

First Six Weeks

I. PERFORMANCE SKILLS

A. Music Reading/Vocabulary

1. Identify and describe a music staff
2. Identify and define a ledger line
3. Name the letters of the alphabet used in music notation
4. Differentiate between and construct the following clefs
 - a. treble
 - b. bass
5. Identify the lines and spaces of the staff by letter names
6. Classify any given note as a "line" or "space" note
7. Name the notes down to two ledger lines above and below the staff in each clef
8. Identify and define the interval of an octave
9. Identify and define a bar line
10. Identify and define a measure
11. Identify and define a double bar line
12. Identify and define a time signature
13. Identify and perform simple notation
 - a. whole note and rest
 - b. half note and rest
 - c. quarter note and rest

B. Instrument Maintenance

1. Demonstrate the proper maintenance of woodwind instrument assembly corks
2. Demonstrate the proper application of key oil to woodwind instruments
3. Demonstrate the appropriate method of lubricating tuning slides
4. Demonstrate the proper method of removing old lubricate from slides or valves and reapplication
5. Demonstrate the appropriate method of removing water from the inside or each instrument
6. Demonstrate the proper cleaning of brass mouthpieces
7. Demonstrate the proper care of reeds
8. Demonstrate the proper care of the exterior of metal instruments
9. Demonstrate the proper method of assembling and disassembling brass and woodwind instruments
10. Demonstrate the proper method of tuning drumheads
11. Demonstrate the proper method of adjusting the tension of snares and drumheads

C. Embouchure (wind Instruments)

1. Demonstrate the proper placement of a mouthpiece in the mouth or against the lips when playing a wind instrument
2. Demonstrate the proper position of the lower jaw and the chin when playing a wind instrument
3. Demonstrate the proper position of the corners of the mouth when playing a wind instrument'
4. Demonstrate the correct formation of the cheek muscles when playing a wind instrument
5. Form the proper position and alignment of teeth when playing a wind instrument

D. Hand and Mallet Percussion

1. Demonstrate proper posture
2. Demonstrate proper hand & stick position
 - a. snare drum
 - matched grip
 - traditional grip
 - b. keyboard percussion

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3. Identify each of the basic percussion instruments and the proper mallet used to play them
 - a. concert snare with stand - 5b or 2b sticks
 - b. concert bass drum with stand - pair of medium bass drum mallets
 - c. crash cymbals (16" or 18") - played in pairs
 - d. suspended cymbal with stand - 1 pair of medium yarn mallets
 - e. triangle with clip - 1 pair metal beaters
 - f. wood block - 1 pair (each) medium & hard rubber mallets
 - g. timpani (23", 26", 29", 32") - 1 pair general timpani mallets & 1 pair hard timpani mallets
 - h. bells - 1 pair very hard lexan mallets & 1 pair hard rubber mallets
 - i. xylophone - 1 pair hard rubber mallets & 1 pair medium rubber mallets
 - j. chimes - 2 plastic or rawhide mallets
 - k. vibraphone - various yarn & rubber mallets
 - l. general accessories
 - tambourines (with and without heads)
 - cowbell
 - bongos
 - congas
 - timbales
 - maracas
 - guiro
 - claves
 - castanets
 - slapstick
 - sleigh bells
 - slide whistle

II. WORK HABITS

- A. Required Materials and Equipment
 1. Identify and bring the materials and equipment necessary for effective class participation
- B. Participation/Attendance
 1. Attend every class at the appropriate time
- C. Respect
 1. Maintain instrument in proper playing condition
 2. Compare current personal responsibility attributes against those of peers and standard dictated by the teacher

III. CRITICAL LISTENING/EVALUATION

- A. Steady Beat
 1. Identify a pulse a steady or unsteady
 2. Recognize a steady pulse
- B. Tempo
 1. Identify a tempo
- C. Characteristic Tone
 1. Recognize characteristic good tones
 2. Recognize rhythmic precision
 3. Compare current tone against a standard of good tone

First Six Weeks**IV. HISTORY/CULTURE**

- A. History of Brass Instruments
 - 1. Choose a brass instrument and research its history
 - 2. Research the historical relevance of music being performed

Second Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Identify, describe, and define dotted half notes
 - 2. Identify, describe, and define whole steps and half steps
 - 3. Identify, describe, and define flats, sharps, and naturals
 - 4. Identify, describe, and define key signatures
 - 5. Identify and define a repeat sign
 - 6. Identify and describe and demonstrate the use of:
 - a. ties
 - b. slurs
 - 7. Identify and describe the use of breath marks
 - 8. Define the musical terms solo, soli, and tutti
- B. Posture/ Instrument Position
 - 1. Demonstrate correct body posture while holding a musical instrument
 - 2. Demonstrate playing and rest positions when holding a musical instrument
 - 3. Demonstrate the proper placement of hands and fingers in the playing position
- C. Articulation
 - 1. Describe and demonstrate the proper placement of the tongue in regard to a single reed
 - 2. Describe and demonstrate the proper placement of the tongue in the mouth when using a cup mouthpiece
 - 3. Describe and demonstrate the proper placement of the tongue to a double-reed
 - 4. Describe and demonstrate the proper placement of the tongue when playing a flute
 - 5. Define and demonstrate articulation
 - 6. Describe and demonstrate legato tonguing
 - 7. Describe and demonstrate staccato tonguing
- D. Music Notation and Usage
 - 1. Play a whole note and execute a whole rest
 - 2. Play a half note and execute a half rest
 - 3. Play a quarter note and execute a quarter rest
- E. Tone Quality
 - 1. Demonstrate proper intake of air using the diaphragm when playing a musical instrument
 - 2. Demonstrate proper intake of air through the corners of the mouth when playing a musical instrument
 - 3. Demonstrate proper flow of air from the lungs when playing a musical instrument

II. WORK HABITS

- A. Class/Performance Responsibilities
 - 1. Demonstrate responsibility when in class and/or performing

Second Six Weeks

- B. Practice Responsibilities
 - 1. Describe a suitable practice area
 - 2. Designate and use a regular practice time
 - 3. Use a music stand during practice
- C. Proper Warm-up
 - 1. Use proper warm-up procedures
- D. Playing Condition
 - 1. Explain the importance of keeping instruments in proper playing condition

III. CRITICAL LISTENING/EVALUATION

- A. Steady Beat
 - 1. Assess whether or not a beat is steady
- B. Tempo
 - 1. Perform exercises with a consistent tempo
- C. Characteristic Tone
 - 1. Assess the tone quality of fellow students
 - 2. Identify quality tone through listening to selections
- D. Rhythm
 - 1. Perform whole, half, dotted half and quarter note rhythms using the following methods
 - a. clap
 - b. sing
 - c. play on instrument

IV. HISTORY/CULTURE

- A. Woodwind Instruments
 - 1. Choose a woodwind instrument and research its history
 - 2. Research the historical relevance of music being performed

Third Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Identify and describe the use of a repeat sign
 - 2. Identify and describe the use of a repeat measure
 - 3. Identify and describe the use of extended rest
 - 4. Identify and describe the use of first and second endings
 - 5. Identify and describe the use of D.C. al Fine
 - 6. Define the term phrase and identify a phrase in band level i music
 - 7. Define unison, duet, trio, quartet
 - 8. Define melody
 - 9. Define harmony
 - 10. Define rhythm
 - 11. Locate and describe the use of key signatures
 - 12. Define and locate pick-up note(s)

Third Six Weeks

- B. Dynamic Markings
 - 1. Define and write, and perform the dynamic marking piano (p)
 - 2. Define and write, and perform the dynamic marking forte (f)
- C. Key Signatures
 - 1. Identify and describe the function of a flat
 - 2. Identify and describe the function of a sharp
 - 3. Identify and describe the function of a natural
 - 4. Locate the key signature
 - 5. Identify and recite in correct order the flats in a key signature
 - 6. Identify and recite in correct order the sharps in a key signature
 - 7. Identify concert pitch as it relates to a single tone
- D. Articulation
 - 1. Describe and demonstrate accented notes
 - 2. Describe and demonstrate slurred notes
- E. Range
 - 1. Play the flute for a range of notes from D below the staff to C above the staff
 - 2. Play the oboe for a range of notes from first space F to 5 line F
 - 3. Play the bassoon for a range of notes from F below the staff to fourth line F
 - 4. Play the clarinet for a range of notes from G below the staff to third line Bb
 - 5. Play the saxophone for a range of notes from first space F to G above the staff
 - 6. Play the cornet/trumpet for a range of notes from A below the staff to third space C
 - 7. Play the French horn for a range of notes from C below the staff to third space C
 - 8. Play the trombone for a range of notes from second line Bb to Bb above the staff
 - 9. Play the baritone/euphonium treble clef for a range of notes from C below the staff to third space C
 - 10. Play the baritone/euphonium bass clef for a range of notes from second line Bb to Bb above the staff
 - 11. Play the tuba for a range of notes from Bb below the staff to second line Bb
- F. Meter
 - 1. State the meaning of the top and bottom numerals in a time signature
 - 2. Demonstrate the correct meter in a song or exercise by counting the rhythm aloud
- G. Scales
 - 1. Perform the following major scales in quarter notes
 - a. F major
 - b. Eb major
- H. Intonation
 - 1. Demonstrate the correct holding position of an instrument in order to achieve proper intonation
 - 2. Demonstrate the appropriate embouchure to achieve intonation for each type of wind instrument
 - 3. Demonstrate proper breath support in producing a tone
 - 4. Tune an instrument using the proper method
- I. Phrase
 - 1. Describe a phrase
 - 2. Identify the beginning and ending of a phrase
 - 3. Locate and Perform a phrase within a Band level I music selection

II. WORK HABITS

- A. Practice Responsibilities
 - 1. Submit a journal documenting a regular practice schedule
 - 2. Perform at home for at least thirty minutes a day
 - 3. Prepare and study assignments given by the band director

Third Six Weeks

- B. Regular Schedule
 - 1. Determine a regular time to practice at home.
- C. Participation
 - 1. Bring all required material to class
 - a. folder and assigned music
 - b. instrument with case and maintenance supplies
 - c. reed, mouthpiece, sticks, and mallets
 - 2. Demonstrate proper rehearsal etiquette when setting up for class

III. CRITICAL LISTENING/EVALUATION

- A. Steady Beat
 - 1. Identify a pulse a steady or unsteady
 - 2. Recognize a steady pulse
- B. Tempo
 - 1. Compare and contrast tempo as slow vs. fast
- C. Characteristic Tone
 - 1. Describe characteristic good tones
 - 2. Recognize rhythmic precision
 - 3. Compare current tone against a standard of good tone
 - 4. Perform with a tone comparable to examples listened to

IV. HISTORY/CULTURE

- A. Percussion Band and Orchestra
 - 1. Choose a non-pitched percussion instrument and research its history
 - 2. Research the historical relevance of the instrument being performed

Fourth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Define and locate the tempo markings found in level i music
 - 2. Identify and describe the use of a fermata
 - 3. Identify, describe, and define dotted quarter note
- B. Dynamics
 - 1. Define, write, and perform the dynamic marking mezzo piano (mp)
 - 2. Define, write, and perform the dynamic marking mezzo forte (mf)
 - 3. Define, write, and perform the dynamic marking pianissimo (pp)
 - 4. Define, write, and perform the dynamic marking fortissimo (ff)
- C. Music Notation and Usage
 - 1. Count and play a dotted half note
 - 2. Count and play an eighth note and execute an eighth rest
 - 3. Count and play a dotted quarter note
 - 4. Count and play sixteenth notes

Fourth Six Weeks**D. Scales**

1. Explain what constitutes a major scale
2. Identify a major scale by sound
3. Memorize and demonstrate the:
 - a. Bb concert scale
 - b. Eb concert scale

E. Beat Pattern

1. Locate and define the time signatures:
 - a. 2/4
 - b. 3/4
 - c. 4/4
 - d. alla breve
2. Identify the conductor's beat pattern for each signature
3. Verbalize the beat pattern as it is conducted
4. Follow a conductor's beat pattern while playing a music selection

II. WORK HABITS**A. Required Music**

1. Perform and practice music for concert festival

B. Individual Participation

1. Determine a regular time to practice at home.
2. Practice at home for at least thirty minutes a day

C. Solo Preparation

1. Identify music to be performed at solo and ensemble festival
2. Practice a solo to be performed at solo and ensemble festival

III. CRITICAL LISTENING/EVALUATION**A. Steady Beat**

1. Identify a pulse a steady or unsteady
2. Recognize a steady pulse

B. Tempo

1. Compare and contrast tempo as slow vs. fast

C. Characteristic Tone

1. Recognize and describe characteristic good tones
2. Recognize rhythmic precision
3. Compare current tone against a standard of good tone
4. Perform with a tone comparable to examples listened to

IV. HISTORY/CULTURE**A. Musical Styles**

1. Listen and evaluate musical selections featuring percussion instruments

B. Music Before 1700

1. Identify musical selections as being written prior to 1700
2. Identify composers from that era
3. Perform music reflective of that time period
4. Compare and contrast this musical period from others

Fourth Six Weeks

- C. Theme and Variations
 - 1. Identify selected music as a theme and variations
 - 2. Compose a variation based on a given theme
 - 3. Perform and evaluate the compositions that were created

Fifth Six Weeks

I. PERFORMANCE SKILLS

- A. Music Reading/Vocabulary
 - 1. Define the term dynamics
- B. Scales
 - 1. Memorize and demonstrate the C concert scale
 - 2. Memorize and demonstrate the Ab concert scale
- C. Dynamics
 - 1. Produce tones using the dynamic level fortissimo
 - 2. Produce tones using the dynamic level forte (f)
 - 3. Produce tones using the dynamic level mezzo forte (mf)
 - 4. Produce tones using the dynamic level mezzo piano (mp)
 - 5. Produce tones using the dynamic level piano (p)
 - 6. Produce tones using the dynamic level pianissimo
 - 7. Identify and perform crescendos and decrescendos

II. WORK HABITS

- A. Performance Criteria
 - 1. Perform and practice music for concert festival
- B. Individual Participation
 - 1. Determine a regular time to practice at home.
 - 2. Practice at home for at least thirty minutes a day
- C. Group Participation
 - 1. Practice a solo to be performed at solo and ensemble festival

III. CRITICAL LISTENING/EVALUATION

- A. Steady Beat
 - 1. Identify a pulse a steady or unsteady
 - 2. Recognize a steady pulse
- B. Tempo
 - 1. Compare and contrast tempo as slow vs. fast
- C. Characteristic Tone
 - 1. Recognize characteristic good tones
 - 2. Recognize rhythmic precision
 - 3. Compare current tone against a standard of good tone
 - 4. Perform with a tone comparable to examples listened to

Fifth Six Weeks**IV. HISTORY/CULTURE**

- A. Musical Styles
 - 1. Listen and evaluate musical selections in march style
- B. Music After 1700
 - 1. Identify musical selections as being written after 1700
 - 2. Identify composers from that era
 - 3. Perform music reflective of that time period
 - 4. Compare and contrast this musical period from others
- C. Binary Form
 - 1. Identify selected music as a theme and variations
 - 2. Compose a variation based on a given theme
 - 3. Perform and evaluate the compositions that were created
- D. ABA Style
 - 1. Identify selected music as ABA style
 - 2. Compose a B section given the A section
 - 3. Perform and evaluate the compositions that were created

Sixth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Define the term ritardando and identify the abbreviation
 - 2. Define the term enharmonic in relation to a single tone
- B. Scales
 - 1. Memorize and demonstrate the chromatic scale (1 octave)
 - 2. Memorize and demonstrate the Db Concert Scale

II. WORK HABITS

- A. Performance Criteria
 - 1. Perform and practice music for spring concert
- B. Schedules
 - 1. Determine a regular time to practice at home.
 - 2. Practice at home for at least thirty minutes a day
 - 3. Maintain a year-round practice schedule
- C. Required Performances
 - 1. Participate in all end of the year performances
- D. Practicing Without the Teacher
 - 1. Develop a practice schedule that is independent of assignments and performances
 - 2. Assess progress made.

Sixth Six Weeks**III. CRITICAL LISTENING/EVALUATION**

- A. Steady Beat
 - 1. Identify a pulse a steady or unsteady
 - 2. Recognize a steady pulse
- B. Tempo
 - 1. Compare and contrast tempo as slow vs. fast
- C. Characteristic Tone
 - 1. Recognize characteristic good tones
 - 2. Recognize rhythmic precision
 - 3. Compare current tone against a standard of good tone
 - 4. Perform with a tone comparable to examples listened to

IV. HISTORY/CULTURE

- A. Musical Styles
 - 1. Identify a piece of music as a chorale
 - 2. Compare and contrast chorales from several time periods
 - 3. Perform a chorale in a small group setting
- B. Music from 1900
 - 1. Identify music as modern or post 1900
 - 2. Perform a piece of contemporary music
- C. Instrument Families
 - 1. Name the four instrument families
 - 2. Identify the instruments in the woodwind family
 - 3. Identify the instruments in the brass family
 - 4. Identify the instruments in the percussion family
 - 5. Identify the instruments in the string family
- D. Instrument History
 - 1. Write a report on the history of your chosen instrument
 - a. 8th grade and below expository writing
 - b. 12th grade down to 8th persuasive writing

