

# 8<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 7<sup>th</sup> grade Summative) *            Reviewing Music Theory: Units 1- 10            Review of Major Scales            Review of Chromatic Scale            Public Performance (required for assessment of student growth)            Playing Fundamentals</p> <ul style="list-style-type: none"> <li>• Posture (rest, ready, play positions)</li> <li>• Singing</li> <li>• Hand Position</li> <li>• Balance/Blend/Pitch</li> </ul> <p>Suggested Assessments: Scales playing test            Music Theory Review test            Writing Component: Post Concert Self Assessment *</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>• Balance/Blend/Pitch</li> </ul> <p>Care and Maintenance            Music Theory Unit 11            Chromatic Scale (memorized)            Sight Read unison rhythms            Concert Literature (2-3)            Public Performance (required for assessment of student growth)            Listening Journals            Fall Solo and Ensemble Literature (optional)            Suggested Assessments: Chromatic Scale            Concert excerpts playing test            Music Theory page 73            Writing Component: Post Concert Self Assessment *</p> <p>*See appendix</p>	<p><b>Weeks 1-4.5: Unit 3</b>            Db and C Concert Scales (Memorized)            Playing Fundamentals</p> <ul style="list-style-type: none"> <li>• Posture (rest, ready, play positions)</li> <li>• Singing</li> <li>• Hand Position</li> <li>• Balance/Blend/Pitch</li> </ul> <p>Sight Reading Grade 1            Concert Literature (2-3)            Metro Honors Band (selected students)            MTSBOA Fall Solo and Ensemble Assessment            Suggested Assessments: Solo and Ensemble Readiness (optional)            Scales playing test            Concert excerpts playing test</p> <p><b>Weeks 4.5-9: Unit 4</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>• Balance/Blend/Pitch</li> </ul> <p>G and D Concert Scales (memorized)            MTSBOA Mid State Band Auditions (selected students)            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)            Writing Component: Post Concert Self Assessment *</p>

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

### Weeks 1-4.5: Unit 5

MTSBOA Mid State Band (selected students)

Sight Reading Grade 1

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

### Weeks 4.5-9: Unit 6

Playing Fundamentals

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

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

Writing Component: Post Concert Self Assessment \*

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

### Weeks 1-4.5: Unit 7

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: Concert excerpts playing test

Solo and Ensemble excerpts playing test

### Weeks 4.5-9: Unit 8

Playing Fundamentals

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

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

Recruiting Activities

Suggested Assessments: Concert excerpts playing test

Writing Component: Post Concert Self Assessment \*

## MNPS Middle School Band Curriculum Map: 8<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, embouchure and breath</p> <p>Long Tones and Technique review</p> <p>Review of scales</p> <p>Music Theory Lessons Review</p> <p>Formative Assessment</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Policies, rules and procedures</li> <li>• Concert Literature (grades 1-3)</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ Open House Concert</p>	<p><b>Unit 2</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Chromatic Scale memorized</li> <li>• Sightreading-unison rhythms</li> <li>• Concert Literature (grades 1-3)</li> <li>• Music Theory Unit 11</li> <li>• Listening Journals (Classical period)</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ Fall Concert</p>	<p><b>Unit 3</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Db and C concert scales (mem.)</li> <li>• Sightreading beginning band literature</li> <li>• Concert Literature</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ Metro Honors Band</p> <p>♫ MTSBOA Solo and Ensemble Assessment</p>	<p><b>Unit 4</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• G and D concert scales (mem.)</li> <li>• Concert Literature Grade 2-4</li> <li>• Listening Journals (Romantic period)</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ MTSBOA Mid State Band Auditions</p> <p>♫ Winter Concert</p>	<p><b>Unit 5</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Sightread level 1 band literature</li> <li>• Concert Literature Grade 2-4</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ MTSBOA Mid State Band (select students)</p>	<p><b>Unit 6</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Sightread level 1 band literature</li> <li>• Concert Literature Grade 2-4</li> <li>• Listening Journals (20<sup>th</sup> Century/Jazz)</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ Pre-Assessment Concert</p> <p>♫ MTSBOA Concert Performance Assessment</p>	<p><b>Unit 7</b> <b>Fundamentals:</b> Balance, Blend and Pitch</p> <p>Posture, embouchure and breath</p> <p>Long Tones and Technique review</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Concert Literature Grade 2-4</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, embouchure and breath</p> <p>Long Tones and Technique review</p> <p><b>New Concepts:</b></p> <ul style="list-style-type: none"> <li>• Concert Literature Grade 2-4</li> <li>• Listening Journals (World music)</li> </ul> <p><b>Performance Opportunity:</b></p> <p>♫ Spring Concert</p> <p>♫ TMEA State Concert Festival (must qualify)</p> <p>♫ Freedom Middle School Solo and Ensemble Performance Assessment</p> <p>Recruiting Activities</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>What role will music play in my high school career?</i></p>
---	--	--	--	--	---	--	---

<b>Unit 1</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>7.1 Describe the quality of a musical 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 Alfred's Music Theory Units 1-10</li> <li>Students must have Concert Bb, Eb, Ab, and F major scales (memorized, MTSBOA mid-state range)</li> <li>Students must have Concert Db, C, G, and D major scales (not memorized, MTSBOA mid-state range)</li> <li>Students must have 2 oct. F Chromatic scale (not memorized)</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>1) How do procedures and rules help our band be successful?    2) Why do we spend time on playing fundamentals each day?</li> </ul>	
<p><b>Unit Vocabulary:</b></p> <p>Articulation, Embouchure, Scale, Key Signature, Time Signature, Compound Meter, 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</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 eight major keys</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>7.1</b> Explain criteria considered when evaluating the quality of a performance.</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>2.2.3</b> Produce a characteristic tone quality.</p> <p><b>2.3.3</b> Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p><b>2.4.3</b> Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p><b>2.5.3</b> Demonstrate an understanding of the concept of phrase shaping.</p> <p><b>2.6.2</b> Apply basic elements associated with successful sight-reading.</p> <p><b>2.7.3</b> Perform eight major scales/eight 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>7.1.3</b> 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 7<sup>th</sup> grade Summative</p> <p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Playing assessment of 8 major scales (only 4 memorized)</p> <p>Concert Literature readiness playing assessment</p> <p>Post – Performance Self Assessment writing assignment</p> <p>Unit 10 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>Standard of Excellence Book 3</p> <p>Accent On Composers, Alfred Publishing</p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>

Evaluate the quality of a musical performance using appropriate vocabulary/terminology, based on selected criteria.				
<b>Unit 2</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>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 Concert Bb, Eb, Ab, and F major scales (memorized, MTSBOA mid-state range)</li> <li>Students must have Concert Db, C, G, and D major scales (not memorized, MTSBOA mid-state range)</li> <li>Students must have 2 oct. F Chromatic scale (not memorized)</li> </ul>				
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>1) Why is it important to memorize your chromatic scale?</li> <li>2) How does sight reading make you a better musician?</li> </ul>				
<p><b>Unit Vocabulary:</b></p> <p>Articulation, Embouchure, Scale, Key Signature, Time Signature, Compound Meter, 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</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 eight major keys</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</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>2.2.3</b> Produce a characteristic tone quality.</p> <p><b>2.3.3</b> Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p><b>2.4.3</b> Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p><b>2.5.3</b> Demonstrate an understanding of the concept of phrase shaping.</p> <p><b>2.6.2</b> Apply basic elements associated with successful sight-reading.</p> <p><b>2.7.3</b> Perform eight major scales/eight 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>7.1.3</b> 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>Concert Literature readiness playing assessment</p> <p>Weekly Practice Journal</p> <p>Listening Journals</p> <p>Playing assessment of Chromatic scale memorized (Mid State Range)</p> <p>Unit 11 Music Theory Review</p> <p>Fall Concert</p> <p>Post – Performance Self Assessment writing assignment</p>	<p>Alfred’s Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>Standard of Excellence Book 3</p> <p>Accent On Composers, Alfred Publishing</p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>experience level. Identify, verbally, the performing medium. Identify, verbally, instrumental or vocal timbres. <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. <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>9.1.1</b> Listen to teacher-selected examples of music from a variety of historical periods. <b>9.1.2</b> List historical periods as related to selected music examples. <b>9.1.3</b> Discuss the basic musical characteristics of selected historical periods.</p>			
--	---	--	--	--

<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>5.1 Identify and interpret standard musical notation.</li> <li>7.1 Describe the quality of a musical 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 Concert Bb, Eb, Ab, and F major scales (memorized, MTSBOA mid-state range)</li> <li>Students must have Concert Db, C, G, and D major scales (not memorized, MTSBOA mid-state range)</li> <li>Students must have Chromatic scale (memorized, MTSBOA mid-state range)</li> <li>Students must have a basic knowledge of Alfred’s Music Theory Units 1-11</li> </ul>	

**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, Compound Meter, Intonation, Syncopation, Tone, Dynamics, Enharmonic Tone, Chromatic, Accidental, Melody, Harmony, Rhythm, Range, Sight Reading, Non-verbal Communication

\*Directors must also include any specific terminology from chosen concert literature

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>2.1.3</b> Execute periodic cleaning beyond daily maintenance.</p> <p><b>2.2.3</b> Produce a characteristic tone quality.</p> <p><b>2.3.3</b> Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p><b>2.4.3</b> Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p><b>2.5.3</b> Demonstrate an understanding of the concept of phrase shaping.</p> <p><b>2.6.2</b> Apply basic elements associated with successful sight-reading.</p> <p><b>2.7.3</b> Perform eight major scales/eight 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>7.1.3</b> Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Weekly Practice Journal</p> <p>Db and C concert scales memorized (Mid State range)</p> <p>Winter Concert Literature readiness playing assessment</p>	<p>Alfred’s Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>Standard of Excellence Book 3</p> <p>Accent On Composers, Alfred Publishing</p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>while playing a piece for the first time.  <b>2.7</b> Play a major scale in at least eight major keys  <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.  <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>musical performance.</p>			
---	-----------------------------	--	--	--

<p><b>Unit 4</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>5.1 Identify and interpret standard musical notation.</li> <li>6.1 Describe musical examples using appropriate vocabulary/terminology.</li> <li>6.2 Analyze specific events in a given musical example.</li> <li>7.1 Describe the quality of a musical 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, proper posture and instrument position, and 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 Alfred’s Music Theory Units 1-11</li> <li>Students must have Concert Bb, Eb, Ab, C , Db and Fmajor scales (memorized, MTSBOA mid-state range)</li> <li>Students must have Concert G and D (not memorized, MTSBOA mid-state range)</li> </ul>	

Students must be able to perform a Chromatic Scale (memorized, MTSBOA mid-state range)

**Essential Questions:**

- 1) How will we prepare for our performance?                      2) Why is it important to study and memorize major scales?

**Unit Vocabulary:**

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

\*Directors must also include any specific terminology from chosen concert literature

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>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>2.2.3</b> Produce a characteristic tone quality.</p> <p><b>2.3.3</b> Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p><b>2.4.3</b> Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p><b>2.5.3</b> Demonstrate an understanding of the concept of phrase shaping.</p> <p><b>2.6.2</b> Apply basic elements associated with successful sight-reading.</p> <p><b>2.7.3</b> Perform eight major scales/eight rudiments.</p> <p><b>5.1.3</b> Use standard symbols to notate meter, rhythm, and pitch</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Concert Literature readiness playing assessment</p> <p>Weekly Practice Journal</p> <p>Playing assessment of G and D concert scales memorized (Mid State Range)</p> <p>Winter Concert</p> <p>Post – Performance Self Assessment writing assignment</p> <p>Listening Journal</p>	<p>Alfred’s Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>Standard of Excellence Book 3</p> <p>Accent On Composers, Alfred Publishing</p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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><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 eight major keys</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>7.1</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>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>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>7.1.3</b> Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p> <p><b>9.1.1</b> Listen to teacher-selected examples of music from a variety of historical periods.</p> <p><b>9.1.2</b> List historical periods as related to selected music examples.</p> <p><b>9.1.3</b> Discuss the basic musical characteristics of selected historical periods.</p>			
---	--	--	--	--

<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>5.1 Identify and interpret standard musical notation.</li> </ul>	

**Prerequisite Skills:**  
 Students must have a basic knowledge of breath support/control, proper posture and instrument position, and 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 Concert Bb, Eb, Ab, and Fmajor scales (memorized, MTSBOA mid-state range)  
 Students must have Concert Db, C, G, and D major scales (memorized, MTSBOA mid-state range)  
 Students must have Chromatic scale (memorized, MTSBOA mid-state range)  
 Students must have a basic knowledge of Alfred’s Music Theory Units 1-11

**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, Compound Meter, 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

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.  <b>2.1</b> Name the parts of their instrument. Assemble and disassemble instrument correctly.            Demonstrate proper storage and handling. Explain proper instrument maintenance.  <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.  <b>2.3</b> Play with correct posture, hand position, and instrument carriage.            Play with correct embouchure/ percussion</p>	<p><b>1.1.1</b> Sing musical examples using stepwise intervallic pitches.  <b>1.1.2</b> Sing a melody in unison with pitch-accuracy.  <b>2.1.3</b> Execute periodic cleaning beyond daily maintenance.  <b>2.2.3</b> Produce a characteristic tone quality.  <b>2.3.3</b> Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.  <b>2.4.3</b> Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.  <b>2.5.3</b> Demonstrate an understanding of the concept of</p>	<p>Daily Rehearsal Grade based on Materials and Contribution             Weekly Practice Journal             Concert Literature readiness playing assessment</p>	<p>Alfred’s Essentials of Music Theory            Foundations for Superior Performance             Band Expressions Book 2             Standard of Excellence Book 3             Accent On Composers, Alfred Publishing   <a href="http://www.mtsboa.org">www.mtsboa.org</a> : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters and discussion forums   <a href="http://www.peppermusic.com">www.peppermusic.com</a>             Flash Trax Rhythm Reading System  <a href="http://flashtrax.net/orders.htm">http://flashtrax.net/orders.htm</a></p>	<p>1. Math            2. Art            3. Composing            4. History            5. Cultural Awareness            6. Language Arts</p>

<p>sticking appropriate to experience level. Play with breath support appropriate to experience level. Play correct fingerings (positions). Perform articulation/ sticking markings correctly. <b>2.4</b> Play correct pitches. Play correct rhythms. <b>2.5</b> Define terms and markings related to musicality. Perform, correctly, musical examples which contain markings related to musicality. <b>2.6</b> Apply techniques of sight-reading while playing a piece for the first time. <b>2.7</b> Play a major scale in at least eight major keys <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>phrase shaping. <b>2.6.2</b> Apply basic elements associated with successful sight-reading. <b>2.7.3</b> Perform eight major scales/eight rudiments. <b>5.1.3</b> Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.</p>		<p>MNPS Music Library : a library of concert literature available for use  Flashcards</p>	
---	--	--	---	--

<p><b>Unit 6</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>6.2 Analyze specific events in a given musical example.</li> <li>7.1 Describe the quality of a musical performance using selected criteria.</li> <li>9.1 Recognize and describe distinguishing characteristics of music from various historical periods.</li> </ul>	

**Prerequisite Skills:**

Students must have a basic knowledge of breath support/control, proper posture and instrument position, and 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 Concert Bb, Eb, Ab, and Fmajor scales (memorized, MTSBOA mid-state range)

Students must have Concert Db, C, G, and D major scales (memorized, MTSBOA mid-state range)

Students must have Chromatic scale (memorized, MTSBOA mid-state range)

Students must have a basic knowledge of Alfred's Music Theory Units 1-11

**Essential Questions:**

1) How is feedback from experts helpful?      2) Why is Sightreading evaluated at festival?

**Unit Vocabulary:**

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

\*Directors must also include any specific terminology from chosen concert literature

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</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>2.2.3</b> Produce a characteristic tone quality.</p> <p><b>2.3.3</b> Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p><b>2.4.3</b> Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p><b>2.5.3</b> Demonstrate an understanding of the concept of</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Weekly Practice Journal</p> <p>Concert Literature readiness playing assessment</p> <p>Pre-Festival Concert</p> <p>MTSBOA Concert Performance Assessment</p> <p>Post – Performance Self Assessment writing assignment</p> <p>Listening Journal</p>	<p>Alfred's Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>Standard of Excellence Book 3</p> <p>Accent On Composers, Alfred Publishing</p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>	<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>sticking appropriate to experience level.  Play with breath support appropriate to experience level.  Play correct fingerings (positions).  Perform articulation/ sticking markings correctly.  <b>2.4</b> Play correct pitches.  Play correct rhythms.  <b>2.5</b> Define terms and markings related to musicality.  Perform, correctly, musical examples which contain markings related to musicality.  <b>2.6</b> Apply techniques of sight-reading while playing a piece for the first time.  <b>2.7</b> Play a major scale in at least eight major keys  <b>3.1</b> Improvise a simple solo on a single pitch using a variety of rhythms.  Improvise a simple solo using no more than three pitches.  Improvise a solo based on a simple melody or scale.  <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.  <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.  <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>phrase shaping.  <b>2.6.2</b> Apply basic elements associated with successful sight-reading.  <b>2.7.3</b> Perform eight major scales/eight rudiments.  <b>3.1.1</b> Describe the fundamental concepts of improvisation.  <b>3.1.2</b> Apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches.  <b>3.1.3</b> Apply the fundamental concepts of improvisation using a simple melody.  <b>5.1.3</b> Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.  <b>6.1.1</b> Describe a simple musical example using basic music vocabulary/terminology.  <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>7.1.3</b> Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.  <b>9.1.1</b> Listen to teacher-selected examples of music from a variety of historical periods.  <b>9.1.2</b> List historical periods as related to selected music examples.  <b>9.1.3</b> Discuss the basic musical characteristics of selected historical periods.</p>	<p>(20<sup>th</sup> Century/Jazz)</p>	<p>MNPS Music Library : a library of concert literature available for use</p> <p>Flashcards</p>	
--	--	---------------------------------------	---	--

**Unit 7****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.
- 7.2 Evaluate the quality and effectiveness of one's own and another's performance using selected criteria.

**Prerequisite Skills:**

- Students must have a basic knowledge of breath support/control, proper posture and instrument position, and 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 Concert Bb, Eb, Ab, and F major scales (memorized, MTSBOA mid-state range)
- Students must have Concert Db, C, G, and D major scales (memorized, MTSBOA mid-state range)
- Students must have Chromatic scale (memorized, MTSBOA mid-state range)
- Students must have a basic knowledge of Alfred's Music Theory Units 1-11

**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, Compound Meter, 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

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 eight major keys</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>7.1</b> Explain criteria considered when evaluating the quality of a performance. Evaluate the quality of a musical performance using appropriate</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>2.2.3</b> Produce a characteristic tone quality.</p> <p><b>2.3.3</b> Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p><b>2.4.3</b> Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p><b>2.5.3</b> Demonstrate an understanding of the concept of phrase shaping.</p> <p><b>2.6.2</b> Apply basic elements associated with successful sight-reading.</p> <p><b>2.7.3</b> Perform eight major scales/eight 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>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>7.1.3</b> Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.</p> <p><b>7.2.1</b> Present an oral or written evaluation of a performance of another person using appropriate</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Weekly Practice Journal</p> <p>Concert Literature readiness playing assessment</p> <p>Solo and Ensemble Literature readiness playing assessment</p> <p>MTSBOA Solo and Ensemble Performance Assessment</p>	<p>Alfred's Essentials of Music Theory</p> <p>Foundations for Superior Performance</p> <p>Band Expressions Book 2</p> <p>Standard of Excellence Book 3</p> <p>Accent On Composers, Alfred Publishing</p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>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.</p> <p>Evaluate one's own performance, verbal or written, based on selected criteria and using appropriate vocabulary/terminology. Compare and contrast, verbal or written, two different performances of the same excerpt based on selected criteria and using appropriate vocabulary/terminology.</p>	<p>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>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>5.1 Identify and interpret standard musical notation.</li> <li>6.1 Describe musical examples using appropriate vocabulary/terminology.</li> <li>6.2 Analyze specific events in a given musical example.</li> <li>7.1 Describe the quality of a musical performance using selected criteria.</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, proper posture and instrument position, and 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 be able to perform Chromatic and required 8 major scales memorized (Mid State Range)</li> <li>Students must have a basic knowledge of Alfred's Music Theory Units 1-11</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>1) How does teamwork influence the overall performance of this ensemble?</li> <li>2) What role will music play in my high school career?</li> </ul>	

**Unit Vocabulary:**

Articulation, Embouchure, Scale, Key Signature, Time Signature, Compound Meter, 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

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 eight major keys</p> <p><b>5.1</b> Identify, verbally, standard notation symbols. Demonstrate an understanding of 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>2.1.3</b> Execute periodic cleaning beyond daily maintenance.</p> <p><b>2.2.3</b> Produce a characteristic tone quality.</p> <p><b>2.3.3</b> Demonstrate knowledge of breathing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.</p> <p><b>2.4.3</b> Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.</p> <p><b>2.5.3</b> Demonstrate an understanding of the concept of phrase shaping.</p> <p><b>2.6.2</b> Apply basic elements associated with successful sight-reading.</p> <p><b>2.7.3</b> Perform eight major scales/eight 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>7.1.3</b> Analyze the three building</p>	<p>Daily Rehearsal Grade based on Materials and Contribution</p> <p>Weekly Practice Journal</p> <p>Concert Literature readiness playing assessment</p> <p>Spring Concert</p> <p>Freedom Middle School Solo and Ensemble Performance Assessment</p> <p>Post – Performance Self Assessment writing assignment</p> <p>Summative</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>Standard of Excellence Book 3</p> <p>Accent On Composers, Alfred Publishing</p> <p><a href="http://www.mtsboa.org">www.mtsboa.org</a> : Graded music lists, scale requirements for Mid State Auditions, Sight Reading parameters 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>through performance. Notate an assignment, within specified guidelines, which illustrates student understanding of meter, rhythm and pitch.</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>9.2</b> 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><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> <p><b>9.2.3</b> Discuss the distinguishing characteristics of and the instruments used in music of selected cultures.</p>			
--	--	--	--	--