Course Name:	**Entry Level Band Course**						
Pre-requisite	**None**						
Course Description	**Semester 1**			**Semester 2**			
Overarching Concepts	**Concepts**	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**	
CREATING	**Process Component: Imagine**	**Process Component: Plan and Make**	**Process Component: Evaluate and Refine**	**Process Component: Present**			
	Nov.MU:E.Cr1 Compose and **improvise melodic** and **rhythmic** ideas or **motives** that reflect characteristic(s) of music or text(s) studied in rehearsal.	Nov.MU:E.Cr2 a. **Select** and develop draft **melodic** and **rhythmic** ideas or **motives** that **demonstrate** understanding of characteristic(s) of music or text(s) studied in rehearsal.	Nov.MU:E.Cr3.1 Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and **teacher-provided criteria**.	Nov.MU:E.Cr3.2 **Share** personally developed **melodic** and **rhythmic** ideas or **motives**—individually or as an **ensemble**—that **demonstrate** understanding of characteristics of music or texts studied in rehearsal.			
		b. Preserve draft **compositions** and **improvisations** through **standard notation** and audio recording.					
Reading skills	Rhythmic Accuracy	Identify basic/compose basic rhythms		Rhythmic Accuracy			
	Identifying Form	Repeats Endings		Identifying Form	AB ABA		
				Identifying Structure	D.C. D.S. 1st & 2nd Endings		
Audiation	Chord qualities	Major Minor Modulate from major to minor & minor to major Modulate from key to key		Chord qualities	Diminished Augmented Modulate from diminished to augmented & augmented to diminished Modulate from key to key		
	Intervals	Whole step Half step Major 2nd Minor 2nd Major 3rd Minor 3rd Perfect 5th		Intervals	Harmonic intervals Perfect 4th 6ths 7ths		
	Pitch recognition	High sounds Low sounds Ascending Solfege		Pitch recognition	Descending		
Notation	Transcription	Lines and spaces Note heads Stems Rests Bar lines Measures Clefs Time signatures		Transcription	Key Signatures Stem direction Barring groups of notes (pairs) Adding slurs Adding ties Articulation Dynamics Repeat signs		
PERFORMING	Process Component: Select	Process Component: Analyze	Process Component: Interpret	Process Component: Rehearse, Evaluate, and Refine	Process Component: Present		

	Nov.MU:E.Pr4.1 **Select** varied **repertoire** to study based on interest, music-reading skills (where appropriate), an understanding of the structure of the music, **context**, and the **technical skill** of the individual or **ensemble**.	Nov.MU:E.Pr4.2 **Demonstrate**, using music-reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances**.	Nov.MU:E.Pr4.3 Identify **expressive qualities** in a varied **repertoire** of music that can be **demonstrated** through prepared and improvised **performances**.	Nov.MU:E.Pr5 Use self-reflection and peer feedback to **refine** individual and **ensemble performances** of a varied **repertoire** of music.	Nov.MU:E.Pr6 a. **Demonstrate** attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music.		
					b. **Demonstrate** an awareness of the **context** of the music through prepared and improvised **performances**.		
	Semester 1			**Semester 2**			
Overarching Concepts	**Concepts**	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**	
Rhythmic literacy	Rhythmic Accuracy			Rhythmic Accuracy			
	Note durations	Whole Half Quarter Eighth notes Ties		Note durations	16th notes Tuplets - Triplets & Quadruplets		
		Performing simple rhythms with accuracy			Performing intermediate rhythms with accuracy		
					Dotted Rhythms		
	Time signatures	3/4 Time Signature 4/4 Time Signature Duple Meter		Time signatures	Compound Meter		
	Meter	Identify beats 1 and 3		Meter	Syncopation		
	Sight-reading	Identifying notes by sight		Sight-reading	Identifying notes by sight		
Characteristic tone	Tone		Understanding the relationship between reed strength and tone (woodwinds) Understanding the relationship between mouthpieces and tone (brass and woodwinds)	Tone	Performing with good tone quality Identifying causes of bad tone		
	Embouchure	Creating a "proper"embouchure Corners Aperture Open jaw Tongue placement Lip over bottom teeth/teeth on top (woodwinds)	Understanding the concept of a fixed embouchure for single reed players	Embouchure	Tongue position Mouth Shape		
	Breath Control	Breathing in a measured fashion (i.e., In for 4, out for 2) Air Stream	Clarinets- fast focused air saxophone - slow warm fat air flutes - air direction control Articulation exercises	Breath Control	Warm-air Cool-Air		
		Breath development					
	Posture	Develop good posture		Posture			
	Dynamic levels	Characteristic tone control through single dynamic levels		Dynamic levels	Playing different dynamics levels while maintaining characteristic tone		

	Aural concept (awareness of tone)			Aural concept (awareness of tone)			
	Range	Beginning range Octave Pedal Tone	Pedal tones: open mouth-push jaw forward-maintain embouchure corners (brass)	Range	2 octave range	Brass- low F to high D or E (above the staff)	
Articulation & expression	Dynamics	Crescendo Decrescendo		Dynamics	Accelerando		
	Articulation	Staccato Marcato Legato Accents		Articulation			
	Phrasing	Slurred		Phrasing	Identifying and performing basic phrases with appropriate breath control		
		Perform continuous basic phrases with appropriate breath control					
Listening skills (ensemble)	Intonation	Matching Pitch		Intonation	Identifying sound wave beats (matching beats)		
	Ensemble Cohesiveness	Listening to the individual and their neighbor Listening to the ensemble when students are not playing		Ensemble Cohesiveness	Listening to the back of the ensemble		
	Blend & Balance	Listening to the individual and their neighbor Listening to the ensemble when students are not playing		Blend & Balance	Identifying "low" instruments (down the triangle)		
Reading skills	Note Accuracy	Accidentals Identifying Clefs		Note Accuracy			
	Rhythmic Accuracy	Identify basic rhythms		Rhythmic Accuracy			
	Identifying Form	Repeats Endings		Identifying Form	AB ABA		
				Identifying Structure	D.C. D.S. 1st & 2nd Endings		
	Sight-Reading	Sight-reading (recovery skills)		Sight-Reading			
Ensemble rehearsal/performance skills	Blend	Blending as an ensemble Blending as a section Accurate ensemble movement of unison rhythms Matching Pitch When to breath for entrances		Blend	Playing w/ dynamics as an ensemble, Watching the conductor for tempo/dynamic changes(ritardando, accelerando.) accurate ensemble movement of at least 2 part rhythms		
	Rehearsal Etiquette	Proper rest position, Proper posture while sitting Marking the text (w/pencil)		Rehearsal Etiquette	Being a good audience member How to enter & exit the stage Stage Presence Deportment		
Instrument care & maintenance	Instrument Assembly	Properly taking out and putting the instruments back in the case		Instrument Assembly			

		Grease the cork Oil on slides Removing valves properly Valve buttons are not overly tightened Tuning key for drums,					
	Instrument Maintenance	Grease the cork Cleaning instruments(i.e. tuning rod for flutes)		Instrument Maintenance	Checking springs/checking screws Internal cleaning of instruments "Bath" cleaning for brass instruments		
Pre-performance preparation & habits	Habits	Proper health habits Time management Hygiene Punctuality		Habits	Proper health habits Time management	Hygiene Punctuality	
	Preparation	Organizing performance and rehearsal materials Proper concert attire		Preparation	Organizing performance and rehearsal materials Proper concert attire		
Audiation	Chord qualities	Major Minor		Chord qualities	Diminished Augmented		
	Intervals	Whole step Half step Major 2nd Minor 2nd Major 3rd Minor 3rd Perfect 5th		Intervals	Harmonic intervals Perfect 4th 6ths 7ths		
	Pitch recognition	High sounds Low sounds Ascending Solfege		Pitch recognition	Descending		
Instrument specific skills & technique	Alternate fingerings	Appropriate technique for fingerings (brass & woodwinds)		Chromatic scale	Basic fingerings for a 1 octave chromatic scale		
	Tonality			Tonality			
	Scales	Bb Major Eb Major Ab Major C Major		Scales	G Major Db Major Gb Major B Major E Major A Major D Major F Major		
	Overtones			Overtones			
RESPONDING	**Process Component: Select**	**Process Component: Analyze**	**Process Component: Interpret**	**Process Component: Evaluate**			
	Nov.MU:E.Re7.1 Identify reasons for selecting music based on characteristics found in the music, **connection** to interest, and **purpose** or **context**.	Nov.MU:E.Re7.2 Identify how knowledge of **context** and the use of repetition, similarities, and contrasts inform the **response** to music.	Nov.MU:E.Re8 Identify **interpretations** of the **expressive intent** and meaning of **musical works**, referring to the **elements of music**, **contexts**, and (when appropriate) the **setting of the text**.	Nov.MU:E.Re9 Identify and describe the effect of interest, experience, **analysis**, and **context** on the evaluation of music.			
	Semester 1			**Semester 2**			

Overarching Concepts	Concepts	Skills	Practices	Concepts	Skills	Practices	
Reflection	Self reflection			Self reflection			
	Balance Dynamic contrast Tempo Ensemble cohesiveness	Reflecting on own performance(self/sections) & recordings Awareness of how articulation and phrasing choices impact musical expressive intent depending on context Performance vs. composition		Style Intonation Articulation Phrasing Blend	Reflecting on own performance (ensemble) Understanding how articulation and phrasing choices impact musical expressive intent depending on context		
	Peer reflection			Peer reflection			
	Balance Dynamic contrast Tempo Ensemble cohesiveness	Reflecting on others' performances(self/sections) & recordings Awareness of how articulation and phrasing choices impact musical expressive intent depending on context		Style Intonation Articulation Phrasing Blend	Understanding how articulation and phrasing choices impact musical expressive intent depending on context		
	Technique			Technique			
	Rhythmic accuracy	Attack & release		Rhythmic accuracy Note accuracy			
	Exemplary performances	Listening and viewing models of exemplary performances		Exemplary performances	Reflecting on ensemble performance of exemplary models		
	Tone	Identifying good tone quality (recordings of others and themselves) Examine basic tone qualities within various musical contexts		Tone	Assessing individual & ensemble performances- listening for tone Examine basic tone qualities within stylistic context		
	Listening	Compare and contrast pieces Articulate affective qualities (I like it...) With significant guidance articulate technical language		Listening	Compare and contrast pieces Articulate affective qualities (I like it...) With limited guidance articulate technical language		
CONNECTING	**Process Component: Synthesize**	**Process Component: Relate**					
	Nov.MU:E.Cn10 Describe and **demonstrate** how personal interests relate to choices and **intent** when creating, performing, and responding to music.	Nov.MU:E.Cn11 Relate music to **societal**, **cultural**, and **historical contexts** when creating, performing, and responding.					
	Semester 1			**Semester 2**			
Overarching Concepts	**Concepts**	**Skills**	**Practices**	**Concepts**	**Skills**	**Practices**	
Personal connection- social, cultural, & historical context	Emotions	Emotional recognition (i.e. happy vs sad, range)		Emotions	Emotional impact (the WHY)		
	Personal perceptions of a piece	Awareness that personal perceptions impact performance		Personal perceptions of a piece			
	Context			Context			
	Personal connections Social context - what & where	Identifying the story behind the piece What & where (i.e. folk song, fanfare) Awareness of context-how things take place		Social context Historical context	Why & how (i.e. marches) How context impacts performance choices		

	Personal Expression	Professionalism (remove biases)	Giving every piece full attention-rehearsal and performance etiquette pencil on stand	Personal Expression		Giving every piece full attention-rehearsal and performance etiquette pencil on stand	