

Unit: Unit 1- Marching Band**Estimated Time: 9 Weeks****Course Level Expectations:**

- 0.1 Understand proper marching fundamental technique appropriate to the visual demands of the halftime/competition production.
 0.2 Perform from memory a varied repertoire of music.
 0.3 Demonstrate competency as it relates to the memorization and execution of co-ordinates and drill of halftime/competition production.
 1.1 Demonstrate the ability to sing, in unison, selected musical examples, rhythm patterns, and pitches.
 2.1 Demonstrate proper instrument care and maintenance.
 2.2 Produce a characteristic quality of sound performing a varied repertoire of music.
 2.3 Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.
 2.4 Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.
 2.5 Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.
 2.6 Execute, correctly, the technical and musical aspects of sight-reading.
 2.7 Perform scales on one's instrument.
 5.1 Analyze and execute knowledge of musical notation.

Essential Questions:

- 1) How do I prepare myself to march with a band in a field show?
- 2) How does the ensemble improve our marching performance?
- 3) How does the ensemble improve our music performance?
- 4) How is a marching band evaluated and adjudicated?

Unit Vocabulary: Posture, Attention/Set, Horns Up/Down, Parade Rest/Field, Forward March, Backwards March, Lateral Slide/Shift, Platform/Relevé, Tondué, Interval, Hash Line, Yard Line, Mid-Point, Sidelines, Facing, Clarity, Resonance, Pitch, Balance, Intonation, Articulation, Phrase, Dynamics, Attack, Release, Support

| Checks for Understanding | Student Performance Indicators | Assessments | Instructional Resources | Connections |
|--|---|---|---|---|
| <p>Performance Indicators Teacher— as documented through teacher observation—</p> <p>0.1 Demonstrate proper playing and marching posture.</p> <p>0.2 Perform music from memory, utilizing fundamental musical technique.</p> <p>0.3 Demonstrate and execute the drill and co-ordinates of the half-time/competitive production.</p> <p>1.1 Sing, alone and with others, intervals from a given pitch appropriate to the music studied</p> <p>1.1 Sing, alone and with others, tetrachords from a given starting pitch appropriate to the music studied.</p> | <p>0.1.1 Demonstrate proper attention/parade rest stance with or without instrument.</p> <p>0.1.2 Demonstrate mark time, turns and pivots (as defined).</p> <p>0.1.3 Demonstrate proper step style and size (as defined) in a forward and backwards march.</p> <p>0.1.4 Demonstrate and execute lateral slides, guiding various directions with proper horn carriage.</p> <p>0.2.1 Perform from memory selected warm-ups with proper musical technique as it applies to the instrument/ensemble.</p> <p>0.2.2 Perform from memory (minimum speed) music for the half-time production using proper musical technique and fundamentals.</p> | <p>Fundamental marching block performance (individual and ensemble).</p> <p>Instructional Staff feedback.</p> <p>Self-Assessment from video and audio recordings.</p> <p>External evaluation and adjudication (tapes and sheets).</p> <p>Group analysis of music fundamentals.</p> <p>Scale and percussion rudiments assessment.</p> <p>Assessment of selected excerpts from repertoire to be performed.</p> <p>Self-Assessment and teacher assessment from performance recordings.</p> | <p><i>The Dynamic Marching Band</i> by Wayne Markworth</p> <p><i>The Complete Marching Band Resource Manual</i> by Wayne Bailey</p> <p><i>The System</i> by Gary E. Smith</p> <p><i>Dynamic Marching and Movement</i> Vol. 1 and 2 (DVD) by Jeff Young</p> <p><i>Foundations for Superior Performance: Warm-ups & Techniques for Band</i> by Richard Williams and Jeff King</p> <p><i>TIPPS: Tone, Intonation, Phrasing, Precision, Style</i> by Nilo W. Hovey</p> <p><i>101 Rhythmic Rest Patterns</i> by Grover C. Yaus</p> | <ol style="list-style-type: none"> 1. History 2. Dance 3. Theatre 4. Visual Arts 5. Information Technology 6. Engineering |

| | | | | |
|---|--|--|---|--|
| <p>1.1 Sing, alone and with others, melodies from the music studied.</p> <p>1.1 Sing a teacher-selected major scale.</p> <p>1.1 Count and sing basic rhythm patterns appropriate to the music studied.</p> <p>2.1 Demonstrate proper instrument care and maintenance.</p> <p>2.2 Demonstrate characteristic sound while performing.</p> <p>2.3 Demonstrate proper technique while performing.</p> <p>2.4 Demonstrate correct pitch, intonation, and rhythm, while performing.</p> <p>2.5 Demonstrate dynamic and tempo control and correct phrasing while performing. Demonstrate ability to listen and perform as an effective member of an ensemble.</p> <p>2.6 Sight-read at an appropriate experience level.</p> <p>2.7 Perform scales/rudiments.</p> <p>5.1 Demonstrate, through performance, the ability to read music.</p> | <p>0.2.3 Perform from memory at (moderate speed) music for the half-time production using proper musical technique and fundamentals.</p> <p>0.2.4 Perform from memory at (show tempo) music for the half-time production using proper musical technique and fundamentals.</p> <p>0.3.1 Identify and define field markings such yard line, hash mark, and side line, etc.</p> <p>0.3.2 Locate and identify individual drill co-ordinates on a drill chart.</p> <p>0.3.3 Demonstrate an understating of intervals as it relates to the form.</p> <p>0.3.4 Understand and execute ensemble form control.</p> <p>1.1.1 Demonstrate the singing of selected intervals and melodies with pitch accuracy.</p> <p>1.1.2 Demonstrate basic vocal production in the singing of selected intervals and melodies with pitch accuracy.</p> <p>1.1.3 Demonstrate adequate vocal production in sight-singing selected intervals and melodies with pitch accuracy.</p> <p>1.1.4 Demonstrate good vocal production in sight-singing intervals, within an octave, and teacher-selected melodies.</p> <p>2.1.1 Execute periodic cleaning beyond daily maintenance.</p> <p>2.1.2 Detect and report minor maintenance issues with one's own instrument (i.e., leaks, bridge alignment, dents, valve alignment, etc.).</p> <p>2.1.3 Detect and repair minor maintenance issues with one's own instrument (i.e., springs, valve alignment, replace a broken string).</p> <p>2.1.4 Describe the maintenance needs of</p> | | <p>www.jwpepper.com</p> <p>www.mtsboa.org</p> <p>www.marching.com</p> <p>www.marchingbandplanet.com</p> <p>www.dci.org</p> <p>www.bands.org</p> <p>www.xtremebrass.org</p> <p>www.wgi.org</p> | |
|---|--|--|---|--|

| | | | | |
|--|--|--|--|--|
| | <p>one's own instrument beyond cleaning.</p> <p>2.2.1 Produce a characteristic tone throughout a teacher-selected range of the instrument.</p> <p>2.2.2 Produce a characteristic tone at varying dynamic levels.</p> <p>2.2.3 Employ characteristic tone within a group/individual performance as appropriate to selected instrumental genres.</p> <p>2.2.4 Employ a characteristic tone within a group/individual performance as appropriate to various instrumental genres.</p> <p>2.3.1 Demonstrate and apply correct technique of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking at an intermediate level.</p> <p>2.3.2 Demonstrate technical proficiency of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking.</p> <p>2.3.3 Demonstrate technical proficiency in selected music genres.</p> <p>2.3.4 Demonstrate advanced technique in selected music genres.</p> <p>2.4.1 Identify and perform selected intermediate level (Grade III and IV) rhythms and pitches.</p> <p>2.4.2 Perform selected intermediate level (Grade III and IV) pieces with appropriate pitch, intonation and rhythm.</p> <p>2.4.3 Produce and perform appropriate pitch, intonation and rhythm in various music genres (Grade IV and V).</p> <p>2.4.4 Produce and perform appropriate pitch, intonation and rhythm in selected music genres (Grade V and VI).</p> <p>2.5.1 Identify and demonstrate an understanding of selected concepts of musicality (Grades III and IV) within an</p> | | | |
|--|--|--|--|--|

| | | | | |
|--|---|--|--|--|
| | <p>ensemble.</p> <p>2.5.2 Perform, in an ensemble, selected intermediate level pieces (Grade IV) demonstrating appropriate musicality.</p> <p>2.5.3 Perform, in an ensemble, pieces in selected music genres (Grade V) demonstrating appropriate musicality.</p> <p>2.5.4 Perform, in an ensemble, pieces in selected music genres (Grade VI) demonstrating appropriate musicality</p> <p>2.6.1 Apply basic elements associated with successful sight-reading using a variety of meters, tempi, and keys.</p> <p>2.6.2 Sight-read, accurately, examples from selected music genres (Grade II).</p> <p>2.6.3 Sight-read, accurately, examples from selected music genres (Grade III).</p> <p>2.6.4 Sight-read, proficiently, examples from various music genres (Grade IV).</p> <p>2.7.1 Perform from memory eight major scales or eight rudiments and a chromatic scale (winds and percussion).</p> <p>2.7.2 Perform from memory all major scales, a chromatic scale (winds and percussion) or thirteen rudiments (minimum for winds and percussion: quarter note =120; minimum for strings: quarter note = 98).</p> <p>2.7.3 Perform from memory a chromatic scale (winds and percussion), all major scales and arpeggios for the practical range of the instrument. Read minor scales and arpeggios for the practical range of the instrument (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).</p> <p>2.7.4 Perform from memory a chromatic scale (winds and percussion), all major scales and arpeggios, selected minor scales and arpeggios for the full range of the instrument (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).</p> | | | |
|--|---|--|--|--|

| | | | | |
|--|--|--|--|--|
| | <p>5.1.1 Analyze and perform musical literature (Grade III and IV).</p> <p>5.1.2 Analyze and perform musical literature (Grade IV).</p> <p>5.1.3 Analyze and perform musical literature (Grade V).</p> <p>5.1.4 Analyze and perform musical literature (Grade VI).</p> | | | |
|--|--|--|--|--|