

7th Grade Band Pacing Guide and Curriculum Map

1 st Nine Weeks	2 nd Nine Weeks
<p>Weeks 1-4.5: Unit 1 Policies/procedures/rules Formative Assessment (same as 6th grade Summative) * Review Band Expressions Book 2: Units 1-10 Reviewing Music Theory: Units 1- 5 Review of Major Scales Review of Chromatic Scale Band Expressions Book 2 Units 11&12 Db, D, G, and C Concert Scales (not Memorized) Public Performance (required for assessment of student growth) Playing Fundamentals</p> <ul style="list-style-type: none"> • Posture (rest, ready, play positions) • Singing • Hand Position • Balance/Blend/Pitch <p>Suggested Assessments: Scales playing test Music Theory Review test #87, #88, #93 and #98 Writing Component: Post Concert Self Assessment *</p> <p>Weeks 4.5-9: Unit 2 Playing Fundamentals</p> <ul style="list-style-type: none"> • Posture (rest, ready, play positions) • Singing • Hand Position • Balance/Blend/Pitch <p>Care and Maintenance Band Expressions Book 2 Units 13-15 Concert Literature (1-2) Public Performance (required for assessment of student growth) Listening Journals Fall Solo and Ensemble Literature (optional) Suggested Assessments: Concert excerpts playing test #101 Writing Component: Post Concert Self Assessment *</p> <p style="margin-top: 20px;">*See appendix</p>	<p>Weeks 1-4.5: Unit 3 Music Theory: Units 6 & 7 Band Expressions Book 2 Units 16 & 17 Bb and F Concert Scales (Memorized) Playing Fundamentals</p> <ul style="list-style-type: none"> • Posture (rest, ready, play positions) • Singing • Hand Position • Balance/Blend/Pitch <p>Concert Literature (2-3) Metro Honors Band (selected students) Suggested Assessments: Scales playing test Concert excerpts playing test Music Theory pages 39 and 49</p> <p>Weeks 4.5-9: Unit 4 Playing Fundamentals</p> <ul style="list-style-type: none"> • Posture (rest, ready, play positions) • Singing • Hand Position • Balance/Blend/Pitch <p>MTSBOA Mid State Band Auditions (selected students) Band Expressions Book 2 Units 18-20 Concert Literature (2-3) Public Performance (required for assessment of student growth) Listening Journals Suggested Assessments: Concert excerpts playing test Mid State Audition Readiness (optional) #113, #120 and #121 Writing Component: Post Concert Self Assessment *</p>

3rd Nine Weeks

Weeks 1-4.5: Unit 5

MTSBOA Mid State Band (selected students)

Music Theory: Units 8 & 9

Band Expressions Book 2 Units 21 & 22

Ab and Eb Concert Scales (Memorized)

Playing Fundamentals

- Posture (rest, ready, play positions)
- Singing
- Hand Position
- Balance/Blend/Pitch

Concert Literature (2-3)

Suggested Assessments: Scales playing test

Concert excerpts playing test

Music Theory pages 55 and 61

#126, #129, #132, and #133

Weeks 4.5-9: Unit 6

Playing Fundamentals

- Posture (rest, ready, play positions)
- Singing
- Hand Position
- Balance/Blend/Pitch

Band Expressions Book 2 Units 23-25

Concert Literature (2-3)

Public Performance (required for assessment of student growth)

- Pre-Festival Concert
- MTSBOA Concert Performance Assessment

Listening Journals

Suggested Assessments: Concert excerpts playing test

#139, #141, #143, #146, #147 and #156

Writing Component: Post Concert Self Assessment *

4th Nine Weeks

Weeks 1-4.5: Unit 7

Music Theory: Unit 10, plus review

Band Expressions Book 2 Units 26 & 27

2 octave F Concert Chromatic Scale (not memorized)

Playing Fundamentals

- Posture (rest, ready, play positions)
- Singing
- Hand Position
- Balance/Blend/Pitch

Concert Literature (2-3)

MTSBOA Solo and Ensemble Performance Assessment

Suggested Assessments: Scales playing test

Concert excerpts playing test

Solo and Ensemble excerpts playing test

Music Theory page 67

#169

Weeks 4.5-9: Unit 8

Playing Fundamentals

- Posture (rest, ready, play positions)
- Singing
- Hand Position
- Balance/Blend/Pitch

Band Expressions Book 2 Units 28-30

Concert Literature (2-3)

Freedom MS Solo and Ensemble Performance Assessment

TMEA State Concert Festival

Public Performance: Spring Concert (required for assessment of student growth)

Listening Journals

Suggested Assessments: Concert excerpts playing test

#171, #172 and #173

Summative Assessment

Writing Component: Post Concert Self Assessment *

MNPS Middle School Band Curriculum Map: 7th Grade 2011-2012 School Year

First Semester				Second Semester			
<p>Unit 1 Fundamentals: Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Review of scales (Bb, F, Eb and Ab)</p> <p>Music Theory Review : Units 1-5</p> <p>Formative Assessment</p> <p>New Concepts:</p> <ul style="list-style-type: none"> • Policies, rules and procedures • Band Exp. 2 Unit 11 & 12 • Db, G, D and C major scales (not memorized) • Concert Literature Grade 1-2 <p>Performance Opportunity:</p> <p>🎵 Open House Concert</p>	<p>Unit 2 Fundamentals: Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Concert Bb Chromatic 1 octave memorized</p> <p>Major Scales</p> <p>New Concepts:</p> <ul style="list-style-type: none"> • Sightreading-unison rhythms • Band Exp. 2 Unit 13, 14 & 15 • Concert Literature Grade 1-2 • Listening Journals (Classical period) <p>Performance Opportunity:</p> <p>🎵 Fall Concert</p>	<p>Unit 3 Fundamentals: Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p>New Concepts:</p> <ul style="list-style-type: none"> • Bb and F concert scales (mem.) • Music Theory Units 6&7 • Band Exp. 2 Unit 16 & 17 • Sightreading beginning band literature • Concert Literature Grade 2-3 <p>Performance Opportunity:</p> <p>🎵 Metro Honors Band</p> <p>🎵 MTSBOA Solo and Ensemble Assessment</p>	<p>Unit 4 Fundamentals: Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p>New Concepts:</p> <ul style="list-style-type: none"> • Concert Literature Grade 2-3 • Band Exp. 2 Unit 18, 19 & 20 • Listening Journals (Romantic period) <p>Performance Opportunity:</p> <p>🎵 MTSBOA Mid State Band Auditions</p> <p>🎵 Winter Concert</p>	<p>Unit 5 Fundamentals: Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p>New Concepts:</p> <ul style="list-style-type: none"> • Ab and Eb concert scales (mem.) • Band Exp. 2 Unit 21 & 22 • Music Theory Lessons Units 8&9 • Sightread level 1 band literature • Concert Literature Grade 2-3 <p>Performance Opportunity:</p> <p>🎵 MTSBOA Mid State Band (select students)</p>	<p>Unit 6 Fundamentals: Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p>New Concepts:</p> <ul style="list-style-type: none"> • Band Exp. 2 Unit 23, 24 & 25 • Sightread level 1 band literature • Concert Literature Grade 2-3 • Listening Journals (20th Century/Jazz) <p>Performance Opportunity:</p> <p>🎵 Pre-Assessment Concert</p> <p>🎵 MTSBOA Concert Performance Assessment</p>	<p>Unit 7 Fundamentals: Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic</p> <p>New Concepts:</p> <ul style="list-style-type: none"> • Band Exp. 2 Unit 26 & 27 • Music Theory Unit 10 plus review • 2 octave Concert F chromatic scale (not memorized) • Major Scales Mid State Range • Concert Literature Grade 2-3 <p>Performance Opportunity:</p> <p>🎵 MTSBOA Solo and Ensemble Assessment</p>	<p>Unit 8 Fundamentals: Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Major Scales and Chromatic Mid State Range</p> <p>New Concepts:</p> <ul style="list-style-type: none"> • Band Expressions Book 2 Unit 28, 29 & 30 • Concert Literature Grade 2-3 • Listening Journals (World music) <p>Performance Opportunity:</p> <p>🎵 Spring Concert</p> <p>🎵 TMEA State Concert Festival (must qualify)</p> <p>🎵 Freedom M.S Solo and Ens. Perf.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>Why is it important to memorize your chromatic scale?</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 and memorize 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 feedback from experts helpful?</i></p> <p>2) <i>Why is Sight Reading evaluated at festival?</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 be exposed to and perform different genres of music?</i></p>

Unit 1	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. 7.1 Describe the quality of a musical performance using selected criteria. 	
<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. 2 Unit 1-10 Students must have a basic knowledge of Alfred's Music Theory Units 1-5 Students must be able to perform Concert Bb, Eb, Ab, and F major scales not memorized 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> 1) How do procedures and rules help our band be successful? 2) Why do we spend time on playing fundamentals each day? 	
<p>Unit Vocabulary:</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</p> <p>*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 11 & 12</p>	

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. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</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. Perform, correctly, musical examples which contain 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 major scale in at least four keys/four 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>7.1 Explain criteria considered when evaluating the quality of a performance. Evaluate the quality of a musical performance using appropriate</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>2.1.3 Execute periodic cleaning beyond daily maintenance.</p> <p>2.2.3 Produce a characteristic tone quality.</p> <p>2.3.3 Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>2.4.3 Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>2.5.3 Demonstrate an understanding of the concept of phrase shaping.</p> <p>2.6.2 Apply basic elements associated with successful sight-reading.</p> <p>2.7.2 Perform a major scale in at least four keys/four rudiments.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>7.1.3 Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p>	<p>Formative Assessment: *same as 6th grade Summative</p> <p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of 8 major scales (not memorized)</p> <p>Concert Literature readiness playing assessment</p> <p>Post – Performance Self Assessment writing assignment</p> <p>Units 1-5 Music Theory Review</p> <p>Weekly Practice Journal</p>	<p>Alfred’s Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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

vocabulary/terminology, based on selected criteria.				
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Unit 2	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. 6.1 Describe musical examples using appropriate vocabulary/terminology. 7.1 Describe the quality of a musical 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. 2 Unit 11 & 12 Students must have a basic knowledge of Alfred's Music Theory Units 1-5 Students must be able to perform Concert Bb, Eb, Ab, and Fmajor scales not memorized Students must be able to perform a 1 octave Chromatic scale not memorized 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> 1) Why is it important to know your chromatic scale? 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, Chromatic, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Classical period

*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 13-15

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. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</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. Perform, correctly, musical examples which contain 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 major scale in at least four keys/four rudiments</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>2.1.3 Execute periodic cleaning beyond daily maintenance.</p> <p>2.2.3 Produce a characteristic tone quality.</p> <p>2.3.3 Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>2.4.3 Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>2.5.3 Demonstrate an understanding of the concept of phrase shaping.</p> <p>2.6.2 Apply basic elements associated with successful sight-reading.</p> <p>2.7.2 Perform a major scale in at least four keys/four rudiments.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>6.1.2 Recognize the difference between vocal or instrumental examples.</p> <p>6.1.3 Identify instruments within selected listening examples.</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Weekly Practice Journal</p> <p>New Assessments:</p> <p>Playing assessment of 4 major scales (not memorized)</p> <p>Playing Assessment of 1 octave Chromatic scale (memorized)</p> <p>Concert Literature readiness playing assessment</p> <p>Post – Performance Self Assessment writing assignment</p> <p>Listening Journal (Classical period)</p>	<p>Alfred’s Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>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>7.1 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>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>7.1.3 Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p> <p>9.1.1 Listen to teacher-selected examples of music from a variety of historical periods.</p> <p>9.1.2 List historical periods as related to selected music examples.</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. 2.5 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. 7.1 Describe the quality of a musical performance using selected criteria. 	
<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. 2 Unit 13 – 15 Students must have a basic knowledge of Alfred's Music Theory Units 1-5 	

Students must be able to perform Concert Bb, Eb, Ab, and Fmajor scales not memorized
 Students must be able to perform a 1octave Bb Chromatic scale memorized

Essential Questions:

- 1) How do scale repetitions benefit the ensemble? 2) Why is sight reading important to the overall ensemble?

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, Tetrachord

*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 16 & 17

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. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</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</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>2.1.3 Execute periodic cleaning beyond daily maintenance.</p> <p>2.2.3 Produce a characteristic tone quality.</p> <p>2.3.3 Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>2.4.3 Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>2.5.3 Demonstrate an understanding of the concept of phrase shaping.</p> <p>2.6.2 Apply basic elements associated with successful sight-reading.</p> <p>2.7.2 Perform a major scale in</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>New Assessments:</p> <p>Playing assessment of Bb and F major scales (memorized)</p> <p>Concert Literature readiness playing assessment</p> <p>Post – Performance Self Assessment writing assignment</p> <p>MTSBOA Fall Solo and Ensemble Performance Assessment</p> <p>Music Theory Units 6 & 7</p> <p>Weekly Practice Journal</p>	<p>Alfred’s Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>correctly. 2.4 Play correct pitches. Play correct rhythms. 2.5 Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality. 2.6 Apply techniques of sight-reading while playing a piece for the first time. 2.7 Play a major scale in at least four keys/four rudiments 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. 7.1 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>at least four keys/four rudiments. 5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. 7.1.3 Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</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. 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. 7.1 Describe the quality of a musical performance using selected criteria. 9.1 Recognize and describe distinguishing characteristics of music from various historical periods. 	

<p>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. 2 Unit 16 & 17 Students must have a basic knowledge of Alfred's Music Theory Units 1-7 Students must be able to perform Concert Eb and Ab major scales not memorized Students must be able to perform Concert Bb , F and Chromatic scales memorized</p>				
<p>Essential Questions: 1) How will we prepare for our performance? 2) Why is it important to study and memorize major scales?</p>				
<p>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, Classical period</p> <p>*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 18 - 20</p>				
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. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level. 2.3 Play with correct posture, hand position, and instrument carriage. Play with correct embouchure/ percussion</p>	<p>1.1.1 Sing musical examples using stepwise intervallic pitches. 1.1.2 Sing a melody in unison with pitch-accuracy. 2.1.3 Execute periodic cleaning beyond daily maintenance. 2.2.3 Produce a characteristic tone quality. 2.3.3 Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. 2.4.3 Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches. 2.5.3 Demonstrate an understanding of the concept of</p>	<p>Daily Rehearsal Grade based on Materials and Contribution Concert Literature readiness playing assessment Weekly Practice Journal New Assessments: Post – Performance Self Assessment writing assignment Listening Journal (Romantic period)</p>	<p>Alfred's Essentials of Music Theory Foundations for Superior Performance Band Expressions Book 2 www.musictheory.net www.mtsboa.org : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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</p>	<ol style="list-style-type: none"> 1. Math 2. Art 3. Composing 4. History 5. Cultural Awareness 6. Language Arts

<p>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. 2.5 Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality. 2.6 Apply techniques of sight-reading while playing a piece for the first time. 2.7 Play a major scale in at least four keys/four rudiments 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. 6.1 Describe music using vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres. 7.1 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. 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>phrase shaping. 2.6.2 Apply basic elements associated with successful sight-reading. 2.7.2 Perform a major scale in at least four keys/four rudiments. 5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. 6.1.2 Recognize the difference between vocal or instrumental examples. 6.1.3 Identify instruments within selected listening examples. 7.1.3 Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance. 9.1.1 Listen to teacher-selected examples of music from a variety of historical periods. 9.1.2 List historical periods as related to selected music examples.</p>		Flashcards	
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Unit 5**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.
- 7.1 Describe the quality of a musical 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. 2 Unit 18 – 20
- Students must have a basic knowledge of Alfred's Music Theory Units 1-7
- Students must be able to perform Eb and Ab not memorized
- Students must be able to perform Concert Bb , F and Chromatic scales memorized

Essential Questions:

- 1) How does knowledge of scales help us in our sight reading?
- 2) How do we use expressive elements to enhance our performance?

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, Intervals: (perfect, major, minor, augmented and diminished), Solfege, Transposition, Circle of Fifths

*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 21 & 22

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. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</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. Perform, correctly, musical examples which contain 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 major scale in at least four keys/four 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>7.1 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>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>2.1.3 Execute periodic cleaning beyond daily maintenance.</p> <p>2.2.3 Produce a characteristic tone quality.</p> <p>2.3.3 Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>2.4.3 Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>2.5.3 Demonstrate an understanding of the concept of phrase shaping.</p> <p>2.6.2 Apply basic elements associated with successful sight-reading.</p> <p>2.7.2 Perform a major scale in at least four keys/four rudiments.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>7.1.3 Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Weekly Practice Journal</p> <p>New Assessments:</p> <p>Playing assessment of Eb and Ab major scales (memorized)</p> <p>Concert Literature readiness playing assessment</p> <p>Music Theory Units 8 & 9</p>	<p>Alfred's Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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

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. 2.7 Perform scales (or rudiments) on one's instrument. 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. 7.1 Describe the quality of a musical 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 have a basic knowledge of Band Exp. 2 Unit 21 & 22 Students must have a basic knowledge of Alfred's Music Theory Units 1-9 Students must be able to read standard music notation Students must be able to perform Concert Bb , Eb , F , Ab and Chromatic scales memorized 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> 1) How is feedback from experts helpful? 2) Why is Sightreading evaluated at festival? 	
<p>Unit Vocabulary:</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, 20th Century/Jazz</p> <p>*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 23-25</p>	

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. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</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. Perform, correctly, musical examples which contain 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 major scale in at least four keys/four rudiments</p> <p>3.1 Improvise a solo based on a simple melody or scale.</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,</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>2.1.3 Execute periodic cleaning beyond daily maintenance.</p> <p>2.2.3 Produce a characteristic tone quality.</p> <p>2.3.3 Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>2.4.3 Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>2.5.3 Demonstrate an understanding of the concept of phrase shaping.</p> <p>2.6.2 Apply basic elements associated with successful sight-reading.</p> <p>2.7.2 Perform a major scale in at least four keys/four rudiments.</p> <p>3.1.3 Apply the fundamental concepts of improvisation using a simple melody.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</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>7.1.3 Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p> <p>9.1.1 Listen to teacher-selected examples of music from a variety of historical periods.</p> <p>9.1.2 List historical periods as</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Concert Literature readiness playing assessment</p> <p>Weekly Practice Journal</p> <p>New Assessments:</p> <p>Pre-Festival Concert</p> <p>Post – Performance Self Assessment writing assignment</p> <p>MTSBOA Concert Performance Assessment</p> <p>Listening Journal (20th Century/Jazz)</p>	<p>Alfred’s Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>instrumental or vocal timbres. 7.1 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. 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>related to selected music examples.</p>			
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<p>Unit 7</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. 2.5 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. 7.1 Describe the quality of a musical performance using selected criteria. 	
<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. 2 Unit 23 – 25 Students must have a basic knowledge of Alfred’s Music Theory Units 1-9 Students must be able to perform Concert Bb , Eb , F , Ab and Chromatic scales memorized 	
<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:

Articulation, Embouchure, Scale, Key Signature, Time Signature, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Chromatic, Accidental, Melody, Harmony, Rhythm, Sight Reading, Non-verbal Communication, Sixteenth notes and rests, Dotted eighth notes, Common and Cut time

*Directors must also include any specific terminology from chosen concert literature and Band Exp. 2 Units 26-27

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. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</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. Perform, correctly, musical examples which contain 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 major scale in at least four</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>2.1.3 Execute periodic cleaning beyond daily maintenance.</p> <p>2.2.3 Produce a characteristic tone quality.</p> <p>2.3.3 Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>2.4.3 Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>2.5.3 Demonstrate an understanding of the concept of phrase shaping.</p> <p>2.6.2 Apply basic elements associated with successful sight-reading.</p> <p>2.7.2 Perform a major scale in at least four keys/four rudiments.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>7.1.3 Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Weekly Practice Journal</p> <p>New Assessments:</p> <p>2 Octave Concert F Chromatic scale (non memorized)</p> <p>MTSBOA Solo and Ensemble Performance Assessment</p> <p>Concert Literature readiness playing assessment</p> <p>Music Theory Unit 10, plus review</p>	<p>Alfred's Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>keys/four 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>7.1 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>				
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Unit 8	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. 6.1 Describe musical examples using appropriate vocabulary/terminology. 7.1 Describe the quality of a musical performance using selected criteria. 9.2 Describe music from various cultures. 	
<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. 2 Unit 26 & 27 Students must have a basic knowledge of Alfred's Music Theory Units 1-10 Students must be able to perform Concert Bb , Eb , F , Ab and Chromatic scales memorized 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> 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, Chromatic, 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 28-30

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. Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.</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. Perform, correctly, musical examples which contain 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 major scale in at least four keys/four rudiments</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>2.1.3 Execute periodic cleaning beyond daily maintenance.</p> <p>2.2.3 Produce a characteristic tone quality.</p> <p>2.3.3 Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p>2.4.3 Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p>2.5.3 Demonstrate an understanding of the concept of phrase shaping.</p> <p>2.6.2 Apply basic elements associated with successful sight-reading.</p> <p>2.7.2 Perform a major scale in at least four keys/four rudiments.</p> <p>5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p> <p>6.1.2 Recognize the difference between vocal or instrumental examples.</p> <p>6.1.3 Identify instruments within selected listening examples.</p> <p>7.1.3 Analyze the three building</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Weekly Practice Journal</p> <p>New Assessments:</p> <p>Concert Literature readiness playing assessment</p> <p>Spring Concert</p> <p>Post – Performance Self Assessment writing assignment</p> <p>Freedom Middle School Solo and Ensemble Performance Assessment</p> <p>Listening Journal (World Music)</p>	<p>Alfred’s Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>www.musictheory.net</p> <p>www.mtsboa.org : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>6.1 Describe music using vocabulary/terminology appropriate to experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres.</p> <p>7.1 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>9.2 Listen to and describe music from selected cultures. Analyze characteristics of music from selected cultures as related to music studied.</p>	<p>blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p> <p>9.2.1 Listen to music representative of selected cultures.</p> <p>9.2.2 Discuss distinguishing characteristics of music of selected cultures.</p> <p>9.2.3 Discuss the distinguishing characteristics of and the instruments used in music of selected cultures..</p>			
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