p> <p>Flash Trax Rhythm Reading System http://flashtrax.net/orders.htm</p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	
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<p>Unit 2</p>	<p>Estimated Time: 4.5 Weeks</p>
<p>Course Level Expectations:</p> <ul style="list-style-type: none"> 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples. 2.1 Demonstrate proper instrument care and maintenance. 2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality. 2.3 Demonstrate fundamental technique on one’s instrument. 2.4 Differentiate between correct and incorrect pitch and rhythm. 2.6 Apply techniques of sight-reading. 5.1 Identify and interpret standard musical notation. 6.1 Describe musical examples using appropriate vocabulary/terminology. 9.1 Recognize and describe distinguishing characteristics of music from various historical periods. 	

Prerequisite Skills:

- Students must have a basic knowledge of breath support/control.
- Students must have a basic knowledge of proper posture and instrument position
- Students must have a basic knowledge of how to form a correct embouchure
- Students must be able to interpret a fingering chart
- Students must be able to read standard music notation

Essential Questions:

- 1) How does listening to professional musicians improve my tone quality?
- 2) Why is proper posture and breath support essential to playing your instrument?

Unit Vocabulary:

Instruments within the Brass, Woodwind and Percussion Families, Articulation, Embouchure, Posture, Hand Position, Time Signature, Tone, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication

*Directors must also include any specific terminology from Band Exp. 1 Unit 5

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Sing a melody based on repeated pitches. Sing a melody based on step-wise intervals (either half-step or whole-step). Sing a melody based on teacher-selected intervals of more than a whole step. Sing a melody in unison with others. Sing a melody based on a repeated rhythm.</p> <p>2.1 Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p>2.2 Produce a fundamental tone that is characteristic of the instrument.</p> <p>2.3 Play with correct posture, hand position, and instrument carriage. Play with correct embouchure/ percussion sticking appropriate to experience level. Play with breath support appropriate to experience level. Play correct fingerings (positions). Perform articulation/ sticking markings correctly.</p> <p>2.4 Play correct pitches. Play correct rhythms.</p> <p>2.6 Apply techniques of sight-reading</p>	<p>1.1.1 Sing musical examples using stepwise intervallic pitches.</p> <p>1.1.2 Sing a melody in unison with pitch-accuracy.</p> <p>1.1.3 Demonstrate the singing of selected intervals and melodies in unison.</p> <p>2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p>2.1.2 Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p>2.2.1 Produce a fundamental tone.</p> <p>2.3.2 Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p>2.4.1 Identify and perform basic rhythms and pitches</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of Band Expressions Units</p> <p>Units 1&2 Music Theory</p> <p>Weekly Practice Journal</p> <p>Listening Journal (Classical period)</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p>Band Expressions DVD and CD sets</p> <p>First Concert, A Demonstration Performance by Bruce Pearson</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p>www.peppermusic.com</p> <p>Flash Trax Rhythm Reading System http://flashtrax.net/orders.htm</p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<ol style="list-style-type: none"> 1. Math 2. Art 3. Composing 4. History 5. Cultural Awareness 6. Language Arts

<p>while playing a piece for the first time.</p> <p>5.1 Identify, verbally, standard notation symbols. Demonstrate an understanding of notation through performance. Notate an assignment, within specified guidelines, which illustrates student understanding of meter, rhythm and pitch.</p> <p>6.1 Describe music using vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres.</p> <p>9.1 Name a historical period as related to music studied. Listen to and describe musical examples from selected historical periods. Analyze the musical characteristics of selected historical periods as related to music studied.</p>	<p>through verbalization.</p> <p>2.4.2 Identify, notate, and perform basic rhythms and pitches.</p> <p>2.6.1 Demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>6.1.1 Describe a simple musical example using basic music vocabulary/terminology.</p> <p>6.1.2 Recognize the difference between vocal or instrumental examples.</p> <p>6.1.3 Identify instruments within selected listening examples.</p> <p>9.1.1 Listen to teacher-selected examples of music from a variety of historical periods.</p>			
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Unit 3	Estimated Time: 4.5 Weeks
<p>Course Level Expectations:</p> <ul style="list-style-type: none"> 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples. 2.1 Demonstrate proper instrument care and maintenance. 2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality. 2.3 Demonstrate fundamental technique on one's instrument. 2.4 Differentiate between correct and incorrect pitch and rhythm. 2.6 Apply techniques of sight-reading. 4.1 Compose music that demonstrates creativity. 5.1 Identify and interpret standard musical notation. 7.2 Evaluate the quality and effectiveness of one's own and another's performance using selected criteria. 	

Prerequisite Skills:

Students must have a basic knowledge of breath support/control.
 Students must have a basic knowledge of proper posture and instrument position
 Students must have a basic knowledge of how to form a correct embouchure
 Students must be able to interpret a fingering chart
 Students must be able to read standard music notation
 Students must have a basic knowledge of Band Exp. 1 Units 1-5
 Students must have a basic knowledge of Alfred's Music Theory Units 1&2

Essential Questions:

1) How will we prepare for our performance? 2) How does concert etiquette improve our performance?

Unit Vocabulary:

Instruments within the Brass, Woodwind and Percussion Families, Articulation, Embouchure, Posture, Hand Position, Time Signature, Tone, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication

*Directors must also include any specific terminology from Band Exp. 1 Units 6-9

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Sing a melody based on repeated pitches. Sing a melody based on step-wise intervals (either half-step or whole-step). Sing a melody based on teacher-selected intervals of more than a whole step. Sing a melody in unison with others. Sing a melody based on a repeated rhythm. 2.1 Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance. 2.2 Produce a fundamental tone that is characteristic of the instrument. 2.3 Play with correct posture, hand position, and instrument carriage. Play with correct embouchure/ percussion sticking appropriate to experience level. Play with breath support appropriate to experience level. Play correct fingerings (positions). Perform articulation/ sticking markings correctly. 2.4 Play correct pitches. Play correct rhythms.</p>	<p>1.1.1 Sing musical examples using stepwise intervallic pitches. 1.1.2 Sing a melody in unison with pitch-accuracy. 1.1.3 Demonstrate the singing of selected intervals and melodies in unison. 2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument. 2.1.2 Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings). 2.2.1 Produce a fundamental tone. 2.3.2 Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. 2.4.1 Identify and perform</p>	<p>Daily Rehearsal Grade based on Materials and Contribution Playing assessment of Band Expressions Units Concert Literature readiness playing assessment Post – Performance Self Assessment writing assignment Weekly Practice Journal</p>	<p>Alfred's Essentials of Music Theory Band Expressions Book 1 Band Expressions DVD and CD sets <i>First Concert, A Demonstration Performance</i> by Bruce Pearson www.musictheory.net www.mtsboa.org : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums www.peppermusic.com Flash Trax Rhythm Reading System http://flashtrax.net/orders.htm MNPS Music Library : a library of concert literature available for use Flashcards</p>	<ol style="list-style-type: none"> 1. Math 2. Art 3. Composing 4. History 5. Cultural Awareness 6. Language Arts

<p>2.6 Apply techniques of sight-reading while playing a piece for the first time.</p> <p>4.1 Create, write and perform an original rhythm within specified guidelines. Create, write and perform an original melody within specified guidelines.</p> <p>5.1 Identify, verbally, standard notation symbols. Demonstrate an understanding of notation through performance. Notate an assignment, within specified guidelines, which illustrates student understanding of meter, rhythm and pitch.</p> <p>7.2 Evaluate one's own performance, verbal or written, based on selected criteria and using appropriate vocabulary/terminology.</p>	<p>basic rhythms and pitches through verbalization.</p> <p>2.4.2 Identify, notate, and perform basic rhythms and pitches.</p> <p>2.6.1 Demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p>4.1.2 Create a four-measure melody within specified guidelines.</p> <p>4.1.3 Create a melody using a variety of pitches and rhythms.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>7.2.2 Construct a written evaluation of one's own performance using appropriate vocabulary/terminology.</p>			
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Unit 4	Estimated Time: 4.5 Weeks
<p>Course Level Expectations:</p> <ul style="list-style-type: none"> 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples. 2.1 Demonstrate proper instrument care and maintenance. 2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality. 2.3 Demonstrate fundamental technique on one's instrument. 2.4 Differentiate between correct and incorrect pitch and rhythm. 2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping. 2.6 Apply techniques of sight-reading. 5.1 Identify and interpret standard musical notation. 6.1 Describe musical examples using appropriate vocabulary/terminology. 7.2 Evaluate the quality and effectiveness of one's own and another's performance using selected criteria. 9.1 Recognize and describe distinguishing characteristics of music from various historical periods. 	
<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Students must have a basic knowledge of breath support/control. Students must have a basic knowledge of proper posture and instrument position Students must have a basic knowledge of how to form a correct embouchure Students must be able to interpret a fingering chart Students must be able to read standard music notation 	

Students must have a basic knowledge of Band Exp. 1 Units 1-9
 Students must have a basic knowledge of Alfred's Music Theory Units 1&2

Essential Questions:

- 1) How do I practice effectively at home? 2) Why should I practice?

Unit Vocabulary:

Instruments within the Brass, Woodwind and Percussion Families, Articulation, Embouchure, Posture, Hand Position, Time Signature, Tone, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Romantic Period

*Directors must also include any specific terminology from Band Exp. 1 Units 10, 13-15 (selected songs)

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Sing a melody based on repeated pitches. Sing a melody based on step-wise intervals (either half-step or whole-step). Sing a melody based on teacher-selected intervals of more than a whole step. Sing a melody in unison with others. Sing a melody based on a repeated rhythm.</p> <p>2.1 Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p>2.2 Produce a fundamental tone that is characteristic of the instrument.</p> <p>2.3 Play with correct posture, hand position, and instrument carriage. Play with correct embouchure/ percussion sticking appropriate to experience level. Play with breath support appropriate to experience level. Play correct fingerings (positions). Perform articulation/ sticking markings correctly.</p> <p>2.4 Play correct pitches. Play correct rhythms.</p> <p>2.5 Define terms and markings related to musicality.</p> <p>2.6 Apply techniques of sight-reading while playing a piece for the first time.</p> <p>5.1 Identify, verbally, standard notation symbols. Demonstrate an understanding of notation through performance. Notate an assignment, within specified</p>	<p>1.1.1 Sing musical examples using stepwise intervallic pitches.</p> <p>1.1.2 Sing a melody in unison with pitch-accuracy.</p> <p>1.1.3 Demonstrate the singing of selected intervals and melodies in unison.</p> <p>2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p>2.1.2 Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p>2.2.1 Produce a fundamental tone.</p> <p>2.3.2 Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p>2.4.1 Identify and perform basic rhythms and pitches through verbalization.</p> <p>2.4.2 Identify, notate, and perform basic rhythms and pitches.</p> <p>2.5.1 Identify and demonstrate an understanding of selected dynamic and tempo markings.</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of Band Expressions Units</p> <p>Concert Literature readiness playing assessment</p> <p>Post – Performance Self Assessment writing assignment</p> <p>Weekly Practice Journal</p> <p>Listening Journal (Romantic period)</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p>Band Expressions DVD and CD sets</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p>www.peppermusic.com</p> <p>Flash Trax Rhythm Reading System http://flashtrax.net/orders.htm</p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<ol style="list-style-type: none"> 1. Math 2. Art 3. Composing 4. History 5. Cultural Awareness 6. Language Arts

<p>guidelines, which illustrates student understanding of meter, rhythm and pitch.</p> <p>6.1 Describe music using vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium.</p> <p>Identify, verbally, instrumental or vocal timbres.</p> <p>7.2Evaluate one’s own performance, verbal or written, based on selected criteria and using appropriate vocabulary/terminology.</p> <p>9.1 Name a historical period as related to music studied. Listen to and describe musical examples from selected historical periods. Analyze the musical characteristics of selected historical periods as related to music studied.</p>	<p>2.6.1 Demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>6.1.1 Describe a simple musical example using basic music vocabulary/terminology.</p> <p>6.1.2 Recognize the difference between vocal or instrumental examples.</p> <p>6.1.3 Identify instruments within selected listening examples.</p> <p>7.2.2 Construct a written evaluation of one’s own performance using appropriate vocabulary/terminology.</p> <p>9.1.1 Listen to teacher-selected examples of music from a variety of historical periods.</p>			
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Unit 5	Estimated Time: 4.5 Weeks
<p>Course Level Expectations:</p> <ul style="list-style-type: none"> 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples. 2.1 Demonstrate proper instrument care and maintenance. 2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality. 2.3 Demonstrate fundamental technique on one’s instrument. 2.4 Differentiate between correct and incorrect pitch and rhythm. 2.6 Apply techniques of sight-reading. 4.1 Compose music that demonstrates creativity. 5.1 Identify and interpret standard musical notation. 	
<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Students must have a basic knowledge of breath support/control. Students must have a basic knowledge of proper posture and instrument position Students must have a basic knowledge of how to form a correct embouchure Students must be able to interpret a fingering chart 	

Students must be able to read standard music notation
 Students must have a basic knowledge of Band Exp. 1 Units 1-10
 Students must have a basic knowledge of Alfred's Music Theory Units 1&2

Essential Questions:
 1) Why is it important to clean and maintain my instrument? 2) Why is it important to learn a chromatic scale?

Unit Vocabulary:
 Instruments within the Brass, Woodwind and Percussion Families, Articulation, Embouchure, Posture, Hand Position, Time Signature, Tone, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Chromatic

*Directors must also include any specific terminology from Band Exp. 1 Unit 11 and Alfred's Music Theory Unit 3

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Sing a melody based on repeated pitches. Sing a melody based on step-wise intervals (either half-step or whole-step). Sing a melody based on teacher-selected intervals of more than a whole step. Sing a melody in unison with others. Sing a melody based on a repeated rhythm.</p> <p>2.1 Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p>2.2 Produce a fundamental tone that is characteristic of the instrument.</p> <p>2.3 Play with correct posture, hand position, and instrument carriage. Play with correct embouchure/ percussion sticking appropriate to experience level. Play with breath support appropriate to experience level. Play correct fingerings (positions). Perform articulation/ sticking markings correctly.</p> <p>2.4 Play correct pitches. Play correct rhythms.</p> <p>2.6 Apply techniques of sight-reading while playing a piece for the first time.</p> <p>4.1 Create, write and perform an original rhythm within specified guidelines. Create, write and perform an original melody within specified guidelines.</p> <p>5.1 Identify, verbally, standard notation</p>	<p>1.1.1 Sing musical examples using stepwise intervallic pitches.</p> <p>1.1.2 Sing a melody in unison with pitch-accuracy.</p> <p>1.1.3 Demonstrate the singing of selected intervals and melodies in unison.</p> <p>2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p>2.1.2 Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p>2.2.1 Produce a fundamental tone.</p> <p>2.3.2 Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p>2.4.1 Identify and perform basic rhythms and pitches through verbalization.</p> <p>2.4.2 Identify, notate, and perform basic rhythms and pitches.</p> <p>2.6.1 Demonstrate an understanding of basic</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of Band Expressions Units</p> <p>Playing assessment of 1st 7 notes of the Bb Chromatic Scale</p> <p>Unit 3 Music Theory</p> <p>Weekly Practice Journal</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p>Band Expressions CD sets</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p>www.peppermusic.com</p> <p>Flash Trax Rhythm Reading System http://flashtrax.net/orders.htm</p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<ol style="list-style-type: none"> 1. Math 2. Art 3. Composing 4. History 5. Cultural Awareness 6. Language Arts

<p>symbols. Demonstrate an understanding of notation through performance. Notate an assignment, within specified guidelines, which illustrates student understanding of meter, rhythm and pitch.</p>	<p>elements associated with successful sight-reading. 4.1.2 Create a four-measure melody within specified guidelines. 4.1.3 Create a melody using a variety of pitches and rhythms. 5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p>			
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Unit 6	Estimated Time: 4.5 Weeks
<p>Course Level Expectations:</p> <ul style="list-style-type: none"> 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples. 2.1 Demonstrate proper instrument care and maintenance. 2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality. 2.3 Demonstrate fundamental technique on one’s instrument. 2.4 Differentiate between correct and incorrect pitch and rhythm. 2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping. 2.6 Apply techniques of sight-reading. 3.1 Improvise a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble. 5.1 Identify and interpret standard musical notation. 6.1 Describe musical examples using appropriate vocabulary/terminology. 9.1 Recognize and describe distinguishing characteristics of music from various historical periods. 	
<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Students must have a basic knowledge of breath support/control. Students must have a basic knowledge of proper posture and instrument position Students must have a basic knowledge of how to form a correct embouchure Students must be able to interpret a fingering chart Students must be able to read standard music notation Students must have a basic knowledge of Band Exp. 1 Units 1-11 Students must have a basic knowledge of Alfred’s Music Theory Units 1-3 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> 1) How is performing in a small ensemble or as a soloists different from performing in full band? 2) How is improvisation used in Jazz music? 	

Unit Vocabulary:

Instruments within the Brass, Woodwind and Percussion Families, Articulation, Embouchure, Posture, Hand Position, Time Signature, Tone, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Chromatic, 20th Century Music, Jazz, Improvisation

*Directors must also include any specific terminology from Band Exp. 1 Unit 12

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Sing a melody based on repeated pitches. Sing a melody based on step-wise intervals (either half-step or whole-step). Sing a melody based on teacher-selected intervals of more than a whole step. Sing a melody in unison with others. Sing a melody based on a repeated rhythm.</p> <p>2.1 Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p>2.2 Produce a fundamental tone that is characteristic of the instrument.</p> <p>2.3 Play with correct posture, hand position, and instrument carriage. Play with correct embouchure/ percussion sticking appropriate to experience level. Play with breath support appropriate to experience level. Play correct fingerings (positions). Perform articulation/ sticking markings correctly.</p> <p>2.4 Play correct pitches. Play correct rhythms.</p> <p>2.5 Define terms and markings related to musicality.</p> <p>2.6 Apply techniques of sight-reading while playing a piece for the first time.</p> <p>3.1 Improvise a simple solo on a single pitch using a variety of rhythms.</p> <p>5.1 Identify, verbally, standard notation symbols. Demonstrate an understanding of notation through performance. Notate an assignment, within specified guidelines, which illustrates student understanding of meter, rhythm and pitch.</p> <p>6.1 Describe music using vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium.</p>	<p>1.1.1 Sing musical examples using stepwise intervallic pitches.</p> <p>1.1.2 Sing a melody in unison with pitch-accuracy.</p> <p>1.1.3 Demonstrate the singing of selected intervals and melodies in unison.</p> <p>2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p>2.1.2 Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p>2.2.1 Produce a fundamental tone.</p> <p>2.3.2 Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p>2.4.1 Identify and perform basic rhythms and pitches through verbalization.</p> <p>2.4.2 Identify, notate, and perform basic rhythms and pitches.</p> <p>2.5.1 Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p>2.6.1 Demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p>3.1.1 Describe the fundamental concepts of improvisation.</p> <p>5.1.3 Use standard symbols to</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of Band Expressions Units</p> <p>Solo and Ensemble Literature readiness playing assessment</p> <p>Weekly Practice Journal</p> <p>Listening Journal (20th Century/Jazz)</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p>Band Expressions CD sets</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p>www.peppermusic.com</p> <p>Flash Trax Rhythm Reading System http://flashtrax.net/orders.htm</p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<ol style="list-style-type: none"> 1. Math 2. Art 3. Composing 4. History 5. Cultural Awareness 6. Language Arts

<p>Identify, verbally, instrumental or vocal timbres.</p> <p>9.1 Name a historical period as related to music studied. Listen to and describe musical examples from selected historical periods. Analyze the musical characteristics of selected historical periods as related to music studied.</p>	<p>notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>6.1.1 Describe a simple musical example using basic music vocabulary/terminology.</p> <p>6.1.2 Recognize the difference between vocal or instrumental examples.</p> <p>6.1.3 Identify instruments within selected listening examples.</p> <p>9.1.1 Listen to teacher-selected examples of music from a variety of historical periods.</p>			
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Unit 7	Estimated Time: 4.5 Weeks
<p>Course Level Expectations:</p> <ul style="list-style-type: none"> 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples. 2.1 Demonstrate proper instrument care and maintenance. 2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality. 2.3 Demonstrate fundamental technique on one's instrument. 2.4 Differentiate between correct and incorrect pitch and rhythm. 2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping. 2.6 Apply techniques of sight-reading. 2.7 Perform scales (or rudiments) on one's instrument. 5.1 Identify and interpret standard musical notation. 	
<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Students must have a basic knowledge of breath support/control. Students must have a basic knowledge of proper posture and instrument position Students must have a basic knowledge of how to form a correct embouchure Students must be able to interpret a fingering chart Students must be able to read standard music notation Students must have a basic knowledge of Band Exp. 1 Units 1-15 Students must have a basic knowledge of Alfred's Music Theory Units 1-3 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> 1) How will performing a solo or small ensemble improve my overall musicianship? 2) How do you know when you are ready to perform? 	

Unit Vocabulary:

Instruments within the Brass, Woodwind and Percussion Families, Articulation, Embouchure, Posture, Hand Position, Time Signature, Tone, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Chromatic, Major Scale, Solo and Ensemble, Assessment

*Directors must also include any specific terminology from Band Exp. 1 Units 16-19

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Sing a melody based on repeated pitches. Sing a melody based on step-wise intervals (either half-step or whole-step). Sing a melody based on teacher-selected intervals of more than a whole step. Sing a melody in unison with others. Sing a melody based on a repeated rhythm.</p> <p>2.1 Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p>2.2 Produce a fundamental tone that is characteristic of the instrument.</p> <p>2.3 Play with correct posture, hand position, and instrument carriage. Play with correct embouchure/ percussion sticking appropriate to experience level. Play with breath support appropriate to experience level. Play correct fingerings (positions). Perform articulation/ sticking markings correctly.</p> <p>2.4 Play correct pitches. Play correct rhythms.</p> <p>2.5 Define terms and markings related to musicality.</p> <p>2.6 Apply techniques of sight-reading while playing a piece for the first time.</p> <p>2.7 Play a scale pattern/rudiment based on three and five-note sequences (applies to first year ensemble). Play a major scale in at least two keys/two rudiments</p> <p>5.1 Identify, verbally, standard notation symbols. Demonstrate an understanding of notation through performance. Notate an assignment, within specified guidelines, which illustrates student</p>	<p>1.1.1 Sing musical examples using stepwise intervallic pitches.</p> <p>1.1.2 Sing a melody in unison with pitch-accuracy.</p> <p>1.1.3 Demonstrate the singing of selected intervals and melodies in unison.</p> <p>2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p>2.1.2 Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p>2.2.1 Produce a fundamental tone.</p> <p>2.3.2 Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p>2.4.1 Identify and perform basic rhythms and pitches through verbalization.</p> <p>2.4.2 Identify, notate, and perform basic rhythms and pitches.</p> <p>2.5.1 Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p>2.6.1 Demonstrate an understanding of basic elements associated with successful sight-reading</p> <p>2.7.1 Explain the concept of</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of Band Expressions Units</p> <p>Playing assessment of Concert Bb and Ab scales (not memorized)</p> <p>Solo and Ensemble Literature readiness playing assessment</p> <p>Concert Literature readiness playing assessment</p> <p>Weekly Practice Journal</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p>Band Expressions CD sets</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p>www.peppermusic.com</p> <p>Flash Trax Rhythm Reading System http://flashtrax.net/orders.htm</p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<ol style="list-style-type: none"> 1. Math 2. Art 3. Composing 4. History 5. Cultural Awareness 6. Language Arts

understanding of meter, rhythm and pitch.	and perform a major scale in at least two keys/two rudiments. 5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.			
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Unit 8	Estimated Time: 4.5 Weeks
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Course Level Expectations:

- 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples.
- 2.1 Demonstrate proper instrument care and maintenance.
- 2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality.
- 2.3 Demonstrate fundamental technique on one’s instrument.
- 2.4 Differentiate between correct and incorrect pitch and rhythm.
- 2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.
- 2.6 Apply techniques of sight-reading.
- 2.7 Perform scales (or rudiments) on one’s instrument.
- 4.1 Compose music that demonstrates creativity.
- 5.1 Identify and interpret standard musical notation.
- 6.1 Describe musical examples using appropriate vocabulary/terminology.
- 9.2 Describe music from various cultures.

Prerequisite Skills:

- Students must have a basic knowledge of breath support/control.
- Students must have a basic knowledge of proper posture and instrument position
- Students must have a basic knowledge of how to form a correct embouchure
- Students must be able to interpret a fingering chart
- Students must be able to read standard music notation
- Students must have a basic knowledge of Band Exp. 1 Units 1-19
- Students must have a basic knowledge of Alfred’s Music Theory Units 1-3
- Students must be able to perform Concert Bb and Ab major scales not memorized.

Essential Questions:

- 1) How does teamwork influence the overall performance of this ensemble?
- 2) Why is it important to listen to different genres of music?

Unit Vocabulary:

Instruments within the Brass, Woodwind and Percussion Families, Articulation, Embouchure, Posture, Hand Position, Time Signature, Tone, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Chromatic, Major Scale, Solo and Ensemble, Assessment ,World Music

*Directors must also include any specific terminology from Band Exp. 1 Unit 20

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Sing a melody based on repeated pitches. Sing a melody based on step-wise intervals (either half-step or whole-step). Sing a melody based on teacher-selected intervals of more than a whole step. Sing a melody in unison with others. Sing a melody based on a repeated rhythm.</p> <p>2.1 Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p>2.2 Produce a fundamental tone that is characteristic of the instrument.</p> <p>2.3 Play with correct posture, hand position, and instrument carriage. Play with correct embouchure/ percussion sticking appropriate to experience level. Play with breath support appropriate to experience level. Play correct fingerings (positions). Perform articulation/ sticking markings correctly.</p> <p>2.4 Play correct pitches. Play correct rhythms.</p> <p>2.5 Define terms and markings related to musicality.</p> <p>2.6 Apply techniques of sight-reading while playing a piece for the first time.</p> <p>2.7 Play a scale pattern/rudiment based on three and five-note sequences (applies to first year ensemble). Play a major scale in at least two keys/two rudiments</p> <p>5.1 Identify, verbally, standard notation symbols. Demonstrate an understanding of notation through performance. Notate an assignment, within specified guidelines, which illustrates student understanding of meter, rhythm and pitch.</p> <p>6.1 Describe music using</p>	<p>1.1.1 Sing musical examples using stepwise intervallic pitches.</p> <p>1.1.2 Sing a melody in unison with pitch-accuracy.</p> <p>1.1.3 Demonstrate the singing of selected intervals and melodies in unison.</p> <p>2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p>2.1.2 Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p>2.2.1 Produce a fundamental tone.</p> <p>2.3.2 Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p>2.4.1 Identify and perform basic rhythms and pitches through verbalization.</p> <p>2.4.2 Identify, notate, and perform basic rhythms and pitches.</p> <p>2.5.1 Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p>2.6.1 Demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p>2.7.1 Explain the concept of and perform a major scale in at</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of Band Expressions Units</p> <p>Solo and Ensemble Literature readiness playing assessment</p> <p>Weekly Practice Journal</p> <p>Listening Journal (World Music)</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p>Band Expressions CD sets</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p>www.peppermusic.com</p> <p>Flash Trax Rhythm Reading System http://flashtrax.net/orders.htm</p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<ol style="list-style-type: none"> 1. Math 2. Art 3. Composing 4. History 5. Cultural Awareness 6. Language Arts

<p>vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres.</p> <p>9.2 Listen to and describe music from selected cultures</p>	<p>least two keys/two rudiments.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>6.1.1 Describe a simple musical example using basic music vocabulary/terminology.</p> <p>6.1.2 Recognize the difference between vocal or instrumental examples.</p> <p>6.1.3 Identify instruments within selected listening examples.</p> <p>9.2.2 Discuss distinguishing characteristics of music of selected cultures.</p>			
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