

First Six Weeks

I. PERFORMANCE SKILLS

A. Music Reading/Vocabulary

1. Utilize the fundamental elements and notations needed for music reading in Band Level 1 and Band Level 2
 - a. interval of a third
 - b. interval of a fifth
 - c. arpeggio
 - d. triad
 - e. ties across bar lines
 - f. scale patterns in musical excerpts
 - g. 8va
 - h. measure repeat sign
 - i. loco
 - j. syncopation
 - k. tenuto
 - l. allegro
 - m. rubato
 - n. two measure repeat

B. Maintain Instrument

1. Demonstrate the proper application of key oil to woodwind instruments
2. Demonstrate the appropriate method of lubricating tuning slides
3. Demonstrate the proper cleaning of brass mouthpieces
4. Demonstrate the proper care of reeds
5. Demonstrate the proper method of assembling and disassembling brass and woodwind instruments
6. Demonstrate the proper method of adjusting the tension of snares and drumheads
7. Utilize correct terminology when referring to instrument parts and accessories
8. Demonstrate the physical characteristics of a good reed
9. Demonstrate the proper method for identifying popped or missing pads
10. Identify damaged or missing corks
11. Identify unsoldered joints
12. Demonstrate the appropriate method of lubricating slides or valves and corks
13. Demonstrate reed adjustment
14. Demonstrate the proper care of the exterior of metal instruments
15. Demonstrate the proper method of tuning 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/Stick (percussion)

1. Demonstrate matched grip
2. Demonstrate traditional grip
3. Demonstrate rim shot
4. Demonstrate flam tap
5. Demonstrate flam

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6. Demonstrate five stroke roll
 7. Demonstrate nine stroke roll
 8. Demonstrate seventeen stroke roll
 9. Demonstrate long roll
 10. Demonstrate double paradiddle
 11. Demonstrate auxiliary technique
 12. Demonstrate suspended cymbal technique
 13. Demonstrate brass drum technique
 14. Demonstrate mallet technique
 15. Demonstrate tympani technique
- E. Dynamic Markings
1. Demonstrate pianissimo(pp)
 2. Demonstrate piano(p)
 3. Demonstrate mezzo piano(mp)
 4. Demonstrate mezzo forte(mf)
 5. Demonstrate forte(f)
 6. Demonstrate fortissimo(ff)
- F. Key Signatures (functions)
1. Identify order of sharps
 2. Identify order of flats
 3. Identify and apply key signatures to a piece of music
- G. Scales
1. Demonstrate chromatic scale
 2. Demonstrate Bb Major
 3. Demonstrate C Major
 4. Demonstrate G Major
 5. Demonstrate F Major
 6. Demonstrate Eb Major
- H. Posture/Instrument Position *
1. Demonstrate correct body posture with instrument
 2. Demonstrate playing and resting position with instrument
 3. Demonstrate proper placement of hands and fingers in playing position
 4. Demonstrate alternate fingerings
 5. Demonstrate increased speed and dexterity
- I. Articulation
1. Demonstrate tongue placement
 2. Demonstrate legato articulation
 3. Demonstrate staccato articulation
 4. Demonstrate slurs
- J. Tone Quality *
1. Demonstrate proper embouchure
 2. Demonstrate controlled breathing
 3. Demonstrate long tones
 4. produce a good quality tone at any given dynamic level
 5. Demonstrate lip slurs

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- K. Proper Intonation *
 - 1. Demonstrate instrument adjustment
 - 2. Demonstrate use of a strobe tuner
 - 3. Demonstrate sustained notes
 - 4. Demonstrate crescendo
 - 5. Demonstrate decrescendo
- L. Music Notation and Usage
 - 1. Demonstrate whole notes/ whole rests
 - 2. Demonstrate half note/ half rest
 - 3. Demonstrate quarter note/ quarter rest
 - 4. Demonstrate eighth note/ eighth rest
 - 5. Demonstrate sixteenth note/ sixteenth rest
 - 6. Demonstrate dotted quarter/ eighth note
- M. Phrases *
 - 1. Identify beginning and ending
 - 2. Identify four measure phrases
- N. Beat Patterns
 - 1. Perform time signatures
 - a. 4/4
 - b. 2/4
 - c. 3/4
 - d. 6/8
 - e. 2/2
 - f. cut time
 - 2. Conductor's beat pattern
 - a. determine tempo
 - b. determine dynamic level
 - c. determine meter
 - d. determine style
 - e. performance
 - f. understand conducting patterns (4/4,2/4,3/4,6/8)
- O. Ear Training
 - 1. Identify various performing ensembles
 - 2. Demonstrate and echo clap rhythmic patterns (whole notes to sixteenth notes)
 - 3. Demonstrate singing rhythmic patterns
 - a. solfeggio
 - b. counting
 - c. downs and ups
 - d. Ed Sueta method of counting
- P. Composition
 - 1. Write simple rhythmic dictation (whole notes and rests to sixteenth notes and rests)
- Q. All-West Music
 - 1. Introduce All-West music
 - 2. Demonstrate sight reading skills
 - 3. Perform Major scales

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First Six Weeks**II. WORK HABITS**

- A. Class Participation Responsibilities
 - 1. Identify and bring all materials and equipment to class
 - 2. Attend every class at the appropriate time
 - 3. Demonstrate respectful behavior towards other students, teacher, and personal instrument
- B. Performance and Practice Responsibilities
 - 1. Perform proper warm-up
 - 2. Perform assigned music, scales, and exercises
 - 3. Understand problem areas vs. whole piece
 - 4. Prepare assigned materials

III. CRITICAL LISTENING/EVALUATION

- A. Ensemble Balance and Blend
 - 1. Understand and identify harmony and its relationship to melody

IV. HISTORY/CULTURE

- A. Musical Styles
 - 1. Identify folk songs
 - 2. Identify marches
 - 3. Identify spirituals

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Second Six Weeks**PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Identify and describe the use of:
 - a. slurs
 - b. ties
 - c. breath marks
 - d. simple meter
 - e. whole step
 - f. half step
 - g. enharmonic
 - h. multiple repeat signs
 - i. con
 - j. diminuendo
 - k. molto
 - l. mosso
 - m. piu
 - n. poco
 - o. melody
 - p. counter-melody
 - q. accompaniment
 - r. bass line
 - s. eighth rest
 - t. accelerando

Second Six Weeks

- u. enharmonic tones
- v. staccato
- w. repeat sign
- x. breath marks
- B. Hand/Stick Percussion
 1. Demonstrate proper tympani
 - a. roll
 - b. dampening
 2. Demonstrate proper Latin hand percussion instruments technique
 3. Demonstrate proper triangle technique
 4. Demonstrate proper single drag tap technique
- C. Dynamic Markings
 1. Demonstrate crescendo (even pacing)
 2. Demonstrate decrescendo (even pacing)
- D. Music Notation and Usage
 1. Demonstrate whole note/whole rest
 2. Demonstrate half note/half rest
 3. Demonstrate quarter note/quarter rest
 4. Demonstrate sixteenth note/sixteenth rest
- E. Scales
 1. Demonstrate major scale formula
 2. Perform Ab Major scale
 3. Perform Db Major scale
 4. Perform chromatic scale
- F. 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
- G. 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. Describe and demonstrate marcato tonguing
 6. Describe and demonstrate tenuto tonguing
- H. Tone Quality
 1. Demonstrate proper intake of air using the diaphragm when playing a musical instrument
 - a. diaphragm
 - b. corners of mouth
 - c. flow from lungs
 - d. lip slurs
- I. Intonation *
 1. Demonstrate instrument adjustment
 2. Demonstrate use of a strobe tuner
 3. Demonstrate sustained notes
- J. Phrases *
 1. Demonstrate dynamic changes within a phrase

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Second Six Weeks

- K. Ear-Training
 - 1. Demonstrate echo clap rhythms (whole notes and rests to sixteenth notes and rests)
 - 2. Demonstrate singing rhythmic patterns
 - a. solfeggio
 - b. counting
 - c. Ed Sueta method
 - d. downs and ups
 - 3. Demonstrate major third
 - 4. Demonstrate perfect fifth
 - 5. Demonstrate perfect unison
 - 6. Demonstrate major triad
 - 7. Demonstrate musical styles

- L. Beat Patterns
 - 1. Demonstrate time signatures
 - a. Introduction of 9/8
 - b. Introduction of 12/8

- M. Improvisation
 - 1. Demonstrate 3-note melody

- N. All-West Music
 - 1. Assessment of individual performance
 - 2. Sight reading skills
 - 3. Major Scales

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II. WORK HABITS

- A. Class Participation Responsibilities
 - 1. Identify and bring all materials and equipment to class
 - 2. Attend every class at the appropriate time
 - 3. Demonstrate respectful behavior towards other students, teacher, and personal instrument
- B. Performance and Practice Responsibilities
 - 1. Perform proper warm-up
 - 2. Perform assigned music, scales, and exercises
 - 3. Understand problem areas vs. whole piece
 - 4. Prepare assigned materials

III. CRITICAL LISTENING/EVALUATION

- A. Ensemble Balance and Blend
 - 1. Demonstrate use of the balance pyramid
- B. Theory Practices
 - 1. Demonstrate monophony
 - 2. Demonstrate polyphony
 - 3. Identify chords

IV. HISTORY/CULTURE

- A. Musical Styles
 - 1. Identify chorale
 - 2. Identify carol
 - 3. Identify folk songs
 - 4. Identify march

Third Six Weeks**I. PERFORMANCE SKILLS****A. Music Reading/Vocabulary**

1. Utilize the notation and elements needed for music reading in Band Level 2
 - a. a repeat sign
 - b. a repeat measure
 - c. first and second endings
 - d. D.C. al Fine
 - e. phrase
 - f. unison
 - g. melody
 - h. harmony
 - i. rhythm
 - j. compound meter
 - k. vibrato
 - l. key signatures
 - m. trill
 - n. grace note
 - o. D.C. al Coda
 - p. D.C. al Fine
 - q. D.S. al Coda
 - r. D.S. al Fine
 - s. tenuto
 - t. enharmonics
 - u. allegretto
 - v. key signatures

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B. Dynamic Markings

1. Identify fortepiano (fp)
2. Identify sforzando piano (sfp)

C. Key Signatures

1. Identify and Describe the function of flat
2. Identify and Describe the function of sharp
3. Identify and Describe the function of natural
4. Identify 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. Demonstrate a "housetap" accent
2. Demonstrate an accent
3. Demonstrate legato articulation

E. Meter

1. State the meaning of the top numerals in a time signature
2. State the meaning of the bottom numerals in a time signature
3. Demonstrate the correct meter in a song or exercise by counting the rhythm aloud

Third Six Weeks

- F. 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
- G. Phrase
 - 1. Identify the beginning and ending of a phrase
 - 2. Locate and Perform a phrase within a Band level I music selection
- H. Ear Training
 - 1. Identify perfect fifth
 - 2. Identify major 2nd
 - 3. Identify echo clap rhythmic patterns
 - 4. Sing rhythms
 - a. solfeggio
 - b. counting
 - c. ed sueta method
 - d. downs and ups
- I. All-West Music
 - 1. Assess individual performance
 - 2. Demonstrate sight reading skills
 - 3. Perform major scales
- J. Solo and Ensemble
 - 1. Introduce music
- K. Concert Festival Preparation
 - 1. Introduce music
 - 2. Demonstrate sight reading skills

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II. WORK HABITS

- A. Class Participation Responsibilities
 - 1. Identify and bring all materials and equipment to class
 - 2. Attend class every day at appropriate time
 - 3. Demonstrate respectful behavior towards other students, teacher, and personal instrument
- B. Performance/Practice Responsibilities
 - 1. Perform proper warm-up procedure
 - 2. Perform assigned music, scales, and exercises
 - 3. Identify problem areas vs. whole piece
 - 4. Prepare and perform assigned materials

III. CRITICAL LISTENING/EVALUATION

- A. Ensemble Balance and Blend
 - 1. Identify balance pyramid

IV. HISTORY/CULTURE

- A. Musical Styles
 - 1. Identify folk songs
 - 2. Identify marches

Fourth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Define and locate:
 - a. pick-up note(s)
 - b. sharps, flats, and naturals as related to a single tone
 - c. tempo markings found in Level 2 music
 - d. fermata
- B. Dynamics
 - 1. Define and Write the dynamic marking mezzo piano (mp)
 - 2. Define and Write the dynamic marking mezzo forte (mf)
- C. Music Notation and Usage
 - 1. Demonstrate a dotted half note/rest
 - 2. Demonstrate an eighth note/rest
 - 3. Demonstrate a dotted quarter note/rest
 - 4. Demonstrate sixteenth notes/rests
- D. Scales
 - 1. Describe and identify a major scale
 - 2. Describe and identify a minor 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
- F. Hand/Stick (percussion)
 - 1. Demonstrate rudiments
 - a. flamacue
 - b. seven stroke roll
 - c. fifteen stroke roll
 - d. flam accents
 - 2. Auxillary equipment
 - a. maraca technique
 - b. clave technique
 - c. sleigh bell technique
 - d. triangle technique
- G. Posture/Instrument Position
 - 1. Demonstrate proper placement of hands and fingers in playing position
 - 2. Demonstrate alternate fingerings
- H. Time Signatures
 - 1. Demonstrate cut time
 - 2. Demonstrate 2/4 time
- I. Composition
 - 1. Compose a counter melody

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Fourth Six Weeks

- J. Solo and Ensemble
 - 1. Assess individual performance
- K. Concert Festival Preparation
 - 1. Assess musical performance of music
 - 2. Demonstrate sight reading skills

II. WORK HABITS

- A. Class Participation Responsibilities
 - 1. Identify and bring all materials and equipment to class
 - 2. Attend every class at the appropriate time
 - 3. Demonstrate respectful behavior towards other students, teachers, and personal instrument
- B. Performance/Practice Responsibilities
 - 1. Perform proper warm-up
 - 2. Perform assigned music, scales, and exercises
 - 3. Understand problem areas vs. whole piece
 - 4. Prepare assigned materials

III. CRITICAL LISTENING/EVALUATION

- A. Ensemble Balance and Blend
 - 1. Demonstrate correct use of the balance pyramid

IV. HISTORY/CULTURE

- A. Musical Styles
 - 1. Identify waltzes
 - 2. Identify marches
 - 3. Identify folk songs

Fifth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Utilize notation and elements needed for music reading in Band Levels 2 and 3
 - a. dynamics
 - b. syncopation
- B. Composition
 - 1. Compose a melody
- C. Dynamics
 - 1. Demonstrate dynamic markings
 - a. forte (f)
 - b. piano (p)
 - c. mezzo forte (mf)
 - d. mezzo piano (mp)

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Fifth Six Weeks

- D. Ear Training
 - 1. Demonstrate and echo clap rhythmic patterns
 - 2. Demonstrate singing rhythmic patterns
 - a. solfeggio
 - b. counting
 - c. Ed Sueta Method
 - d. downs and ups
- E. Hand/Stick (percussion)
 - 1. Demonstrate temple block technique
 - 2. Demonstrate flam paradiddles
- F. Articulation
 - 1. Demonstrate staccato
- G. Spring Concert
 - 1. Prepare spring concert music
- H. Music Notation and Usage
 - 1. Demonstrate eighth note
 - 2. Demonstrate sixteenth note
 - 3. Demonstrate dotted eighth/sixteenth

II. WORK HABITS

- A. Class Participation Responsibilities
 - 1. Identify and bring all materials and equipment to class
 - 2. Attend every class at the appropriate time
 - 3. Demonstrate respectful behavior towards other students, teacher, and personal instrument
- B. Performance/Practice Responsibilities
 - 1. Perform proper warm-up
 - 2. Perform assigned music, scales, and exercises
 - 3. Understand problem areas vs. whole piece
 - 4. Prepare assigned materials

III. CRITICAL LISTENING/EVALUATION

- A. Ensemble Balance and Blend
 - 1. Utilize balance pyramid

IV. HISTORY/CULTURE

- A. Musical Styles
 - 1. Identify marches
 - 2. Identify folk songs

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Sixth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Notation and elements needed for music reading in Band Levels 2 and 3
 - a. ritardando
 - b. ritard
 - c. enharmonic
 - d. tie under slur
 - e. leggiero
 - f. con spirito
 - g. pick-ups on and of 2
 - h. allegretto
 - i. andantino
 - j. lento
 - k. enharmonic
 - l. maestoso
- B. Scales
 - 1. Perform chromatic (2 octave)
 - 2. Perform Blues scale
- C. Hand/Stick (percussion)
 - 1. Demonstrate flam accent
 - 2. Demonstrate flam tap
 - 3. Demonstrate seven stroke roll
- D. Beat Pattern
 - 1. Perform time signatures
 - a. 3/8
 - b. C
 - c. Cut time
- E. Music Notation and Usage
 - 1. Demonstrate triplets
- F. Ear Training
 - 1. Identify major 6th
 - 2. Echo clap rhythm patterns
 - 3. Singing
 - a. solfeggio
 - b. Ed Sueta method
 - c. Counting
 - d. Downs and ups
- G. Spring Concert
 - 1. Assess musical performance
- H. Composition
 - 1. Demonstrate transposition
- I. Posture/Instrument Position
 - 1. Demonstrate alternate fingerings

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Sixth Six Weeks**II. WORK HABITS**

- A. Class Participation Responsibilities
 - 1. Identify and bring all materials and equipment to class
 - 2. Attend every class at the appropriate time
 - 3. Demonstrate respectful behavior towards other students, teacher, and personal instrument
- B. Performance/Practice Responsibilities
 - 1. Perform proper warm-up
 - 2. Perform assigned music, scales, and exercises
 - 3. Understand problem areas vs. whole piece
 - 4. Prepare assigned materials

III. CRITICAL LISTENING/EVALUATION

- A. Ensemble Balance and Blend
 - 1. Utilize balance pyramid

IV. HISTORY/CULTURE

- A. 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
- B. History of individual instruments
 - 1. Write a report on the history of your chosen instrument
- C. Musical Styles
 - 1. Identify and Perform a chorale

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