

# 6<sup>th</sup> Grade Band Pacing Guide and Curriculum Map

1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks
<p><b>Weeks 1-4.5: Unit 1</b>            Policies/procedures/rules            Formative Assessment (same as 5<sup>th</sup> grade Summative) *            Review Band Expressions Book 1: Units 1-20            Band Expressions Book 1 Units 21&amp;22            Reviewing Music Theory: Units 1-3            Review of Bb and Ab Concert Scales            Review of 1<sup>st</sup> 7 notes of Chromatic Scale            Playing Fundamentals</p> <ul style="list-style-type: none"> <li>• Posture (rest, ready, play positions)</li> <li>• Singing</li> <li>• Hand Position</li> <li>• Note Naming w/CD and Book</li> <li>• Counting w/CD and Book</li> </ul> <p>Suggested Assessments: #116 - #119 , #125, #129 and #130</p> <p><b>Weeks 4.5-9: Unit 2</b>            Playing Fundamentals</p> <ul style="list-style-type: none"> <li>• Posture (rest, ready, play positions)</li> <li>• Singing</li> <li>• Hand Position</li> <li>• Note Naming w/CD and Book</li> <li>• Counting w/CD and Book</li> </ul> <p>Care and Maintenance            Band Expressions Book 1 Units 23-25            Concert F scale (not memorized)            Concert Literature            Listening Journals            Fall Solo and Ensemble Literature (optional)            Suggested Assessments: Concert F Scale            #144, #152, #153, #157, #158 and #162</p> <p>*See appendix</p>	<p><b>Weeks 1- 4.5: Unit 3</b>            Playing Fundamentals</p> <ul style="list-style-type: none"> <li>• Singing</li> <li>• Verbal Note Naming and Rhythm Counting</li> <li>• Tone production</li> <li>• Articulation</li> <li>• Balance /Intonation</li> </ul> <p>Bb Concert Chromatic Scale            Review Bb, Ab and F Concert Scales            Band Expressions Book 1: Units 26-28            Music Theory Unit 4            Suggested Assessments: Solo and Ens. Readiness Performance Assessment            Music Theory page 27            #167, #170, #173, #180</p> <p><b>Weeks 4.5 – 9: Unit 4</b>            Concert Literature (grade 0-1)            Concert Etiquette            Public Performance: Winter Concert (required to show student growth)            Playing Fundamentals</p> <ul style="list-style-type: none"> <li>• Singing</li> <li>• Verbal Note Naming and Rhythm Counting</li> <li>• Tone production</li> <li>• Articulation</li> <li>• Balance /Intonation</li> </ul> <p>Band Expressions Book 1: Units 29&amp;30            Listening Journals            Suggested Assessments: Concert excerpts playing test            Chromatic Scale            Concert Etiquette            #186, #189, and #202            Writing Component: Post Concert Self Assessment *</p>

## 3<sup>rd</sup> Nine Weeks

### Weeks 1- 4.5: Unit 5

Playing Fundamentals

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

Eb Concert Scale

Band Expressions Book 2: Units 1&2

Music Theory Unit 5

Suggested Assessments: Eb Concert Scale

Music Theory page 33

#14 and #17

### Weeks 4.5 – 9: Unit 6

Concert Literature (grade 0-1)

Playing Fundamentals

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

Band Expressions Book 2: Units 3-5

Listening Journals

Suggested Assessments: Concert excerpts playing test

#23, #30, #39, #47 and #49

## 4<sup>th</sup> Nine Weeks

### Weeks 1- 4.5: Unit 7

Concert Literature (grade 0-1)

Band Expressions Book 2: Units 6 & 7

Performance : Solo and Ensemble Performance Assessment

Playing Fundamentals

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

Suggested Assessments: Solo and Ensemble Readiness

#55, #56, #57, #63 and #65

### Weeks 4.5 – 9: Unit 8

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

Playing Fundamentals

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

Band Expressions Book 2: Unit 8-10

Listening Journals

Suggested Assessments: Concert excerpts playing test

Summative Assessment

#70, #74, #76, #81 and #84

Writing Component: Post Concert Self Assessment \*

## MNPS Middle School Band Curriculum Map: 6<sup>th</sup> Grade 2011-2012 School Year

First Semester				Second Semester			
<p><b>Unit 1</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Review of scales (Bb, Ab and 1<sup>st</sup> half of chromatic)</p> <p>Music Theory Review : Units 1-3</p> <p>Band Exp. 1 Review Units 1-20</p> <p>Formative Assessment</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Policies, rules and procedures</li> <li>• Band Exp. 1 Unit 21 &amp; 22</li> <li>• Concert Literature Grade 0-1</li> </ul>	<p><b>Unit 2</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Sightreading-unison rhythms</li> <li>• Concert F</li> <li>• Band Exp. 1 Unit 23-25</li> <li>• Solo and Ensemble Assessment Literature</li> <li>• Concert Literature Grade 0-1</li> <li>• Listening Journals (Classical period)</li> </ul>	<p><b>Unit 3</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Concert Bb chromatic scale (non memorized)</li> <li>• Music Theory Unit 4</li> <li>• Band Exp. 1 Unit 26 -28</li> <li>• Concert Literature Grade 0-1</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ MTSBOA Solo and Ensemble Assessment</p>	<p><b>Unit 4</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Concert Literature Grade 0-1</li> <li>• Band Exp. 1 Units 29&amp;30</li> <li>• Listening Journals (Romantic period)</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ Winter Concert</p>	<p><b>Unit 5</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Eb concert scales</li> <li>• Band Exp. 2 Units 1-2</li> <li>• Music Theory Unit 5</li> <li>• Concert Literature Grade 0-1</li> </ul>	<p><b>Unit 6</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Band Exp. 2 Units 3-5</li> <li>• Sightread level 1 band literature</li> <li>• Solo and Ensemble Assessment Literature</li> <li>• Concert Literature Grade 0-1</li> <li>• Listening Journals (20<sup>th</sup> Century/Jazz)</li> </ul>	<p><b>Unit 7</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Band Exp. 2 Unit 6&amp;7</li> <li>• Concert Literature Grade 0-2</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ MTSBOA Solo and Ensemble Assessment</p>	<p><b>Unit 8</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture/Hand Position, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Band Exp. 2 Units 8-10</li> <li>• Concert Literature Grade 0-2</li> <li>• Listening Journals (World music)</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ Spring Concert</p> <p>♫ Freedom Middle School Solo and Ensemble Performance Assessment</p>
Overarching Essential Questions							
<p>1) <i>How do procedures and rules help our band be successful?</i></p> <p>2) <i>Why do we spend time on playing fundamentals each day?</i></p>	<p>1) <i>How does listening to professional musicians improve my tone quality?</i></p> <p>2) <i>How does sight reading make you a better musician?</i></p>	<p>1) <i>How do scale repetitions benefit the ensemble?</i></p> <p>2) <i>Why is sight reading important to the overall ensemble?</i></p>	<p>1) <i>How will we prepare for our performance?</i></p> <p>2) <i>Why is it important to study major scales?</i></p>	<p>1) <i>How does knowledge of scales help us in our sight reading?</i></p> <p>2) <i>How do we use expressive elements to enhance our performance?</i></p>	<p>1) <i>How is performing in a small ensemble or as a soloists different from performing in full band?</i></p> <p>2) <i>How is improvisation used in Jazz music?</i></p>	<p>1) <i>How will performing a solo or small ensemble improve my overall musicianship?</i></p> <p>2) <i>How do you know when you are ready to perform?</i></p>	<p>1) <i>How does teamwork influence the overall performance of this ensemble?</i></p> <p>2) <i>Why is it important to listen to different genres of music?</i></p>

**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.
- 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.

**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 Unit 1-20
- 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
- Students must be able to perform the 1<sup>st</sup> 7 notes of a Bb Chromatic Scale not memorized

**Essential Questions:**

- 1) How do procedures and rules help our band be successful?    2) Why do we spend time on playing fundamentals each day?

**Unit Vocabulary:**

Articulation, Embouchure, Scale, Key Signature, Time Signature, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Chromatic, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Composition

\*Directors must also include any specific terminology from chosen concert literature and Band Exp. 1 Units 21&22

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
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<p><b>1.1</b> 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><b>2.1</b> Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p><b>2.2</b> Produce a fundamental tone that is characteristic of the instrument. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</p> <p><b>2.3</b> 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><b>2.4</b> Play correct pitches. Play correct rhythms.</p> <p><b>2.5</b> Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality.</p> <p><b>2.6</b> Apply techniques of sight-reading while playing a piece for the first time.</p> <p><b>2.7</b> Play a major scale in at least four keys/four rudiments</p> <p><b>4.1</b> Create, write and perform an original rhythm within specified guidelines. Create, write and perform an original melody within specified guidelines.</p> <p><b>5.1</b> 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><b>1.1.1</b> Sing musical examples using stepwise intervallic pitches.</p> <p><b>1.1.2</b> Sing a melody in unison with pitch-accuracy.</p> <p><b>2.1.1</b> Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p><b>2.1.2</b> Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p><b>2.2.1</b> Produce a fundamental tone.</p> <p><b>2.3.1</b> Demonstrate correct posture (in sitting and standing positions), proper hand position, and instrument carriage.</p> <p><b>2.3.2</b> Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p><b>2.4.1</b> Identify and perform basic rhythms and pitches through verbalization.</p> <p><b>2.4.2</b> Identify, notate, and perform basic rhythms and pitches.</p> <p><b>2.5.1</b> Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>2.6.1</b> Demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p><b>2.7.1</b> Explain the concept of and perform a major scale in at least two keys/two rudiments.</p> <p><b>4.1.2</b> Create a four-measure melody within specified guidelines.</p> <p><b>5.1.1</b> Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.</p>	<p>Formative Assessment: *same as 5<sup>th</sup> grade</p> <p>Summative</p> <p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of 2 major scales (not memorized)</p> <p>Units 1-3 Music Theory Review</p> <p>Playing assessment of Band Expressions Units</p> <p>Weekly Practice Journal</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p><a href="http://www.peppermusic.com">www.peppermusic.com</a></p> <p>Flash Trax Rhythm Reading System <a href="http://flashtrax.net/orders.htm">http://flashtrax.net/orders.htm</a></p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<ol style="list-style-type: none"> <li>1. Math</li> <li>2. Art</li> <li>3. Composing</li> <li>4. History</li> <li>5. Cultural Awareness</li> <li>6. Language Arts</li> </ol>
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**Unit 2****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.
- 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.
- 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
- Students must have a basic knowledge of Band Exp. 1 Units 1-22
- 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
- Students must be able to perform the 1<sup>st</sup> 7 notes of a Bb Chromatic Scale not memorized

**Essential Questions:**

- 1) How does listening to professional musicians improve my tone quality?
- 2) How does sight reading make you a better musician?

**Unit Vocabulary:**

Articulation, Embouchure, Scale, Key Signature, Time Signature, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication

\*Directors must also include any specific terminology from chosen concert literature and Band Exp. 1 Units 23-25

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p><b>1.1</b> 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><b>2.1</b> Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p><b>2.2</b> Produce a fundamental tone that is characteristic of the instrument. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</p> <p><b>2.3</b> 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><b>2.4</b> Play correct pitches. Play correct rhythms.</p> <p><b>2.5</b> Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality.</p> <p><b>2.6</b> Apply techniques of sight-reading while playing a piece for the first time.</p> <p><b>2.7</b> Play a major scale in at least four keys/four rudiments</p> <p><b>5.1</b> 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><b>6.1</b> Describe music using</p>	<p><b>1.1.1</b> Sing musical examples using stepwise intervallic pitches.</p> <p><b>1.1.2</b> Sing a melody in unison with pitch-accuracy.</p> <p><b>2.1.1</b> Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p><b>2.1.2</b> Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p><b>2.2.1</b> Produce a fundamental tone.</p> <p><b>2.3.2</b> Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p><b>2.4.1</b> Identify and perform basic rhythms and pitches through verbalization.</p> <p><b>2.4.2</b> Identify, notate, and perform basic rhythms and pitches.</p> <p><b>2.5.1</b> Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>2.5.2</b> Identify and demonstrate an understanding of selected concepts of style.</p> <p><b>2.6.1</b> Demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p><b>2.7.1</b> Explain the concept of and perform a major scale in at least two keys/two rudiments.</p> <p><b>5.1.3</b> Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p><b>6.1.1</b> Describe a simple musical example using basic music vocabulary/terminology.</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of Concert F major scale (not memorized)</p> <p>Playing assessment of Band Expressions Units</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><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p><a href="http://www.peppermusic.com">www.peppermusic.com</a></p> <p>Flash Trax Rhythm Reading System <a href="http://flashtrax.net/orders.htm">http://flashtrax.net/orders.htm</a></p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<p>7. Math</p> <p>8. Art</p> <p>9. Composing</p> <p>10. History</p> <p>11. Cultural Awareness</p> <p>12. Language Arts</p>

<p>vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres. <b>9.1</b> 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><b>6.1.2</b> Recognize the difference between vocal or instrumental examples. <b>6.1.3</b> Identify instruments within selected listening examples. <b>9.1.1</b> Listen to teacher-selected examples of music from a variety of historical periods.</p>			
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<b>Unit 3</b>	<b>Estimated Time: 4.5 Weeks</b>
<p><b>Course Level Expectations:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples.</li> <li>2.1 Demonstrate proper instrument care and maintenance.</li> <li>2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality.</li> <li>2.3 Demonstrate fundamental technique on one's instrument.</li> <li>2.4 Differentiate between correct and incorrect pitch and rhythm.</li> <li>2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.</li> <li>2.6 Apply techniques of sight-reading.</li> <li>2.7 Perform scales (or rudiments) on one's instrument.</li> <li>4.1 Compose music that demonstrates creativity.</li> <li>5.1 Identify and interpret standard musical notation.</li> </ul>	
<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>Students must have a basic knowledge of breath support/control.</li> <li>Students must have a basic knowledge of proper posture and instrument position</li> <li>Students must have a basic knowledge of how to form a correct embouchure</li> <li>Students must be able to interpret a fingering chart</li> <li>Students must be able to read standard music notation</li> <li>Students must have a basic knowledge of Band Exp. 1 Unit 1- 25</li> <li>Students must have a basic knowledge of Alfred's Music Theory Units 1-3</li> <li>Students must be able to perform Concert Bb , Ab and F major scales not memorized</li> <li>Students must be able to perform the 1<sup>st</sup> 7 notes of a Bb Chromatic Scale not memorized</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>1) How do scale repetitions benefit the ensemble?</li> <li>2) Why is sight reading important to the overall ensemble?</li> </ul>	

**Unit Vocabulary:**

Articulation, Embouchure, Scale, Key Signature, Time Signature, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Chromatic, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Composition

\*Directors must also include any specific terminology from chosen concert literature and Band Exp. 1 Units 26-28

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p><b>1.1</b> 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><b>2.1</b> Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p><b>2.2</b> Produce a fundamental tone that is characteristic of the instrument. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</p> <p><b>2.3</b> 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><b>2.4</b> Play correct pitches. Play correct rhythms.</p> <p><b>2.5</b> Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality.</p> <p><b>2.6</b> Apply techniques of sight-reading while playing a piece for the first time.</p> <p><b>2.7</b> Play a major scale in at least four</p>	<p><b>1.1.1</b> Sing musical examples using stepwise intervallic pitches.</p> <p><b>1.1.2</b> Sing a melody in unison with pitch-accuracy.</p> <p><b>2.1.1</b> Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p><b>2.1.2</b> Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p><b>2.2.1</b> Produce a fundamental tone.</p> <p><b>2.3.1</b> Demonstrate correct posture (in sitting and standing positions), proper hand position, and instrument carriage.</p> <p><b>2.3.2</b> Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p><b>2.4.1</b> Identify and perform basic rhythms and pitches through verbalization.</p> <p><b>2.4.2</b> Identify, notate, and perform basic rhythms and pitches.</p> <p><b>2.5.1</b> Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>2.6.1</b> Demonstrate an understanding of basic elements associated with</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of 3 major scales (not memorized)</p> <p>Playing assessment of Concert Bb Chromatic Scale 1 octave (not memorized)</p> <p>Units 4 Music Theory</p> <p>Playing assessment of Band Expressions Units</p> <p>Weekly Practice Journal</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p><a href="http://www.peppermusic.com">www.peppermusic.com</a></p> <p>Flash Trax Rhythm Reading System <a href="http://flashtrax.net/orders.htm">http://flashtrax.net/orders.htm</a></p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<ol style="list-style-type: none"> <li>1. Math</li> <li>2. Art</li> <li>3. Composing</li> <li>4. History</li> <li>5. Cultural Awareness</li> <li>6. Language Arts</li> </ol>

<p>keys/four rudiments</p> <p><b>4.1</b> Create, write and perform an original rhythm within specified guidelines. Create, write and perform an original melody within specified guidelines.</p> <p><b>5.1</b> 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>successful sight-reading.</p> <p><b>2.7.1</b> Explain the concept of and perform a major scale in at least two keys/two rudiments.</p> <p><b>4.1.2</b> Create a four-measure melody within specified guidelines.</p> <p><b>5.1.1</b> Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.</p>			
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<b>Unit 4</b>	<b>Estimated Time: 4.5 Weeks</b>
<p><b>Course Level Expectations:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples.</li> <li>2.1 Demonstrate proper instrument care and maintenance.</li> <li>2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality.</li> <li>2.3 Demonstrate fundamental technique on one's instrument.</li> <li>2.4 Differentiate between correct and incorrect pitch and rhythm.</li> <li>2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.</li> <li>2.6 Apply techniques of sight-reading.</li> <li>2.7 Perform scales (or rudiments) on one's instrument.</li> <li>5.1 Identify and interpret standard musical notation.</li> <li>6.1 Describe musical examples using appropriate vocabulary/terminology.</li> <li>7.1 Describe the quality of a musical performance using selected criteria.</li> <li>7.2 Evaluate the quality and effectiveness of one's own and another's performance using selected criteria.</li> <li>9.1 Recognize and describe distinguishing characteristics of music from various historical periods.</li> </ul>	
<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>Students must have a basic knowledge of breath support/control.</li> <li>Students must have a basic knowledge of proper posture and instrument position</li> <li>Students must have a basic knowledge of how to form a correct embouchure</li> <li>Students must be able to interpret a fingering chart</li> <li>Students must be able to read standard music notation</li> <li>Students must have a basic knowledge of Band Exp. 1 Units 1-28</li> <li>Students must have a basic knowledge of Alfred's Music Theory Units 1-4</li> <li>Students must be able to perform Concert Bb, Ab and F major and Bb Chromatic scales not memorized</li> </ul>	

**Essential Questions:**

1) How will we prepare for our performance?

2) Why is it important to study major scales?

**Unit Vocabulary:**

Articulation, Embouchure, Scale, Key Signature, Time Signature, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication

\*Directors must also include any specific terminology from chosen concert literature and Band Exp. 1 Units 29&30

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p><b>1.1</b> 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><b>2.1</b> Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p><b>2.2</b> Produce a fundamental tone that is characteristic of the instrument. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</p> <p><b>2.3</b> 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><b>2.4</b> Play correct pitches. Play correct rhythms.</p> <p><b>2.5</b> Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality.</p> <p><b>2.6</b> Apply techniques of sight-reading</p>	<p><b>1.1.1</b> Sing musical examples using stepwise intervallic pitches.</p> <p><b>1.1.2</b> Sing a melody in unison with pitch-accuracy.</p> <p><b>2.1.1</b> Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p><b>2.1.2</b> Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p><b>2.2.1</b> Produce a fundamental tone.</p> <p><b>2.3.2</b> Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p><b>2.4.1</b> Identify and perform basic rhythms and pitches through verbalization.</p> <p><b>2.4.2</b> Identify, notate, and perform basic rhythms and pitches.</p> <p><b>2.5.1</b> Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>2.5.2</b> Identify and demonstrate an understanding of selected concepts of style.</p> <p><b>2.6.1</b> Demonstrate an</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Concert Literature readiness playing assessment</p> <p>Playing assessment of Band Expressions Units</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><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p><a href="http://www.peppermusic.com">www.peppermusic.com</a></p> <p>Flash Trax Rhythm Reading System <a href="http://flashtrax.net/orders.htm">http://flashtrax.net/orders.htm</a></p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<p>13. Math</p> <p>14. Art</p> <p>15. Composing</p> <p>16. History</p> <p>17. Cultural Awareness</p> <p>18. Language Arts</p>

<p>while playing a piece for the first time.</p> <p><b>2.7</b> Play a major scale in at least four keys/four rudiments</p> <p><b>5.1</b> 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><b>6.1</b> Describe music using vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres.</p> <p><b>7.1</b> Explain criteria considered when evaluating the quality of a performance. Evaluate the quality of a musical performance using appropriate vocabulary/terminology, based on selected criteria.</p> <p><b>7.2</b> Evaluate the performance, verbal or written, of another person based on selected criteria and using appropriate vocabulary/terminology. Evaluate one's own performance, verbal or written, based on selected criteria and using appropriate vocabulary/terminology.</p> <p><b>9.1</b> 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>understanding of basic elements associated with successful sight-reading.</p> <p><b>2.7.1</b> Explain the concept of and perform a major scale in at least two keys/two rudiments.</p> <p><b>5.1.3</b> Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p><b>6.1.1</b> Describe a simple musical example using basic music vocabulary/terminology.</p> <p><b>6.1.2</b> Recognize the difference between vocal or instrumental examples.</p> <p><b>6.1.3</b> Identify instruments within selected listening examples.</p> <p><b>7.1.1</b> Discuss criteria for evaluating performances and compositions.</p> <p><b>7.1.2</b> Explain personal preferences for specific musical works and styles using appropriate musical vocabulary/terminology.</p> <p><b>7.2.1</b> Present an oral or written evaluation of a performance of another person using appropriate vocabulary/terminology.</p> <p><b>7.2.2</b> Construct a written evaluation of one's own performance using appropriate vocabulary/terminology.</p> <p><b>9.1.1</b> Listen to teacher-selected examples of music from a variety of historical periods.</p>			
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<b>Unit 5</b>	<b>Estimated Time: 4.5 Weeks</b>
<p><b>Course Level Expectations:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples.</li> <li>2.1 Demonstrate proper instrument care and maintenance.</li> <li>2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality.</li> <li>2.3 Demonstrate fundamental technique on one's instrument.</li> <li>2.4 Differentiate between correct and incorrect pitch and rhythm.</li> <li>2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.</li> <li>2.6 Apply techniques of sight-reading.</li> <li>2.7 Perform scales (or rudiments) on one's instrument.</li> <li>4.1 Compose music that demonstrates creativity.</li> <li>5.1 Identify and interpret standard musical notation.</li> </ul>	
<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>Students must have a basic knowledge of breath support/control.</li> <li>Students must have a basic knowledge of proper posture and instrument position</li> <li>Students must have a basic knowledge of how to form a correct embouchure</li> <li>Students must be able to interpret a fingering chart</li> <li>Students must be able to read standard music notation</li> <li>Students must have a basic knowledge of Band Exp. 1 Unit 1-30</li> <li>Students must have a basic knowledge of Alfred's Music Theory Units 1-4</li> <li>Students must be able to perform Concert Bb, Ab and F major and Bb Chromatic scales not memorized</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>1) How does knowledge of scales help us in our sight reading?</li> <li>2) How do we use expressive elements to enhance our performance?</li> </ul>	
<p><b>Unit Vocabulary:</b></p> <p>Articulation, Embouchure, Scale, Key Signature, Time Signature, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Chromatic, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Composition</p> <p>*Directors must also include any specific terminology from chosen concert literature, Band Exp. 2 Units 1-2 and Alfred's Music Theory Unit 5</p>	

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p><b>1.1</b> 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><b>2.1</b> Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p><b>2.2</b> Produce a fundamental tone that is characteristic of the instrument. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</p> <p><b>2.3</b> 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><b>2.4</b> Play correct pitches. Play correct rhythms.</p> <p><b>2.5</b> Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality.</p> <p><b>2.6</b> Apply techniques of sight-reading while playing a piece for the first time.</p> <p><b>2.7</b> Play a major scale in at least four keys/four rudiments</p> <p><b>4.1</b> Create, write and perform an original rhythm within specified guidelines. Create, write and perform an original melody within specified guidelines.</p> <p><b>5.1</b> 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><b>1.1.1</b> Sing musical examples using stepwise intervallic pitches.</p> <p><b>1.1.2</b> Sing a melody in unison with pitch-accuracy.</p> <p><b>2.1.1</b> Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p><b>2.1.2</b> Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p><b>2.2.1</b> Produce a fundamental tone.</p> <p><b>2.3.1</b> Demonstrate correct posture (in sitting and standing positions), proper hand position, and instrument carriage.</p> <p><b>2.3.2</b> Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p><b>2.4.1</b> Identify and perform basic rhythms and pitches through verbalization.</p> <p><b>2.4.2</b> Identify, notate, and perform basic rhythms and pitches.</p> <p><b>2.5.1</b> Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>2.6.1</b> Demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p><b>2.7.1</b> Explain the concept of and perform a major scale in at least two keys/two rudiments.</p> <p><b>4.1.2</b> Create a four-measure melody within specified guidelines.</p> <p><b>5.1.1</b> Use a system (e.g., syllables, numbers, letters) to read simple pitches and</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of Concert Eb major scale (not memorized)</p> <p>Units 5 Music Theory</p> <p>Playing assessment of Band Expressions Units</p> <p>Weekly Practice Journal</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 1</p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p><a href="http://www.peppermusic.com">www.peppermusic.com</a></p> <p>Flash Trax Rhythm Reading System <a href="http://flashtrax.net/orders.htm">http://flashtrax.net/orders.htm</a></p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<p>19. Math</p> <p>20. Art</p> <p>21. Composing</p> <p>22. History</p> <p>23. Cultural Awareness</p> <p>24. Language Arts</p>

	rhythms.			
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<b>Unit 6</b>	<b>Estimated Time: 4.5 Weeks</b>
<p><b>Course Level Expectations:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples.</li> <li>2.1 Demonstrate proper instrument care and maintenance.</li> <li>2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality.</li> <li>2.3 Demonstrate fundamental technique on one's instrument.</li> <li>2.4 Differentiate between correct and incorrect pitch and rhythm.</li> <li>2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.</li> <li>2.6 Apply techniques of sight-reading.</li> <li>2.7 Perform scales (or rudiments) on one's instrument.</li> <li>3.1 Improvise a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble.</li> <li>5.1 Identify and interpret standard musical notation.</li> <li>6.1 Describe musical examples using appropriate vocabulary/terminology.</li> <li>9.1 Recognize and describe distinguishing characteristics of music from various historical periods.</li> </ul>	
<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>Students must have a basic knowledge of breath support/control.</li> <li>Students must have a basic knowledge of proper posture and instrument position</li> <li>Students must have a basic knowledge of how to form a correct embouchure</li> <li>Students must be able to interpret a fingering chart</li> <li>Students must be able to read standard music notation</li> <li>Students must have a basic knowledge of Band Exp. 2 Units 1&amp;2</li> <li>Students must have a basic knowledge of Alfred's Music Theory Units 1-5</li> <li>Students must be able to perform Concert Bb, Ab, F and Eb major and Chromatic scales not memorized</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>1) How is performing in a small ensemble or as a soloists different from performing in full band?</li> <li>2) How is improvisation used in Jazz music?</li> </ul>	

**Unit Vocabulary:**

Articulation, Embouchure, Scale, Key Signature, Time Signature, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, 20<sup>th</sup> Century Music, Jazz, Improvisation

\*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 3-5

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p><b>1.1</b> 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><b>2.1</b> Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p><b>2.2</b> Produce a fundamental tone that is characteristic of the instrument. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</p> <p><b>2.3</b> 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><b>2.4</b> Play correct pitches. Play correct rhythms.</p> <p><b>2.5</b> Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality.</p> <p><b>2.6</b> Apply techniques of sight-reading while playing a piece for the first time.</p> <p><b>2.7</b> Play a major scale in at least four keys/four rudiments</p> <p><b>3.1</b> Improvise a simple solo on a single pitch using a variety of rhythms.</p> <p><b>5.1</b> Identify, verbally, standard notation</p>	<p><b>1.1.1</b> Sing musical examples using stepwise intervallic pitches.</p> <p><b>1.1.2</b> Sing a melody in unison with pitch-accuracy.</p> <p><b>2.1.1</b> Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</p> <p><b>2.1.2</b> Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</p> <p><b>2.2.1</b> Produce a fundamental tone.</p> <p><b>2.3.2</b> Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p><b>2.4.1</b> Identify and perform basic rhythms and pitches through verbalization.</p> <p><b>2.4.2</b> Identify, notate, and perform basic rhythms and pitches.</p> <p><b>2.5.1</b> Identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>2.5.2</b> Identify and demonstrate an understanding of selected concepts of style.</p> <p><b>2.6.1</b> Demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p><b>2.7.1</b> Explain the concept of and perform a major scale in at least two keys/two rudiments.</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Concert Literature readiness playing assessment</p> <p>Playing assessment of Band Expressions Units</p> <p>Weekly Practice Journal</p> <p>Listening Journal (20<sup>th</sup> century/Jazz)</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 2</p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p><a href="http://www.peppermusic.com">www.peppermusic.com</a></p> <p>Flash Trax Rhythm Reading System <a href="http://flashtrax.net/orders.htm">http://flashtrax.net/orders.htm</a></p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<p>25. Math</p> <p>26. Art</p> <p>27. Composing</p> <p>28. History</p> <p>29. Cultural Awareness</p> <p>30. Language Arts</p>

<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><b>6.1</b> Describe music using vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres.</p> <p><b>9.1</b> 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><b>3.1.1</b> Describe the fundamental concepts of improvisation.</p> <p><b>5.1.3</b> Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p><b>6.1.1</b> Describe a simple musical example using basic music vocabulary/terminology.</p> <p><b>6.1.2</b> Recognize the difference between vocal or instrumental examples.</p> <p><b>6.1.3</b> Identify instruments within selected listening examples.</p> <p><b>9.1.1</b> Listen to teacher-selected examples of music from a variety of historical periods.</p>			
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<b>Unit 7</b>	<b>Estimated Time: 4.5 Weeks</b>
<p><b>Course Level Expectations:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples.</li> <li>2.1 Demonstrate proper instrument care and maintenance.</li> <li>2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality.</li> <li>2.3 Demonstrate fundamental technique on one's instrument.</li> <li>2.4 Differentiate between correct and incorrect pitch and rhythm.</li> <li>2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.</li> <li>2.6 Apply techniques of sight-reading.</li> <li>2.7 Perform scales (or rudiments) on one's instrument.</li> <li>5.1 Identify and interpret standard musical notation.</li> <li>7.2 Evaluate the quality and effectiveness of one's own and another's performance using selected criteria.</li> </ul>	
<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>Students must have a basic knowledge of breath support/control.</li> <li>Students must have a basic knowledge of proper posture and instrument position</li> <li>Students must have a basic knowledge of how to form a correct embouchure</li> <li>Students must be able to interpret a fingering chart</li> <li>Students must be able to read standard music notation</li> <li>Students must have a basic knowledge of Band Exp. 2 Units 1-5</li> <li>Students must have a basic knowledge of Alfred's Music Theory Units 1-5</li> <li>Students must be able to perform Concert Bb , Ab, F and Eb major and Chromatic scales not memorized</li> </ul>	

**Essential Questions:**

- 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:**

Articulation, Embouchure, Scale, Key Signature, Time Signature, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Chromatic, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication

\*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 6&7

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p><b>1.1</b> 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><b>2.1</b> Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p><b>2.2</b> Produce a fundamental tone that is characteristic of the instrument. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</p> <p><b>2.3</b> 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><b>2.4</b> Play correct pitches. Play correct rhythms.</p> <p><b>2.5</b> Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality.</p>	<p><b>1.1.1</b> Sing musical examples using stepwise intervallic pitches.</p> <p><b>1.1.2</b> Sing a melody in unison with pitch-accuracy.</p> <p><b>2.1.3</b> Execute periodic cleaning beyond daily maintenance.</p> <p><b>2.2.2</b> Produce a fundamental tone throughout range of the instrument.</p> <p><b>2.3.1</b> Demonstrate correct posture (in sitting and standing positions), proper hand position, and instrument carriage.</p> <p><b>2.3.2</b> Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p><b>2.4.2</b> Identify, notate, and perform basic rhythms and pitches.</p> <p><b>2.5.2</b> Identify and demonstrate an understanding of selected concepts of style.</p> <p><b>2.6.2</b> Apply basic elements associated with successful sight-reading.</p> <p><b>2.7.2</b> Perform a major scale in at least four keys/four rudiments.</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of 4 major scale (not memorized)</p> <p>Playing assessment of Concert Bb Chromatic Scale (not memorized)</p> <p>Solo and Ensemble Literature readiness playing assessment</p> <p>Concert Literature readiness playing assessment</p> <p>Playing assessment of Band Expressions Units</p> <p>Weekly Practice Journal</p>	<p>Alfred's Essentials of Music Theory</p> <p>Band Expressions Book 2</p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p><a href="http://www.peppermusic.com">www.peppermusic.com</a></p> <p>Flash Trax Rhythm Reading System <a href="http://flashtrax.net/orders.htm">http://flashtrax.net/orders.htm</a></p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<ol style="list-style-type: none"> <li>31. Math</li> <li>32. Art</li> <li>33. Composing</li> <li>34. History</li> <li>35. Cultural Awareness</li> <li>36. Language Arts</li> </ol>

<p><b>2.6</b> Apply techniques of sight-reading while playing a piece for the first time.</p> <p><b>2.7</b> Play a major scale in at least four keys/four rudiments</p> <p><b>5.1</b> 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><b>7.2</b> Evaluate one's own performance, verbal or written, based on selected criteria and using appropriate vocabulary/terminology.</p>	<p><b>5.1.2</b> Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p><b>7.2.2</b> Construct a written evaluation of one's own performance using appropriate vocabulary/terminology.</p>			
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<p><b>Unit 8</b></p>	<p><b>Estimated Time: 4.5 Weeks</b></p>
<p><b>Course Level Expectations:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples.</li> <li>2.1 Demonstrate proper instrument care and maintenance.</li> <li>2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality.</li> <li>2.3 Demonstrate fundamental technique on one's instrument.</li> <li>2.4 Differentiate between correct and incorrect pitch and rhythm.</li> <li>2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.</li> <li>2.6 Apply techniques of sight-reading.</li> <li>2.7 Perform scales (or rudiments) on one's instrument.</li> <li>3.1 Improvise a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble.</li> <li>5.1 Identify and interpret standard musical notation.</li> <li>6.1 Describe musical examples using appropriate vocabulary/terminology.</li> <li>7.2 Evaluate the performance, verbal or written, of another person based on selected criteria and using appropriate vocabulary/terminology.</li> <li>9.2 Describe music from various cultures.</li> </ul>	
<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>Students must have a basic knowledge of breath support/control.</li> <li>Students must have a basic knowledge of proper posture and instrument position</li> <li>Students must have a basic knowledge of how to form a correct embouchure</li> <li>Students must be able to interpret a fingering chart</li> <li>Students must be able to read standard music notation</li> <li>Students must have a basic knowledge of Band Exp. 2 Units 6&amp;7</li> <li>Students must have a basic knowledge of Alfred's Music Theory Units 1-5</li> <li>Students must be able to perform Concert Bb, Ab, F and Eb major and Bb Chromatic scales not memorized</li> </ul>	

**Essential Questions:**

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

**Unit Vocabulary:**

Articulation, Embouchure, Scale, Key Signature, Time Signature, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, World Music

\*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 8-10

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p><b>1.1</b> 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><b>2.1</b> Name the parts of their instrument. Assemble and disassemble instrument correctly. Demonstrate proper storage and handling. Explain proper instrument maintenance.</p> <p><b>2.2</b> Produce a fundamental tone that is characteristic of the instrument. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</p> <p><b>2.3</b> 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><b>2.4</b> Play correct pitches. Play correct rhythms.</p> <p><b>2.5</b> Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality.</p>	<p><b>1.1.1</b> Sing musical examples using stepwise intervallic pitches.</p> <p><b>1.1.2</b> Sing a melody in unison with pitch-accuracy.</p> <p><b>2.1.3</b> Execute periodic cleaning beyond daily maintenance.</p> <p><b>2.2.2</b> Produce a fundamental tone throughout range of the instrument.</p> <p><b>2.3.1</b> Demonstrate correct posture (in sitting and standing positions), proper hand position, and instrument carriage.</p> <p><b>2.3.2</b> Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.</p> <p><b>2.4.2</b> Identify, notate, and perform basic rhythms and pitches.</p> <p><b>2.5.2</b> Identify and demonstrate an understanding of selected concepts of style.</p> <p><b>2.6.2</b> Apply basic elements associated with successful sight-reading.</p> <p><b>2.7.2</b> Perform a major scale in at least four keys/four rudiments.</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Concert Literature readiness playing assessment</p> <p>Playing assessment of Band Expressions Units</p> <p>Post – Performance Self Assessment writing assignment</p> <p>Weekly Practice Journal</p> <p>Listening Journal (World Music)</p>	<p>Alfred’s Essentials of Music Theory</p> <p>Band Expressions Book 2</p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Membership Application, Solo and Ensemble Assessment information, Graded music lists, and discussion forums</p> <p><a href="http://www.peppermusic.com">www.peppermusic.com</a></p> <p>Flash Trax Rhythm Reading System <a href="http://flashtrax.net/orders.htm">http://flashtrax.net/orders.htm</a></p> <p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	<p>37. Math</p> <p>38. Art</p> <p>39. Composing</p> <p>40. History</p> <p>41. Cultural Awareness</p> <p>42. Language Arts</p>

<p><b>2.6</b> Apply techniques of sight-reading while playing a piece for the first time.</p> <p><b>2.7</b> Play a major scale in at least four keys/four rudiments</p> <p><b>5.1</b> 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><b>6.1</b> Describe music using vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres.</p> <p><b>7.2</b> Evaluate one's own performance, verbal or written, based on selected criteria and using appropriate vocabulary/terminology.</p> <p><b>9.2</b> Listen to and describe music from selected cultures.</p>	<p><b>5.1.2</b> Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.</p> <p><b>6.1.1</b> Describe a simple musical example using basic music vocabulary/terminology.</p> <p><b>6.1.2</b> Recognize the difference between vocal or instrumental examples.</p> <p><b>6.1.3</b> Identify instruments within selected listening examples.</p> <p><b>7.2.2</b> Construct a written evaluation of one's own performance using appropriate vocabulary/terminology.</p> <p><b>9.2.1</b> Listen to music representative of selected cultures.</p> <p><b>9.2.2</b> Discuss distinguishing characteristics of music of selected cultures.</p>			
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