

Stockton Unified School District  
**Curriculum Map**

**Intermediate Band/Instrumental Music II**

**Grade 6-12**

SUSD Standard(s)	Content Outline	Products/ Performance Assessment	Resources	Connections
1, 2, 3	<p><b>It is assumed that all beginning band fundamentals will be reinforced and reviewed throughout the year.</b></p> <p><b>First Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> <li>1. Elements and notations needed for music reading in Band Level 1 and Band Level 2</li> </ol> <p>B. Maintain Instrument*</p> <ol style="list-style-type: none"> <li>1. Key oil</li> <li>2. Tuning slides</li> <li>3. Brass mouthpieces</li> <li>4. Reeds</li> <li>5. Assembly/disassembly (brass and woodwinds)</li> <li>6. Tension - snares and drumheads</li> <li>7. Terminology of instrument parts and accessories</li> <li>8. Physical characteristics of a good reed</li> <li>9. Popped or missing pad</li> <li>10. Damaged or missing corks</li> <li>11. Unsoldered joints</li> <li>12. Regular and proper lubrication of valves, slides, and corks</li> <li>13. Reed adjustment</li> <li>14. Exterior of brass instruments</li> <li>15. Tuning drumheads</li> </ol>	Perform visual inspection of instrument	NGHP p. 9 ES p. 2 EE pp. 3-5 SE pp. 2-6 NGHP pp. 2-6 EE pp. 2, 3 SE p. 2	<p><u>Language Arts</u>: reading comprehension</p> <p><u>Science</u>: problem solving</p>

EE = Essential Elements 2000    AA = Accent on Achievement  
 YB = Yamaha Band Method    SE = Standard of Excellence  
 BC = Band Calisthenics    EP = Effective Performance of Band Music- McBeth  
 \* Items that should be reinforced throughout the year

**RESOURCE KEY**  
 RAM = Rubank Advanced Method    ES = Ed Sueta Method    JA = Jamey Abersold Recording  
 AWS = All-West Sightreading Excellence    RE = Rhythm exercises    PR = Publisher's Recordings  
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	<p style="border: 1px solid black; padding: 2px; display: inline-block;"><b>First Six Weeks</b></p> <p>E. Dynamic Markings</p> <ol style="list-style-type: none"> <li>1. Pianissimo(pp)</li> <li>2. Piano(p)</li> <li>3. Mezzo piano(mp)</li> <li>4. Mezzo forte(mf)</li> <li>5. Forte(f)</li> <li>6. Fortissimo(ff)</li> </ol> <p>F. Key Signatures (functions)</p> <ol style="list-style-type: none"> <li>1. Order of Sharps</li> <li>2. Order of Flats</li> <li>3. Key signatures application</li> </ol> <p>G. Scales</p> <ol style="list-style-type: none"> <li>1. Chromatic Scale</li> <li>2. Bb Major</li> <li>3. C Major</li> <li>4. G Major</li> <li>5. F Major</li> <li>6. Eb Major</li> </ol> <p>H. Posture/Instrument Position *</p> <ol style="list-style-type: none"> <li>1. Correct body posture with instrument</li> <li>2. Playing and resting position with instrument</li> <li>3. Proper placement of hands and fingers in playing position</li> <li>4. Alternate fingerings</li> <li>5. Increased speed and dexterity</li> </ol>	<p>Demonstrate dynamic levels in selected music</p> <p>Demonstrate knowledge of key signatures and how they function with various musical selections</p> <p>Write out examples of given scales or rudiments</p> <p>Demonstrate given scales on instrument</p> <p>Demonstrate correct posture and instrument position while performing music</p>	<p>SE p. 22            ES p. 4A            NGHP pp. 2-5</p> <p>Teacher-made materials            SE p. 18            ES p. 2            NGHP pp. 2-5</p> <p>SS            SE p. 49            NGHP pp. 383-390            ES pp. 2-2C</p> <p>SE pp. 466, 540            ES p. 30            NGHP pp. 42-69</p>	<p><u>Language Arts</u>: foreign language</p> <p><u>Math</u>: patterns</p> <p><u>Math</u>: patterns</p> <p><u>Math</u>: problem solving</p>

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	<p style="border: 1px solid black; padding: 2px; display: inline-block;"><b>First Six Weeks</b></p> <p>I. Articulation</p> <ol style="list-style-type: none"> <li>1. Tongue placement</li> <li>2. Legato articulation</li> <li>3. Staccato articulation</li> <li>4. Slurs</li> </ol> <p>J. Tone Quality *</p> <ol style="list-style-type: none"> <li>1. Proper embouchure</li> <li>2. Controlled breathing</li> <li>3. Long tones</li> <li>4. Good quality tone at any given dynamic level</li> <li>5. Lip Slurs</li> </ol> <p>K. Proper Intonation *</p> <ol style="list-style-type: none"> <li>1. Instrument adjustment</li> <li>2. Use of a Strobe tuner</li> <li>3. Sustained notes</li> <li>4. Crescendo</li> <li>5. Decrescendo</li> </ol> <p>L. Music Notation and Usage</p> <ol style="list-style-type: none"> <li>1. Whole Notes/ whole rests</li> <li>2. Half note/ half rest</li> <li>3. Quarter note/ quarter rest</li> <li>4. Eighth note/ eighth rest</li> <li>5. Sixteenth note/ sixteenth rest</li> <li>6. Dotted quarter/ eighth note</li> </ol> <p>M. Phrases *</p> <ol style="list-style-type: none"> <li>1. Beginning and ending</li> <li>2. Four measure phrases</li> </ol>	<p>Identify and perform selected articulations</p> <p>Sight-read a given etude of appropriate difficulty</p> <p>Perform an ensemble selection and make appropriate adjustments with regards to intonation</p> <p>Identify pitches and rhythmic values and utilize proper calligraphy techniques</p> <p>Perform a chorale in an ensemble setting</p>	<p>SE p. 17, 128, 138            NGHP pp. 9, 19            ES pp. 27-29</p> <p>AWS            SE p. 47            RAM NGHP pp. 73-74, 88-89            ES pp. 2-2C</p> <p>RAM            SE pp. 600-603            Strobe tuner            NGHP pp. 73-74</p> <p>SE pp. 17-18, 26            ES pp. 27-29, 5C, 6D, 6C, and 10A            NGHP pp. 73, 75-76, 78</p> <p>BC            SE p. 24            ES p. 2            NGHP pp. 83, 85, 100</p>	<p><u>Science</u>: energy, matter, force, and motion</p> <p><u>Science</u>: energy, force, matter, and motion</p> <p><u>Science</u>: energy, force, matter, and motion</p> <p><u>Math</u>: addition, division</p> <p><u>Language Arts</u>: organize and evaluate by listening and interpreting</p>

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4, 5	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>First Six Weeks</b></div> <p>N. Beat Patterns</p> <ol style="list-style-type: none"> <li>1. Times signatures</li> <li>2. Conductor's beat pattern</li> </ol> <p>O. Ear Training</p> <ol style="list-style-type: none"> <li>1. Performing ensembles</li> <li>2. Rhythmic patterns (whole notes to sixteenth notes)</li> <li>3. Rhythmic patterns</li> </ol> <p>P. Composition</p> <ol style="list-style-type: none"> <li>1. Simple rhythmic dictation (whole notes and rests to sixteenth notes and rests)</li> </ol> <p>Q. All-West Music</p> <ol style="list-style-type: none"> <li>1. Introduction of music</li> <li>2. Sight reading skills</li> <li>3. Major scales</li> </ol> <p><b>II. WORK HABITS</b></p> <p>A. Class Participation Responsibilities</p> <ol style="list-style-type: none"> <li>1. Materials and equipment</li> <li>2. Attendance</li> <li>3. Respect</li> </ol> <p>B. Performance/Practice Responsibilities</p> <ol style="list-style-type: none"> <li>1. Proper warm-up</li> <li>2. Assigned music, scales and exercises</li> <li>3. Problem areas vs. whole piece</li> <li>4. Preparation of assigned materials</li> </ol>	<p>Demonstrate correct beat patterns using selected time signatures</p> <p>Listen to and discuss various listening examples</p> <p>Create an original melody</p> <p>Prepare for competition using selected required music</p> <p>Identify basic relationships of music to other disciplines</p>	<p>RE (teacher-made) NGHP pp. 2-5 SE p. 579</p> <p>PR RE (teacher-made materials) ES pp. 27-29 SE p. 270 RS (teacher-made)</p> <p>RAM AWS NGHP pp. 383-389 ES pp. 2-2C</p> <p>SE pp. 186, 279, 532 SS (teacher-made materials) RE (teacher-made materials) NGHP pp. 12-19</p>	<p><u>Math</u>: division, addition</p> <p><u>Language Arts</u>: organize and evaluate by listening and interpreting</p> <p><u>Math</u>: division, addition</p> <p><u>Math</u>: patterns</p> <p><u>Language Arts</u>: study skills</p>

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3, 5	<p><b>IV. HISTORY/CULTURE</b>            A. Musical Styles                1. Folk song                2. March                3. Spiritual</p>	CD recording Write a report about given styles	SE p 2-6 PR NGHP pp. 22, 23, 28 ES pp. 6C, 9A, 11B	<u>Social Studies</u> : cultural relationships
1, 2, 4, 5	<p style="text-align: center;"><b>Second Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b>            A. Music Reading/Vocabulary                1. Elements and notations needed for music reading in Band Level 2             B. Hand/Stick Percussion                1. Tympani                2. Latin Hand Percussion Instruments                3. Triangle                4. Single drag tap</p>	Identify pitches and rhythmic values  Demonstrate correct posture and hand position while performing selected musical examples	SE pp. 7-10 NGHP pp. 115, 119, 128, 130 ES pp. 5A, 6D, 13A Method books	<u>Math</u> : division, addition  <u>Science</u> : force, matter, motion, and energy

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4,5	<b>II. WORK HABITS</b> A. Class Participation Responsibilities 1. Materials and equipment 2. Attendance 3. Respect B. Performance/Practice Responsibilities 1. Proper warm-up 2. Assigned music, scales, and exercises 3. Problem areas vs. whole piece 4. Preparation of assigned materials	Identify basic relationships of music to other disciplines  Demonstrate correct and effective practice habits	Practice records	<u>Language Arts</u> : study skills
1, 4, 5	<b>III. CRITICAL LISTENING/EVALUATION</b> A. Ensemble Balance and Blend 1. Balance pyramid B. Theory Practices 1. Monophony 2. Polyphony 3. Chords	Present an oral critique of a student performance	EP SE pp. 9, 14, 116, 184	<u>Language Arts</u> : organize and evaluate by listening and interpreting
1, 3, 5	<b>IV. HISTORY/CULTURE</b> A. Musical Styles 1. Chorale 2. Carol 3. Folk songs 4. March	Perform a chorale in major and minor  Develop an appreciation for music from time periods other than one's own	SE pp. 7, 8 PR NGHP pp. 17, 130, 132, 160 ES pp. 4B, 5C, 8C, 15B	<u>Social Studies</u> : cultural relationships

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1, 2, 4, 5	<p style="text-align: center;"><b>Fourth Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Music Reading/Vocabulary            1. Music reading in Band Level 2</p> <p>B. Dynamics            1. Mezzo piano (mp)            2. Mezzo forte (mf)</p> <p>C. Music Notation and Usage            1. Dotted half note/rest            2. Eighth note/eight rest            3. Dotted quarter note/rest            4. Sixteenth notes/rest</p> <p>D. Scales            1. Major scale            2. Minor scale</p> <p>E. Beat Pattern            1. Time signatures            2. Conductor's beat pattern</p> <p>F. Hand/Stick (percussion)            1. Rudiments            2. Auxiliary equipment</p> <p>G. Posture/Instrument Position            1. Proper placement of hands and fingers in playing position            2. Alternate fingerings</p>	<p>Employ proper notational concepts in a group and/or individual performance</p> <p>Demonstrate dynamic levels in selected music</p> <p>Identify rhythmic values and utilize proper calligraphy techniques</p> <p>Write out and perform examples of given scales and/or rudiments</p> <p>Demonstrate correct beat patterns using selected time signatures</p> <p>Demonstrate posture and hand position while performing selected musical examples</p> <p>Demonstrate correct posture in sitting and standing positions</p>	<p>SE pp. 17-20            NGHP pp. 108, 121, 303            ES pp. 25B, 25C, 8B            NGHP pp. 84, 90            ES pp. 14C, 15D</p> <p>SE p 17,19 and 20            RS (teacher-made)</p> <p>SE p. 11            NGHP p. 73            SS (teacher-made)</p> <p>SE pp. 17-20            NGHP p. 75            ES pp. 27-29</p> <p>Method books</p> <p>Methods books</p>	<p><u>Language Arts</u>: reading comprehension</p> <p><u>Language Arts</u>: foreign language</p> <p><u>Math</u>: division, addition</p> <p><u>Math</u>: patterns</p> <p><u>Math</u>: patterns</p> <p><u>Science</u>: force, motion, matter, and energy</p> <p><u>Math</u>: problem-solving</p>

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\* Items that should be reinforced throughout the year

Stockton Unified School District  
**Curriculum Map**

**Intermediate Band/Instrumental Music II**

**Grade 6-12**

SUSD Standard(s)	Content Outline	Products/ Performance Assessment	Resources	Connections
	<p style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Fourth Six Weeks</b></p> <p>H. Time Signatures            1. Cut time            2. 2/4 time</p> <p>I. Composition            1. Countermelody</p> <p>J. Solo and Ensemble            1. Assessment - individual performance</p> <p>K. Concert Festival Preparation            1. Assessment of musical performance of music            2. Sight reading skills</p>	<p>Demonstrate selected time signatures in musical examples</p> <p>Create songs in a suggested form, key, or scale</p> <p>Prepare for competition using selected and required music</p>	<p>RS (teacher-made) Method books</p> <p>Method books Teacher-made materials</p> <p>PR Teacher selected music</p>	<p><u>Math</u>: division, addition</p> <p><u>Math</u>: division, addition, patterns</p> <p><u>Language Arts</u>: reading comprehension <u>Social Studies</u>: cultural relationships</p>
4	<p><b>II. WORK HABITS</b></p> <p>A. Class Participation Responsibilities            1. Materials and equipment            2. Attendance            3. Respect</p> <p>B. Performance/Practice Responsibilities            1. Proper warm-up            2. Assigned music, scales, and exercises            3. Problem areas vs. whole piece            4. Preparation of assigned materials</p>		<p>Practice Records Journals</p>	<p><u>Language Arts</u>: study skills</p>
4	<p><b>III. CRITICAL LISTENING/EVALUATION</b></p> <p>A. Ensemble Balance and Blend            1. Balance pyramid</p>	<p>Present an oral critique of a performance</p>	<p>PR EP</p>	<p><u>Language Arts</u>: organize and evaluate by listening and interpreting</p>

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**Intermediate Band/Instrumental Music II**

**Grade 6-12**

SUSD Standard(s)	Content Outline	Products/ Performance Assessment	Resources	Connections
1, 2, 4, 5	<div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Fourth Six Weeks</b></div>  <b>IV. HISTORY/CULTURE</b> A. Musical Styles <ol style="list-style-type: none"> <li>1. Waltz</li> <li>2. March</li> <li>3. Folk song</li> </ol>	Identify differences and similarities between two styles of music	PR	<u>Social Studies</u> : cultural relationships
	<div style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Fifth Six Weeks</b></div>  <b>I. PERFORMANCE SKILLS</b> A. Music Reading/Vocabulary <ol style="list-style-type: none"> <li>1. Music reading in Band Levels 2 and 3</li> </ol> B. Composition <ol style="list-style-type: none"> <li>1. Melody</li> </ol> C. Dynamics <ol style="list-style-type: none"> <li>1. Dynamic markings</li> </ol> D. Ear Training <ol style="list-style-type: none"> <li>1. Echo clap rhythms</li> <li>2. Singing rhythmic patterns</li> </ol> E. Hand/Stick (percussion) <ol style="list-style-type: none"> <li>1. Temple block technique</li> <li>2. Flam paradiddles</li> </ol>	Employ proper notational concepts in group and in individual performances  Create songs in a suggested form, key, and/or scale  Demonstrate dynamic levels in selected music  Perform selected rhythm exercises while singing and clapping  Demonstrate correct posture and hand position while performing selected musical examples	SE pp. 21-25 NGHP pp. 16, 28 ES p. 25B  SE p. 25  SE pp. 21-25 NGHP p. 16 ES p. 18C SE pp. 21-25 RE ES pp. 27-29  SE p. 24 NGHP pp. 70-71	<u>Language Arts</u> : reading comprehension  <u>Math</u> : patterns  <u>Language Arts</u> : foreign language  <u>Language Arts</u> : organize and evaluate by listening and interpreting <u>Science</u> : force, matter, energy, and motion

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Stockton Unified School District  
**Curriculum Map**

**Intermediate Band/Instrumental Music II**

**Grade 6-12**

SUSD Standard(s)	Content Outline	Products/ Performance Assessment	Resources	Connections
3, 5	<p style="text-align: center;"><b>Fifth Six Weeks</b></p> <p><b>IV. HISTORY/CULTURE</b></p> <p>A. Musical Styles</p> <ol style="list-style-type: none"> <li>1. March</li> <li>2. Folk Songs</li> </ol>	Identify differences and similarities between two different styles of music	SE pp. 21-24 NGHP pp. 85, 227 ES pp. 6C, 15B	<u>Social Studies</u> : cultural relationships
1, 2, 4, 5	<p style="text-align: center;"><b>Sixth Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> <li>1. Music reading in Band Levels 2 and 3</li> </ol> <p>B. Scales</p> <ol style="list-style-type: none"> <li>1. Chromatic (2 octave)</li> <li>2. Blues scale</li> </ol> <p>C. Hand/Stick (percussion)</p> <ol style="list-style-type: none"> <li>1. Flam accent</li> <li>2. Flam tap</li> <li>3. Seven stroke roll</li> </ol> <p>D. Beat Pattern</p> <ol style="list-style-type: none"> <li>1. Time signatures</li> </ol> <p>E. Music Notation and Usage</p> <ol style="list-style-type: none"> <li>1. Triplets</li> </ol>	<p>Employ proper notational concepts in a group or individual setting</p> <p>Demonstrate given scales instrument</p> <p>Demonstrate proper hand position and sticking pattern while performing selected musical examples</p> <p>Demonstrate correct beat patterns using selected time signatures</p> <p>Identify triplets and utilize proper calligraphy techniques</p>	<p>SE pp. 26, 27 NGHP pp. 107, 140, 141, 247 ES pp. 10C, 10D, 14C JA SS (teacher-made)</p> <p>Method books</p> <p>NGHP p. 266 SE 17-20 RE (teacher-made) ES pp. 27-29 Method books</p>	<p><u>Language Arts</u>: reading comprehension</p> <p><u>Math</u>: patterns</p> <p><u>Science</u>: force, matter, energy, and motion</p> <p><u>Math</u>: division, addition</p> <p><u>Math</u>: division, addition</p>

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**Grade 6-12**

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4, 5	<p><b>Sixth Six Weeks</b></p> <p>F. Ear Training</p> <ol style="list-style-type: none"> <li>1. Major 6<sup>th</sup></li> <li>2. Echo clap rhythm patterns</li> <li>3. Singing</li> </ol> <p>G. Spring Concert</p> <ol style="list-style-type: none"> <li>1. Assessment of musical performance</li> </ol> <p>H. Composition</p> <ol style="list-style-type: none"> <li>1. Transposition</li> </ol> <p>I. Posture/Instrument Position</p> <ol style="list-style-type: none"> <li>1. Alternate fingerings</li> </ol> <p><b>II. WORK HABITS</b></p> <p>A. Class Participation Responsibilities</p> <ol style="list-style-type: none"> <li>1. Materials and equipment</li> <li>2. Attendance</li> <li>3. Respect</li> </ol> <p>B. Performance/Practice Responsibilities</p> <ol style="list-style-type: none"> <li>1. Proper warm-up</li> <li>2. Assigned music, scales, and exercises</li> <li>3. Problem areas vs. whole piece</li> <li>4. Preparation of assigned materials</li> </ol>	<p>Perform selected rhythms and intervals while singing and clapping</p> <p>Perform selected music for a community concert</p> <p>Demonstrate transposition technique for full band</p> <p>Demonstrate understanding of alternate fingerings</p>	<p>PR</p> <p>Teacher-selected music</p> <p>Teacher-made materials</p> <p>RAM</p> <p>Methods books</p> <p>Practice Records</p> <p>Journals</p>	<p><u>Language Arts</u>: organize and evaluate by listening and interpreting</p> <p><u>Language Arts</u>: reading comprehension</p> <p><u>Language Arts</u>: reading comprehension</p> <p><u>Language Arts</u>: study skills</p>

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**Grade 6-12**

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<p>4, 5</p> <p>1, 2, 3, 5</p>	<p><b>Sixth Six Weeks</b></p> <p><b>III. CRITICAL LISTENING/EVALUATION</b></p> <p>A. Ensemble Balance and Blend</p> <p>1. Balance pyramid</p> <p><b>IV. HISTORY/CULTURE</b></p> <p>A. Instrument Families</p> <p>1. Four instrument families</p> <p>2. Woodwind family</p> <p>3. Brass family</p> <p>4. Percussion Family</p> <p>5. String family</p> <p>B. Instrument History</p> <p>1. Student chosen instrument</p> <p>C. Musical Styles</p> <p>1. Chorale</p>	<p>Evaluations of selected performances</p> <p>Develop an appreciation for music from time periods other than one's own</p> <p>Demonstrate an understanding of instruments from all four families of instruments</p>	<p>EP PR</p> <p>SE p 26,27,28,34 and 35 PR</p>	<p><u>Language Arts</u>: organize and evaluate by listening and interpreting</p> <p><u>Social Studies</u>: cultural relationships</p>

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