

Calendar-Based Curriculum Map: Music

8th - 12th Grade Band

Fall Semester

	1st Quarter – Marching Season	2nd Quarter – District Band / Winter Concert & Parades
Essential Questions	<ul style="list-style-type: none"> • What goes into the design, development, and implementation of a field marching show? • What skills are necessary for individual and group success in a marching ensemble? 	<ul style="list-style-type: none"> • What skills are necessary for a band to parade well? • What advanced practice strategies will assist in preparing for auditions for college, scholarships, and honor ensembles (i.e. district band, state band)?
Concepts	<ul style="list-style-type: none"> • Review all concepts from previous years • Continue developing awareness of balance, blend, posture, breathing, assembly, care & maintenance, carriage, embouchure, articulation • Advanced daily warm-ups that include attention to all the above facets of performance as well as range and endurance. • Marching warm-ups that address posture, carriage, step size, facing, etc. • Awareness of one's spatial relationship to other marchers, field markings • Elements of musical difficulty at the levels of Grade III and IV (e.g. mixed and asymmetric meter, polytonality, multiple tonguing) 	<ul style="list-style-type: none"> • Continue developing awareness of balance, blend, posture, breathing, assembly, care & maintenance, carriage, embouchure, articulation • Advanced daily warm-ups that include attention to all the above facets of performance as well as range and endurance. • Block band marching techniques • Looping and modification of rhythms while practicing • Elements of musical difficulty at the levels of Grade III and IV (e.g. mixed and asymmetric meter, polytonality, multiple tonguing)
Skills	<ul style="list-style-type: none"> • Review all skills from previous years • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The full chromatic range of one's instrument, ascending and descending ➢ The ability to play all concert major and natural, harmonic, and melodic minor scales, two octaves if possible ➢ The ability to read at sight the Grade II and III elements learned so far ➢ The ability to perform Grade III or higher band music with ample preparation time ➢ Proper marching basics and the ability to march and play one's part of a field marching show 	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The full chromatic range of one's instrument, ascending and descending ➢ The ability to play all concert major and natural, harmonic, and melodic minor scales, two octaves if possible ➢ The ability to play assigned sections of the audition music for All-District Band ➢ The ability to read at sight the Grade II and III elements learned so far ➢ The ability to perform Grade III or higher band music with ample preparation time ➢ Proper parade technique
Assessment	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of monthly individual playing- taped tests, sectional tests, etc. • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in fall performance event(s) (e.g. marching band performances, pep band, etc.) 	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of monthly individual playing- taped tests, sectional tests, etc. • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in honor band auditions, parades, and winter concert in December
Resources	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook paper (student provided) / Lyre and flip folder • Pencil (student provided) • Handouts for band binder 	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook paper (student provided) / Lyre and flip folder • Pencil (student provided) • Handouts for band binder • Sheet music

Calendar-Based Curriculum Map: Music

8th - 12th Grade Band

Spring Semester

	3rd Quarter – Solo & Ensemble	4th Quarter – Concert / Sight Reading Festival
Essential Questions	<ul style="list-style-type: none"> • Why is solo work important for an advanced musician? • How does one memorize a lengthy piece? 	<ul style="list-style-type: none"> • What is ABA form and what types of band music use that form? • How can we use judges' comments to improve individually and as a group?
Concepts	<ul style="list-style-type: none"> • Continue developing awareness of balance, blend, posture, breathing, assembly, care & maintenance, carriage, embouchure, articulation • Advanced daily warm-ups that include attention to all the above facets of performance as well as range and endurance. • Elements of musical difficulty at the levels of Grade III and IV (e.g. mixed and asymmetric meter, polytonality, multiple tonguing) • Strategies for memorizing and learning multi-movement solos and ensembles 	<ul style="list-style-type: none"> • Continue developing awareness of balance, blend, posture, breathing, assembly, care & maintenance, carriage, embouchure, articulation • Advanced daily warm-ups that include attention to all the above facets of performance as well as range and endurance. • Elements of musical difficulty at the levels of Grade III and IV (e.g. mixed and asymmetric meter, polytonality, multiple tonguing) • Strategies for sight reading in full band situations
Skills	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The full chromatic range of one's instrument, ascending and descending ➢ The ability to play all concert major and natural, harmonic, and melodic minor scales, two octaves if possible ➢ The ability to read at sight the Grade II and III elements learned so far ➢ The ability to perform Grade III or higher band music with ample preparation time ➢ Preparation of Grade III or higher solo or ensemble for performance 	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The full chromatic range of one's instrument, ascending and descending ➢ The ability to play all concert major and natural, harmonic, and melodic minor scales, two octaves if possible ➢ The ability to read at sight the Grade II and III elements learned so far ➢ The ability to perform Grade III or higher band music with ample preparation time
Assessment	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of biweekly individual playing- taped tests, sectional tests, etc. • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in solo festival in March 	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of biweekly individual playing- taped tests, sectional tests, etc. • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in spring festival and concert In April/May
Resources	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook paper (student provided) / Lyre and flip folder • Pencil (student provided) • Handouts for band binder • Sheet music (in preparation for spring festival and concert) 	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook paper (student provided) • Pencil (student provided) • Handouts for band binder • Sheet music