

Deer Valley Unified School District

Band Curriculum



5th - 8th Grade



Deer Valley Unified School District No. 97

Band Curriculum Team Members

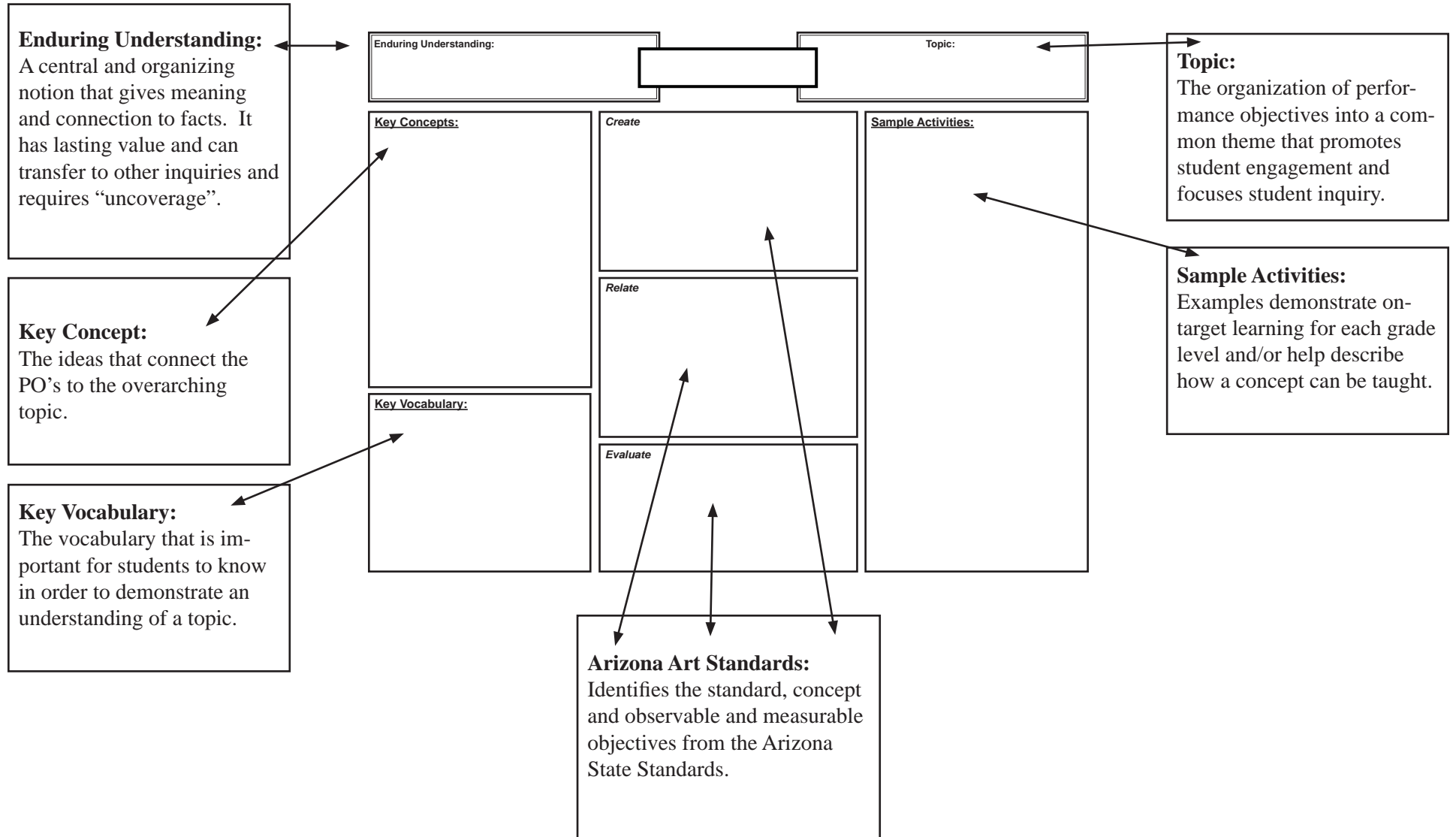
Bruce Bjorna, Desert Sky Middle School
Nick Burdick, Barry Goldwater High School
David Duarte, Deer Valley High School
Michael Eastin, Greenbrier Elementary and Las Brisas Elementary
Dan Hatfield, Diamond Canyon School
George Hattendorf, Mountain Ridge High School
James O'Halloran, Sunset Ridge School
Nancy Pallas, Stetson Hills School
William Patterson, Highland Lakes School
Bruce DuPlanty, District Office

Arts

in Deer Valley Unified School District

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Art													
Music													
Band													
Choir													
Strings													
Dance													
Drama													

Concept Map Definition Page



Enduring Understanding:

What does the characteristic sound of my instrument sound like and how do I produce it?

Beginning Band**Topic:****Tone****Key Concepts:**

- Posture
- Breathing
- Embouchure
- Intonation
- Articulation

Create

S1C1 PO 104 - singing their own instrumental parts with good posture and with proper breath support.

S1C2 PO 107 - demonstrating the basic embouchure, posture, and hand/stick/mallet position appropriate for characteristic tone production on their instrument.

S1C2 PO 120 - recognizing when their instruments are in tune by listening to a given pitch.

Relate

S2C1 PO 107 - describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings, bowings).

S2C1 PO 108 - analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.

Evaluate

S3C1 PO 110 - identifying whether an instrument/voice is in tune by listening to a pitch reference.

Sample Activities:

- Breathing (without instrument) exercises
- Free buzzing
- Mouthpiece buzzing
- Mouthpiece melodies
- Tonguing rhythms (without instrument)
- Stop tone exercises

Key Vocabulary:

- mouthpiece
- embouchure
- attacks
- releases
- tonguing
- buzz
- breath support
- air stream
- pitch
- lip slur
- partial

Enduring Understanding:

What is a scale/rudiment?

Beginning Band**Topic:****Scales and Rudiments****Key Concepts:**

- Intervals
- Rolls 5,9, Long
- Paradiddle
- Flams

Create

S1C2 PO 105 - playing the Concert Bb, F, and Eb major scales one octave on wind and mallet percussion instruments.

S1C2 PO 109 - playing exercises from memory at appropriate level.

S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.

S1C2 PO 119 - additionally for percussionists: playing the appropriate percussion rudiments (e.g., long, 5-stroke, 7-stroke rolls, paradiddles, flams).

S1C5 PO 106 - identifying steps, skips, and repeated notes encountered in the repertoire.

S1C5 PO 107 - explaining the function of the key signatures and accidentals.

Sample Activities:

- Rote learning of scales
- Relate to written notes
- Rhythm/tonguing exercises on each scale tone
- Vary speed of rudiment exercises
- Vary alternating and not alternating of sticking on rudiment exercises

Key Vocabulary:

- whole step
- half step
- leap
- octave
- single tap
- flam
- double

Relate**Evaluate**

Scale	4th	5th	6th	7th	8th
Bb - 1 8va	x	X	BRASS	BRASS	BRASS
Bb - 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC
Eb - 1 8va	x	X	BRASS	BRASS	BRASS
Eb - 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC
F - 1 8va		x	BRASS	BRASS	BRASS
F - 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC
Ab 1 8va			X		
Ab 2+ 8va				X	X
Chromatic 1 8va	x	X	BRASS	BRASS	BRASS
Chromatic 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC

** Suggested progression.

Lowercase denotes beginning to work on, uppercase denotes working towards mastery.

Enduring Understanding:

How is music created and written?

Beginning Band**Topic:****Musicianship****Key Concepts:**

- Notation
- Form
- Key Signature
- Time Signature (4/4, 3/4, 2/4)
- Rhythm value (whole through 8th)
- Melody
- Instrument families

Key Vocabulary:

- melody
- ostinato
- mood
- ascending
- descending
- woodwinds
- brass
- percussion
- forte
- piano
- allegro
- andante
- pitch
- phrasing

Create

S1C1 PO 102 - singing their own instrumental parts in tune with appropriate articulation, phrasing and dynamics.
S1C1 PO 103 - singing rhythmic patterns of different meters.
S1C2 PO 104 - identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.
S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.
S1C5 PO 102 - explaining the function of the following time signatures: 4/4, 3/4, 2/4, 6/8, cut time.
S1C5 PO 103 - explaining and applying the terms encountered in the repertoire.
S1C5 PO 105 - using appropriate terminology to describe and explain music encountered in the repertoire.
S1C5 PO 106 - identifying steps, skips, and repeated notes encountered in the repertoire.
S1C5 PO 107 - explaining the function of the key signatures and accidentals.
S1C5 PO 108 - describing and playing simple musical forms as encountered in repertoire.

Relate

S2C1 PO 104 - recognizing the connections between music and other content areas as encountered in the repertoire.

Evaluate

S3C1 PO 104 - identifying instruments/voices by family/voice type.
S3C1 PO 106 - using appropriate terminology to describe and explain music.
S3C1 PO 107 - identifying the elements of music in the repertoire.
S3C1 PO 109 - identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.
S3C1 PO 111 - identifying the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music.
S3C2 PO 101 - identifying the characteristics that evoke a temperament or mood in a piece of music.

Sample Activities:

- Relate time signatures to fractions
- Relate note values to fractions and manipulatives
- Students write simple rhythmic melody
- Students write simple melodic melody
- Relate phrases to sentences
- Improvise melody over ostinato accompaniment

Enduring Understanding:

What does it take to perform successfully?

Beginning Band**Topic:****Performance****Key Concepts:**

- Communication
- Rehearsal
- Practice
- Components of performance
- Reflection (self and others)

Create

S1C2 PO 104 - identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.

S1C2 PO 108 - playing, on pitch, in rhythm, with appropriate articulation, dynamics, and tempo.

S1C2 PO 110 - playing notated music at grade level 1-2 on a scale of 1-6.

S1C2 PO 111 - playing repertoire accurately and with good breath control, tone quality, and technique at grade level 1-2 on a scale of 1-6.

S1C2 PO 113 - playing a varied repertoire from different genres at appropriate level (e.g., traditional, military, popular, folk).

S1C2 PO 114 - responding to basic conductor's cues (e.g., tempo and dynamics).

S1C2 PO 116 - playing together as an ensemble (e.g. tempo and balance).

S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or inter-vallic while maintaining a steady beat.

S1C2 PO 120 - recognizing when their instruments are in tune by listening to a given pitch.

S1C5 PO 104 - playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire.

S1C5 PO 108 - describing and playing simple musical forms as encountered in repertoire.

Relate

S2C1 PO 103 - recognizing composers' motivations for creating the music being performed by the students.

S2C1 PO 107 - describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings, bowings).

S2C1 PO 108 - analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.

S2C2 PO 104 - identifying and applying appropriate audience behavior in the context and style of music being performed.

S2C2 PO 105 - identifying the composers of the works being sung/played.

S2C2 PO 107 - identifying the musical characteristics that make a piece of music appropriate for a specific event or function.

S2C3 PO 104 - identifying and explaining music preferences (I like it because...).

Evaluate

S3C1 PO 103 - identifying the sounds of the instruments/voices specific to their ensemble.

S3C1 PO 106 - using appropriate terminology to describe and explain music.

S3C1 PO 109 - identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.

S3C1 PO 112 - listening to musical examples with sustained attention.

S3C2 PO 102 - using teacher specified criteria to evaluate a musical performance.

S3C2 PO 103 - showing respect for personal work and the work of others through appropriate critique.

S3C2 PO 104 - evaluating the effect of audience and performers' behavior on the performance.

S3C2 PO 105 - reflecting on the experience(s) of their performance and the performance of others.

Sample Activities:

- Develop warm-up procedure
- Watch performance and practice etiquette
- Students reflect on own performance and reaction (in class performance and concert performance)
- Students reflect on observed performance and etiquette of performers and audience

Key Vocabulary:

- expression
- ensemble
- section
- warm-up
- conducting gestures
- cue
- cut-off
- concert etiquette

Enduring Understanding:

How do I properly care for my musical instrument?

Beginning Band

Topic:

Care and Maintenance

Key Concepts:

- Handling
- Assembly
- Instrument Nomenclature
- Cleaning
- Maintenance

Create

S1C2 PO 101 - properly assembling and identifying the various parts of their instruments.
S1C2 PO 102 - demonstrating proper care and maintenance of their instrument.

Sample Activities:

- basic visual analysis
- develop assembly and disassembly procedures

Key Vocabulary:

- *Components and terminology specific to the instrument*
- Cork/Pads
- cork grease
- swab
- mouthpiece brush / bore snake
- valve oil / key oil
- slide grease / slide cream
- drum key
- mouthpiece puller

Relate

Evaluate

Enduring Understanding:

What does the characteristic sound of my instrument sound like and how do I produce it?

Intermediate Band**Topic:****Tone****Key Concepts:**

- Posture
- Breathing
- Embouchure
- Intonation
- Articulation

Create

S1C1 PO 104 - singing their own instrumental parts with good posture and with proper breath support.

S1C2 PO 107 - demonstrating the basic embouchure, posture, and hand/stick/mallet position appropriate for characteristic tone production on their instrument.

S1C2 PO 120 - recognizing when their instruments are in tune by listening to a given pitch.

Relate

S2C1 PO 107 - describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings, bowings).

S2C1 PO 108 - analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.

Evaluate

S3C1 PO 110 - identifying whether an instrument/voice is in tune by listening to a pitch reference.

Sample Activities:

- Breathing (without instrument) exercises
- Free buzzing
- Mouthpiece buzzing
- Mouthpiece melodies
- Tonguing rhythms (without instrument)
- Stop tone exercises
- Match pitch exercises

Key Vocabulary:

- timbre
- embouchure
- attacks
- releases
- buzz
- breath support
- pitch
- lip slur
- partial
- tuner
- flat/sharp (intonation)
- vibrato

Enduring Understanding:

What is a scale/rudiment?

Intermediate Band**Topic:****Scales and Rudiments****Key Concepts:**

- Intervals
- Major Scale structure
- Major Scales (Bb, Eb, F)
- Arpeggio Pattern
- Chromatic Scale
- Rudimental Sticking Pattern
- Rolls
- Paradiddles
- Flams

Key Vocabulary:

- interval
- whole step
- half step
- leap
- octave
- arpeggio
- enharmonic
- concert pitch
- single tap
- flam
- double-diddles

Create

S1C2 PO 105 - playing the Concert Bb, F, and Eb major scales one octave on wind and mallet percussion instruments.

S1C2 PO 109 - playing exercises from memory at appropriate level.

S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.

S1C2 PO 119 - additionally for percussionists: playing the appropriate percussion rudiments (e.g., long, 5-stroke, 7-stroke rolls, paradiddles, flams).

S1C5 PO 106 - identifying steps, skips, and repeated notes encountered in the repertoire.

S1C5 PO 107 - explaining the function of the key signatures and accidentals.

Relate**Evaluate****Sample Activities:**

- 3 fives and a 9
- Rote and reading learning of scale and arpeggio patterns
- Rhythm exercises on scale tones
- Tonguing exercises on scale tones
- Long tones on scales tones

Scale	4th	5th	6th	7th	8th
Bb - 1 8va	x	X	BRASS	BRASS	BRASS
Bb - 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC
Eb - 1 8va	x	X	BRASS	BRASS	BRASS
Eb - 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC
F - 1 8va		x	BRASS	BRASS	BRASS
F - 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC
Ab 1 8va			X		
Ab 2+ 8va				X	X
Chromatic 1 8va	x	X	BRASS	BRASS	BRASS
Chromatic 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC

** Suggested progression.

Lowercase denotes beginning to work on, uppercase denotes working towards mastery.

Enduring Understanding:

How is music created and written?

Intermediate Band**Topic:****Musicianship****Key Concepts:**

- Notation
- Form
- Key Signature
- Time Signature (add 2/2, 6/8)
- Rhythm value (whole through 16th)
- Melody
- Instrument families

Key Vocabulary:

- melody/phrase
- mood/style
- brass
- woodwind
- percussion
- dynamics
- tempo
- pitch
- phrasing
- balance
- dotted (i.e. dotted quarter)

Create

S1C1 PO 102 - singing their own instrumental parts in tune with appropriate articulation, phrasing and dynamics.
S1C1 PO 103 - singing rhythmic patterns of different meters.
S1C2 PO 104 - identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.
S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.
S1C5 PO 102 - explaining the function of the following time signatures: 4/4, 3/4, 2/4, 6/8, cut time.
S1C5 PO 103 - explaining and applying the terms encountered in the repertoire.
S1C5 PO 105 - using appropriate terminology to describe and explain music encountered in the repertoire.
S1C5 PO 106 - identifying steps, skips, and repeated notes encountered in the repertoire.
S1C5 PO 107 - explaining the function of the key signatures and accidentals.
S1C5 PO 108 - describing and playing simple musical forms as encountered in repertoire.

Relate

S2C1 PO 104 - recognizing the connections between music and other content areas as encountered in the repertoire.

Evaluate

S3C1 PO 104 - identifying instruments/voices by family/voice type.
S3C1 PO 106 - using appropriate terminology to describe and explain music.
S3C1 PO 107 - identifying the elements of music in the repertoire.
S3C1 PO 109 - identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.
S3C1 PO 111 - identifying the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music.
S3C2 PO 101 - identifying the characteristics that evoke a temperament or mood in a piece of music.

Sample Activities:

- Relate time signatures to fractions
- Relate note values to fractions and manipulatives
- Students write simple rhythmic melody
- Students write simple melodic melody
- Relate phrases to sentences
- Improvise melody over ostinato accompaniment

Enduring Understanding:

What does it take to perform successfully?

Intermediate Band**Topic:****Performance****Key Concepts:**

- Communication
- Repertoire
- Rehearsal
- Practice
- Components of performance
- Reflection (self and others)

Create

S1C2 PO 104 - identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.

S1C2 PO 108 - playing, on pitch, in rhythm, with appropriate articulation, dynamics, and tempo.

S1C2 PO 110 - playing notated music at grade level 1-2 on a scale of 1-6.

S1C2 PO 111 - playing repertoire accurately and with good breath control, tone quality, and technique at grade level 1-2 on a scale of 1-6.

S1C2 PO 113 - playing a varied repertoire from different genres at appropriate level (e.g., traditional, military, popular, folk).

S1C2 PO 114 - responding to basic conductor's cues (e.g., tempo and dynamics).

S1C2 PO 116 - playing together as an ensemble (e.g. tempo and balance).

S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or inter-vallic while maintaining a steady beat.

S1C2 PO 120 - recognizing when their instruments are in tune by listening to a given pitch.

S1C5 PO 104 - playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire.

S1C5 PO 108 - describing and playing simple musical forms as encountered in repertoire.

Relate

S2C1 PO 103 - recognizing composers' motivations for creating the music being performed by the students.

S2C1 PO 107 - describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings, bowings).

S2C1 PO 108 - analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.

S2C2 PO 104 - identifying and applying appropriate audience behavior in the context and style of music being performed.

S2C2 PO 105 - identifying the composers of the works being sung/played.

S2C2 PO 107 - identifying the musical characteristics that make a piece of music appropriate for a specific event or function.

S2C3 PO 104 - identifying and explaining music preferences (I like it because...).

Evaluate

S3C1 PO 103 - identifying the sounds of the instruments/voices specific to their ensemble.

S3C1 PO 106 - using appropriate terminology to describe and explain music.

S3C1 PO 109 - identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.

S3C1 PO 112 - listening to musical examples with sustained attention.

S3C2 PO 102 - using teacher specified criteria to evaluate a musical performance.

S3C2 PO 103 - showing respect for personal work and the work of others through appropriate critique.

S3C2 PO 104 - evaluating the effect of audience and performers' behavior on the performance.

S3C2 PO 105 - reflecting on the experience(s) of their performance and the performance of others.

Sample Activities:

- Develop warm-up procedure
- Watch performance and practice etiquette
- Students reflect on own performance and reaction (in class performance and concert performance)
- Students reflect on observed performance and etiquette of performers and audience

Key Vocabulary:

- expression
- ensemble
- balance
- repertoire (i.e.: piece/composer background, culture, etc.)
- section
- warm-up
- conducting gestures
- cue
- cut-off
- concert etiquette

Enduring Understanding:

How do I properly care for my musical instrument?

Intermediate Band

Topic:

Care and Maintenance

Key Concepts:

- Handling
- Assembly
- Instrument Nomenclature
- Cleaning
- Maintenance

Create

S1C2 PO 101 - properly assembling and identifying the various parts of their instruments.
S1C2 PO 102 - demonstrating proper care and maintenance of their instrument.

Sample Activities:

- basic visual analysis
- pad analysis
- valve/slide analysis

Key Vocabulary:

- *Components and terminology specific to the instrument*
- Cork/Pads
- cork grease
- swab
- mouthpiece brush / bore snake
- valve oil / key oil
- slide grease / slide cream
- drum key
- mouthpiece puller

Relate

Evaluate

Enduring Understanding:

What does the characteristic sound of my instrument sound like and how do I produce it?

Advanced Band**Topic:****Tone****Key Concepts:**

- Posture
- Breathing
- Embouchure
- Intonation
- Articulation

Create

S1C1 PO 104 - singing their own instrumental parts with good posture and with proper breath support.

S1C2 PO 107 - demonstrating the basic embouchure, posture, and hand/stick/mallet position appropriate for characteristic tone production on their instrument.

S1C2 PO 120 - recognizing when their instruments are in tune by listening to a given pitch.

Relate

S2C1 PO 107 - describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings, bowings).

S2C1 PO 108 - analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.

Evaluate

S3C1 PO 110 - identifying whether an instrument/voice is in tune by listening to a pitch reference.

Sample Activities:

- Breathing (without instrument) exercises
- Free buzzing
- Mouthpiece buzzing
- Mouthpiece melodies
- Tonguing rhythms (without instrument)
- Stop tone exercises
- Match pitch exercises

Key Vocabulary:

- embouchure
- timbre
- attacks
- releases
- pitch
- lip slur
- partial
- sharp/flat (intonation)
- vibrato

Enduring Understanding:

What is a scale/rudiment?

Advanced Band**Topic:****Scales and Rudiments****Key Concepts:**

- Intervals
- Major Scale structure
- Major Scales (Bb, Eb, F, Ab) [extend range]
- Arpeggio pattern
- Chromatic Scale
- Rudimental Sticking Pattern
- Rolls
- Paradiddles
- Flams

Key Vocabulary:

- interval
- whole step
- half step
- leap
- octave(s)
- arpeggio
- enharmonic
- concert pitch
- single tap
- flam
- double-diddles

Create

S1C2 PO 105 - playing the Concert Bb, F, and Eb major scales one octave on wind and mallet percussion instruments.
 S1C2 PO 109 - playing exercises from memory at appropriate level.
 S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.
 S1C2 PO 119 - additionally for percussionists: playing the appropriate percussion rudiments (e.g., long, 5-stroke, 7-stroke rolls, paradiddles, flams).
 S1C5 PO 106 - identifying steps, skips, and repeated notes encountered in the repertoire.
 S1C5 PO 107 - explaining the function of the key signatures and accidentals.

Relate**Evaluate****Sample Activities:**

- 3 fives and a 9
- Rote and reading learning of scale and arpeggio patterns
- Rote and reading learning of stepwise and/or broken thirds
- Rhythm exercises on scale tones
- Tonguing exercises on scale tones
- Long tones on scales tones

Scale	4th	5th	6th	7th	8th
Bb - 1 8va	x	X	BRASS	BRASS	BRASS
Bb - 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC
Eb - 1 8va	x	X	BRASS	BRASS	BRASS
Eb - 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC
F - 1 8va		x	BRASS	BRASS	BRASS
F - 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC
Ab 1 8va			X		
Ab 2+ 8va				X	X
Chromatic 1 8va	x	X	BRASS	BRASS	BRASS
Chromatic 2+ 8va		ww/perc	WW/PERC	WW/PERC	WW/PERC

** Suggested progression.

Lowercase denotes beginning to work on, uppercase denotes working towards mastery.

Enduring Understanding:

How is music created and written?

Advanced Band**Topic:****Musicianship****Key Concepts:**

- Notation
- Form
- Key Signature
- Time Signature (add 3/8, 9/8, 12/8)
- Rhythm value (whole through 16th)
- Phrasing
- Balance

Key Vocabulary:

- style/mood
- tempo
- pitch
- balance and blend
- phrasing
- dynamics
- dotted (i.e. dotted eighth-sixteenth)

Create

S1C1 PO 102 - singing their own instrumental parts in tune with appropriate articulation, phrasing and dynamics.
S1C1 PO 103 - singing rhythmic patterns of different meters.
S1C2 PO 104 - identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.
S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.
S1C5 PO 102 - explaining the function of the following time signatures: 4/4, 3/4, 2/4, 6/8, cut time.
S1C5 PO 103 - explaining and applying the terms encountered in the repertoire.
S1C5 PO 105 - using appropriate terminology to describe and explain music encountered in the repertoire.
S1C5 PO 106 - identifying steps, skips, and repeated notes encountered in the repertoire.
S1C5 PO 107 - explaining the function of the key signatures and accidentals.
S1C5 PO 108 - describing and playing simple musical forms as encountered in repertoire.

Relate

S2C1 PO 104 - recognizing the connections between music and other content areas as encountered in the repertoire.

Evaluate

S3C1 PO 104 - identifying instruments/voices by family/voice type.
S3C1 PO 106 - using appropriate terminology to describe and explain music.
S3C1 PO 107 - identifying the elements of music in the repertoire.
S3C1 PO 109 - identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.
S3C1 PO 111 - identifying the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music.
S3C2 PO 101 - identifying the characteristics that evoke a temperament or mood in a piece of music.

Sample Activities:

- Relate time signatures to fractions
- Relate note values to fractions and manipulatives
- Students write simple rhythmic melody
- Students write simple melodic melody
- Relate phrases to sentences
- Improvise melody over ostinato accompaniment

Enduring Understanding:

What does it take to perform successfully?

Advanced Band**Topic:****Performance****Key Concepts:**

- Communication
- Repertoire
- Rehearsal
- Practice
- Components of performance
- Reflection (self and others)

Create

S1C2 PO 104 - identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.

S1C2 PO 108 - playing, on pitch, in rhythm, with appropriate articulation, dynamics, and tempo.

S1C2 PO 110 - playing notated music at grade level 1-2 on a scale of 1-6.

S1C2 PO 111 - playing repertoire accurately and with good breath control, tone quality, and technique at grade level 1-2 on a scale of 1-6.

S1C2 PO 113 - playing a varied repertoire from different genres at appropriate level (e.g., traditional, military, popular, folk).

S1C2 PO 114 - responding to basic conductor's cues (e.g., tempo and dynamics).

S1C2 PO 116 - playing together as an ensemble (e.g. tempo and balance).

S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or inter-vallic while maintaining a steady beat.

S1C2 PO 120 - recognizing when their instruments are in tune by listening to a given pitch.

S1C5 PO 104 - playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire.

S1C5 PO 108 - describing and playing simple musical forms as encountered in repertoire.

Relate

S2C1 PO 103 - recognizing composers' motivations for creating the music being performed by the students.

S2C1 PO 107 - describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings, bowings).

S2C1 PO 108 - analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.

S2C2 PO 104 - identifying and applying appropriate audience behavior in the context and style of music being performed.

S2C2 PO 105 - identifying the composers of the works being sung/played.

S2C2 PO 107 - identifying the musical characteristics that make a piece of music appropriate for a specific event or function.

S2C3 PO 104 - identifying and explaining music preferences (I like it because...).

Evaluate

S3C1 PO 103 - identifying the sounds of the instruments/voices specific to their ensemble.

S3C1 PO 106 - using appropriate terminology to describe and explain music.

S3C1 PO 109 - identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.

S3C1 PO 112 - listening to musical examples with sustained attention.

S3C2 PO 102 - using teacher specified criteria to evaluate a musical performance.

S3C2 PO 103 - showing respect for personal work and the work of others through appropriate critique.

S3C2 PO 104 - evaluating the effect of audience and performers' behavior on the performance.

S3C2 PO 105 - reflecting on the experience(s) of their performance and the performance of others.

Sample Activities:

- Develop warm-up procedure
- Watch performance and practice etiquette
- Students reflect on own performance and reaction (in class performance and concert performance)
- Students reflect on observed performance and etiquette of performers and audience

Key Vocabulary:

- expression
- ensemble
- balance
- repertoire (i.e.: piece/composer background, history, culture, etc.)
- section
- warm-up
- conducting gestures
- cue
- prep
- baton
- concert etiquette

Enduring Understanding:

How do I properly care for my musical instrument?

Advanced Band

Topic:

Care and Maintenance

Key Concepts:

- General care
- Maintenance

Create

S1C2 PO 101 - properly assembling and identifying the various parts of their instruments.
S1C2 PO 102 - demonstrating proper care and maintenance of their instrument.

Sample Activities:

- basic visual analysis
- pad analysis
- valve/slide analysis
- reinforce assembly, disassembly and cleaning procedures

Key Vocabulary:

- *Components and terminology specific to the instrument*
- Cork/Pads
- cork grease
- swab
- mouthpiece brush / bore snake
- valve oil / key oil / bore oil
- slide grease / slide cream
- drum key
- mouthpiece puller

Relate

Evaluate