

Lehigh Area School District

Lehigh Area High School

Teacher: Buffington

Grade: 9-12

Subject: Band

Year:

	August	September	October
Essential Questions/PA Academic Standards	<ul style="list-style-type: none"> • What is the proper way to play a B-flat concert major scale? • What is the proper way to play eighth note rhythms? • How do the students use scales and rhythm when learning music in an ensemble setting? • How does balance and blend of the ensemble benefit the performance of a piece of music? • Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? • How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>	<ul style="list-style-type: none"> • What is the proper way to play a B-flat, G, F, E-flat concert major scales? • What is the proper way to play Eighth note quarter note rhythms? • How do the students use scales and rhythm when learning music in an ensemble setting? • How does balance and blend of the ensemble benefit the performance of a piece of music? • Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? • How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>	<ul style="list-style-type: none"> • What is the proper way to play a – B-flat, G, F, E-flat concert major scales and g, e, d, and c natural minor scales? • What is the proper way to play Sixteenth note - eighth note rhythms? • How do the students use scales and rhythm when learning music in an ensemble setting? • What do the students need to know about balance and blend in an ensemble? Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? • How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>
Content	<ul style="list-style-type: none"> • Technique – B-flat concert major scale • Rhythm – Eighth note quarter note patterns • Harmony – Balance and blend • Style – Identify and correctly perform the stylistic aspects of the music. • Music – Prepare music for halftime show and football games. . 	<ul style="list-style-type: none"> • Technique – B-flat, G, F, E-flat concert major scales. • Rhythm – Eighth note quarter note patterns • Harmony – Balance, blend, and tuning. (Concert F) • Style – Identify and correctly perform the stylistic aspects of the music. • Music – Prepare music for halftime show and football. 	<ul style="list-style-type: none"> • Technique – B-flat, G, F, E-flat concert major scales and g, e, d, and c natural minor scales. • Rhythm – Sixteenth note - eighth note patterns • Harmony – Balance, blend, and tuning. (Concert F) • Style – Identify and correctly perform the stylistic aspects of the music. • Music – Prepare music for the annual Holiday concert.
Skills	<ul style="list-style-type: none"> • Technique <ul style="list-style-type: none"> - Students will be able to correctly perform the B-flat concert scale as a warm-up exercise. • Rhythm <ul style="list-style-type: none"> - Students will be able to count and play various rhythms using an eighth note quarter note pattern. • Harmony <ul style="list-style-type: none"> - Students will be able to blend with the instruments in their section and with the instruments from other sections. • Style <ul style="list-style-type: none"> - Students will be able to correctly identify stylistic markings and correctly perform them in an ensemble setting. • Music <ul style="list-style-type: none"> - Students will be able to correctly perform the appropriate music for the halftime show and the football games. 	<ul style="list-style-type: none"> • Technique <ul style="list-style-type: none"> - Students will be able to correctly perform the B-flat, G, F and E-flat concert scales as a warm-up exercise. • Rhythm <ul style="list-style-type: none"> - Students will be able to count and play various rhythms using an eighth note quarter note pattern. • Harmony <ul style="list-style-type: none"> - Students will be able to blend with the instruments in their section and with the instruments from other sections. They will be able to tune them selves with the ensemble and while playing. They will also be able to identify notes that are out of tune. • Style <ul style="list-style-type: none"> - Students will be able to correctly identify stylistic markings and correctly perform them in an ensemble setting. • Music <ul style="list-style-type: none"> - Students will be able to correctly perform the 	<ul style="list-style-type: none"> • Technique <ul style="list-style-type: none"> - Students will be able to correctly perform the B-flat, G, F and E-flat concert scales and g, e, d, and c concert minor scales as a warm-up exercise. • Rhythm <ul style="list-style-type: none"> - Students will be able to count and play various rhythms using a sixteenth note - eighth note pattern. • Harmony <ul style="list-style-type: none"> - Students will be able to blend with the instruments in their section and with the instruments from other sections. They will be able to tune them selves with the ensemble and while playing. They will also be able to identify notes that are out of tune. • Style <ul style="list-style-type: none"> - Students will be able to correctly identify stylistic markings and correctly perform them in an ensemble setting. Understand the difference between performing in a concert band as opposed to a

		appropriate music for the halftime show and the football games.	marching band <ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> - Students will be able to correctly perform the appropriate music for the holiday concert
Assessment	<ul style="list-style-type: none"> • Performance examinations of scales, marching and concert music, and concert band music. • Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. • Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. • General evaluation through classroom perception from the teacher during rehearsals and performances. 	<ul style="list-style-type: none"> • Performance examinations of scales, marching and concert music, and concert band music. • Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. • Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. • General evaluation through classroom perception from the teacher during rehearsals and performances. 	<ul style="list-style-type: none"> • Performance examinations of scales, marching and concert music, and concert band music. • Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. • Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. • General evaluation through classroom perception from the teacher during rehearsals and performances.
Activities	<ul style="list-style-type: none"> • Rhythmic evaluation of the pieces we will perform. • Stylistic evaluation of the pieces we will perform. • Musical vocabulary through worksheets and general class discussion. • Technique enhancement through scale preparation and development. • Overall musical and performance building through ensemble rehearsals and performances. 	<ul style="list-style-type: none"> • Rhythmic evaluation of the pieces we will perform. • Stylistic evaluation of the pieces we will perform. • Musical vocabulary through worksheets and general class discussion. • Technique enhancement through scale preparation and development. • Overall musical and performance building through ensemble rehearsals and performances. 	<ul style="list-style-type: none"> • Rhythmic evaluation of the pieces we will perform. • Stylistic evaluation of the pieces we will perform. • Musical vocabulary through worksheets and general class discussion. • Technique enhancement through scale preparation and development. • Overall musical and performance building through ensemble rehearsals and performances.
Resources	<ul style="list-style-type: none"> • Chosen music for the ensemble by the director. • Accompanying CDs to hear the music and enhance our performance through it. • Handwritten worksheets for rhythm, style and musical vocabulary 	<ul style="list-style-type: none"> • Chosen music for the ensemble by the director. • Accompanying CDs to hear the music and enhance our performance through it. • Handwritten worksheets for rhythm, style and musical vocabulary 	<ul style="list-style-type: none"> • Chosen music for the ensemble by the director. • Accompanying CDs to hear the music and enhance our performance through it. • Handwritten worksheets for rhythm, style and musical vocabulary

Lehighton Area School District

Lehighton Area High School

Teacher: Buffington

Grade: 9-12

Subject: Band

Year:

	November	December	January
Essential Questions/PA Academic Standards	<ul style="list-style-type: none"> What is the proper way to play a B-flat, G, F, E-flat, concert major scales and g, e, d, and c natural minor scales? What is the proper way to play Sixteenth note - eighth note patterns, dotted rhythms? How do the students use scales and rhythm when learning music in an ensemble setting? How does balance and blend of the ensemble benefit the performance of a piece of music? Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A.2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>	<ul style="list-style-type: none"> What is the proper way to play a B-flat, G, F, E-flat, C, D, A, A-flat concert major scales and g, e, d, and c natural minor scales? What is the proper way to play Sixteenth note - eighth note patterns, dotted rhythms, off-beat quarter note rhythms? How do the students use scales and rhythm when learning music in an ensemble setting? How does balance and blend of the ensemble benefit the performance of a piece of music? Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A.2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>	<ul style="list-style-type: none"> What is the proper way to play a B-flat, G, F, E-flat, C, D, A, A-flat concert major scales and g, e, d, a, b, f#, and f natural minor scales? What is the proper way to play Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note rhythms? How do the students use scales and rhythm when learning music in an ensemble setting? How does balance and blend of the ensemble benefit the performance of a piece of music? Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A.2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>
Content	<ul style="list-style-type: none"> Technique – B-flat, G, F, E-flat, concert major scales and g, e, d, and c natural minor scales. Rhythm – Sixteenth note - eighth note patterns, dotted rhythms. Harmony – Balance, blend, and tuning. (Concert F) Style – Identify and correctly perform the stylistic aspects of the music. Music – Holiday concert as well as District 10 audition solo 	<ul style="list-style-type: none"> Technique – B-flat, G, F, E-flat, C, D, A, A-flat concert major scales and g, e, d, and c natural minor scales. Rhythm – Sixteenth note - eighth note patterns, dotted rhythms, off-beat quarter note patterns Harmony – Balance, blend, and tuning. (Concert F) Style – Identify and correctly perform the stylistic aspects of the music. Music – Holiday concert as well as District 10 audition solo 	<ul style="list-style-type: none"> Technique – B-flat, G, F, E-flat, C, D, A, A-flat concert major scales and g, e, d, a, b, f#, and f natural minor scales. Rhythm – Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note patterns. Harmony – Balance, blend, and tuning. (Concert F) Style – Identify and correctly perform the stylistic aspects of the music. Music – Spring Concert Band Music and County Band Music
Skills	<ul style="list-style-type: none"> Technique <ul style="list-style-type: none"> Students will be able to correctly perform the B-flat concert scale as a warm-up exercise. Rhythm <ul style="list-style-type: none"> Students will be able to count and play various rhythms using an eighth note quarter note pattern. Harmony <ul style="list-style-type: none"> Students will be able to blend with the instruments in their section and with the instruments from other sections. Style <ul style="list-style-type: none"> Students will be able to correctly identify stylistic markings and correctly perform them in an ensemble setting. Music 	<ul style="list-style-type: none"> Technique <ul style="list-style-type: none"> Students will be able to correctly perform the B-flat concert scale as a warm-up exercise. Rhythm <ul style="list-style-type: none"> Students will be able to count and play various rhythms using an eighth note quarter note pattern. Harmony <ul style="list-style-type: none"> Students will be able to blend with the instruments in their section and with the instruments from other sections. Style <ul style="list-style-type: none"> Students will be able to correctly identify stylistic markings and correctly perform them in an ensemble setting. 	<ul style="list-style-type: none"> Technique <ul style="list-style-type: none"> Students will be able to correctly perform the B-flat concert scale as a warm-up exercise. Rhythm <ul style="list-style-type: none"> Students will be able to count and play various rhythms using an eighth note quarter note pattern. Harmony <ul style="list-style-type: none"> Students will be able to blend with the instruments in their section and with the instruments from other sections. Style <ul style="list-style-type: none"> Students will be able to correctly identify stylistic markings and correctly perform them in an ensemble setting.

	<ul style="list-style-type: none"> - Students will be able to correctly perform the appropriate music for the holiday concert 	<ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> - Students will be able to correctly perform the appropriate music for the holiday concert 	<ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> - Students will be able to correctly perform the appropriate music for County Band and the Annual Spring Concert
Assessment	<ul style="list-style-type: none"> • Performance examinations of scales, marching and concert music, and concert band music. • Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. • Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. • General evaluation through classroom perception from the teacher during rehearsals and performances. 	<ul style="list-style-type: none"> • Performance examinations of scales, marching and concert music, and concert band music. • Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. • Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. • General evaluation through classroom perception from the teacher during rehearsals and performances. 	<ul style="list-style-type: none"> • Performance examinations of scales, marching and concert music, and concert band music. • Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. • Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. • General evaluation through classroom perception from the teacher during rehearsals and performances.
Activities	<ul style="list-style-type: none"> • Rhythmic evaluation of the pieces we will perform. • Stylistic evaluation of the pieces we will perform. • Musical vocabulary through worksheets and general class discussion. • Technique enhancement through scale preparation and development. • Overall musical and performance building through ensemble rehearsals and performances. 	<ul style="list-style-type: none"> • Rhythmic evaluation of the pieces we will perform. • Stylistic evaluation of the pieces we will perform. • Musical vocabulary through worksheets and general class discussion. • Technique enhancement through scale preparation and development. • Overall musical and performance building through ensemble rehearsals and performances. 	<ul style="list-style-type: none"> • Rhythmic evaluation of the pieces we will perform. • Stylistic evaluation of the pieces we will perform. • Musical vocabulary through worksheets and general class discussion. • Technique enhancement through scale preparation and development. • Overall musical and performance building through ensemble rehearsals and performances.
Resources	<ul style="list-style-type: none"> • Chosen music for the ensemble by the director. • Accompanying CDs to hear the music and enhance our performance through it. • Handwritten worksheets for rhythm, style and musical vocabulary 	<ul style="list-style-type: none"> • Chosen music for the ensemble by the director. • Accompanying CDs to hear the music and enhance our performance through it. • Handwritten worksheets for rhythm, style and musical vocabulary 	<ul style="list-style-type: none"> • Chosen music for the ensemble by the director. • Accompanying CDs to hear the music and enhance our performance through it. • Handwritten worksheets for rhythm, style and musical vocabulary

Lehigh Area School District

Lehigh Area High School

Teacher: Buffington

Grade: 9-12

Subject: Band

Year:

	February	March	
Essential Questions/PA Academic Standards	<ul style="list-style-type: none"> What is the proper way to play a B-flat, G, F, E-flat, C, D, A, A-flat, E concert major scales and g, e, d, a, b, f#, and f natural minor scales. 1 octave Chromatic scale? What is the proper way to play Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note rhythms? How do the students use scales and rhythm when learning music in an ensemble setting? How does balance and blend of the ensemble benefit the performance of a piece of music? Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A.2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>	<ul style="list-style-type: none"> What is the proper way to play a B-flat, G, F, E-flat, C, D, A, A-flat, E, D-flat concert major scales and g, e, d, a, b, f#, and f natural minor scales. 1 octave Chromatic scale? What is the proper way to play Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note rhythms? How do the students use scales and rhythm when learning music in an ensemble setting? How does balance and blend of the ensemble benefit the performance of a piece of music? Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A.2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>	
Content	<ul style="list-style-type: none"> Technique – B-flat, G, F, E-flat, C, D, A, A-flat, E concert major scales and g, e, d, a, b, f#, and f natural minor scales. 1 octave Chromatic scale. Rhythm – Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note patterns. Harmony – Balance, blend, and tuning. (Concert F) Style – Identify and correctly perform the stylistic aspects of the music. Music – Spring Concert Band Music and County Band Music 	<ul style="list-style-type: none"> Technique – B-flat, G, F, E-flat, C, D, A, A-flat, E, D-flat concert major scales and g, e, d, a, b, f#, and f natural minor scales. 1 octave Chromatic scale. Rhythm – Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note patterns. Harmony – Balance, blend, and tuning. (Concert F) Style – Identify and correctly perform the stylistic aspects of the music. Music – Spring Concert Band Music and County Band Music 	
Skills	<ul style="list-style-type: none"> Technique <ul style="list-style-type: none"> Students will be able to correctly perform the B-flat concert scale as a warm-up exercise. Rhythm <ul style="list-style-type: none"> Students will be able to count and play various rhythms using an eighth note quarter note pattern. Harmony <ul style="list-style-type: none"> Students will be able to blend with the instruments in their section and with the instruments from other sections. Style <ul style="list-style-type: none"> Students will be able to correctly identify stylistic markings and correctly perform them in an ensemble 	<ul style="list-style-type: none"> Technique <ul style="list-style-type: none"> Students will be able to correctly perform the B-flat concert scale as a warm-up exercise. Rhythm <ul style="list-style-type: none"> Students will be able to count and play various rhythms using an eighth note quarter note pattern. Harmony <ul style="list-style-type: none"> Students will be able to blend with the instruments in their section and with the instruments from other sections. Style <ul style="list-style-type: none"> Students will be able to correctly identify stylistic 	

	<ul style="list-style-type: none"> ● Music setting. - Students will be able to correctly perform the appropriate music for County Band and the Annual Spring Concert 	<ul style="list-style-type: none"> ● Music markings and correctly perform them in an ensemble setting. - Students will be able to correctly perform the appropriate music for County Band and the Annual Spring Concert 	
Assessment	<ul style="list-style-type: none"> ● Performance examinations of scales, marching and concert music, and concert band music. ● Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. ● Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. ● General evaluation through classroom perception from the teacher during rehearsals and performances. 	<ul style="list-style-type: none"> ● Performance examinations of scales, marching and concert music, and concert band music. ● Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. ● Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. ● General evaluation through classroom perception from the teacher during rehearsals and performances. 	
Activities	<ul style="list-style-type: none"> ● Rhythmic evaluation of the pieces we will perform. ● Stylistic evaluation of the pieces we will perform. ● Musical vocabulary through worksheets and general class discussion. ● Technique enhancement through scale preparation and development. ● Overall musical and performance building through ensemble rehearsals and performances. 	<ul style="list-style-type: none"> ● Rhythmic evaluation of the pieces we will perform. ● Stylistic evaluation of the pieces we will perform. ● Musical vocabulary through worksheets and general class discussion. ● Technique enhancement through scale preparation and development. ● Overall musical and performance building through ensemble rehearsals and performances. 	
Resources	<ul style="list-style-type: none"> ● Chosen music for the ensemble by the director. ● Accompanying CDs to hear the music and enhance our performance through it. ● Handwritten worksheets for rhythm, style and musical vocabulary 	<ul style="list-style-type: none"> ● Chosen music for the ensemble by the director. ● Accompanying CDs to hear the music and enhance our performance through it. ● Handwritten worksheets for rhythm, style and musical vocabulary 	

Lehighton Area School District

Lehighton Area High School

Teacher: Buffington

Grade: 9-12

Subject: Band

Year:

	April	May/June	
Essential Questions/PA Academic Standards	<ul style="list-style-type: none"> What is the proper way to play a B-flat, G, F, E-flat, C, D, A, A-flat, E, D-flat concert major scales and g, c, c#, b-flat, e, d, a, b, f#, and f natural minor scales. 1 octave Chromatic scale? What is the proper way to play Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note rhythms? How do the students use scales and rhythm when learning music in an ensemble setting? How does balance and blend of the ensemble benefit the performance of a piece of music? Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>	<ul style="list-style-type: none"> What is the proper way to play a B-flat, G, F, E-flat, C, D, A, A-flat, E, D-flat, B, F# concert major scales and g, g#, d#, c, c#, b-flat, e, d, a, b, f#, and f natural minor scales. 1 octave Chromatic scale? What is the proper way to play Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note rhythms? How do the students use scales and rhythm when learning music in an ensemble setting? How does balance and blend of the ensemble benefit the performance of a piece of music? Why is it important to understand the cultural and social aspects of a piece in order to perform it correctly? How do musicians use interactive communication to be successful performers? <p>Content Standards: Music – 9.1.12.A, B, C, D, E, F, G, H, I, J, K. 9.2.12.A, B, C, D, E, F, G, H, I, J, K, L. 9.3.12.A, C, D, E, F, G. 9.4.12.A, B, C, D. English – 1.1.11.B, C, E, F, G, H. 1.2.11.C. 1.4.11.B, C, D. 1.5.11.A, B. 1.6.11.A, C, E, F Math – 2.2.11.A. 2.3.11.A, B, C. 2.5.11.A2.8.11.A, B, C, E. 2.9.11.A. 2.11.11.A, B, D.</p>	
Content	<ul style="list-style-type: none"> Technique – B-flat, G, F, E-flat, C, D, A, A-flat, E, D-flat concert major scales and g, c, c#, b-flat, e, d, a, b, f#, and f natural minor scales. 1 octave Chromatic scale. Rhythm – Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note patterns. Harmony – Balance, blend, and tuning. (Concert F) Style – Identify and correctly perform the stylistic aspects of the music. Music – Spring Concert Band Music and County Band Music 	<ul style="list-style-type: none"> Technique – B-flat, G, F, E-flat, C, D, A, A-flat, E, D-flat, B, F# concert major scales and g, g#, d#, c, c#, b-flat, e, d, a, b, f#, and f natural minor scales. 1 octave Chromatic scale. Rhythm – Sixteenth note - eighth note patterns dotted rhythms, off-beat quarter note patterns, off-beat eighth note patterns. Harmony – Balance, blend, and tuning. (Concert F) Style – Identify and correctly perform the stylistic aspects of the music. Music – Spring Concert Band Music 	
Skills	<ul style="list-style-type: none"> Technique <ul style="list-style-type: none"> Students will be able to correctly perform the B-flat concert scale as a warm-up exercise. Rhythm <ul style="list-style-type: none"> Students will be able to count and play various rhythms using an eighth note quarter note pattern. Harmony <ul style="list-style-type: none"> Students will be able to blend with the instruments in their section and with the instruments from other sections. Style <ul style="list-style-type: none"> Students will be able to correctly identify stylistic 	<ul style="list-style-type: none"> Technique <ul style="list-style-type: none"> Students will be able to correctly perform the B-flat concert scale as a warm-up exercise. Rhythm <ul style="list-style-type: none"> Students will be able to count and play various rhythms using an eighth note quarter note pattern. Harmony <ul style="list-style-type: none"> Students will be able to blend with the instruments in their section and with the instruments from other sections. Style <ul style="list-style-type: none"> Students will be able to correctly identify stylistic 	

	<ul style="list-style-type: none"> ● Music <ul style="list-style-type: none"> - Students will be able to correctly perform the appropriate music for the Annual Spring Concert 	<ul style="list-style-type: none"> ● Music <ul style="list-style-type: none"> - Students will be able to correctly perform the appropriate music for the Annual Spring Concert and Graduation 		
Assessment	<ul style="list-style-type: none"> ● Performance examinations of scales, marching and concert music, and concert band music. ● Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. ● Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. ● General evaluation through classroom perception from the teacher during rehearsals and performances. 	<ul style="list-style-type: none"> ● Performance examinations of scales, marching and concert music, and concert band music. ● Written rhythm worksheets and written tests on counting skills through rhythmic interpretation. ● Worksheets and tests on the translation on stylistic markings from Italian to English and what they mean. ● General evaluation through classroom perception from the teacher during rehearsals and performances. 		
Activities	<ul style="list-style-type: none"> ● Rhythmic evaluation of the pieces we will perform. ● Stylistic evaluation of the pieces we will perform. ● Musical vocabulary through worksheets and general class discussion. ● Technique enhancement through scale preparation and development. ● Overall musical and performance building through ensemble rehearsals and performances. 	<ul style="list-style-type: none"> ● Rhythmic evaluation of the pieces we will perform. ● Stylistic evaluation of the pieces we will perform. ● Musical vocabulary through worksheets and general class discussion. ● Technique enhancement through scale preparation and development. ● Overall musical and performance building through ensemble rehearsals and performances. 		
Resources	<ul style="list-style-type: none"> ● Chosen music for the ensemble by the director. ● Accompanying CDs to hear the music and enhance our performance through it. ● Handwritten worksheets for rhythm, style and musical vocabulary 	<ul style="list-style-type: none"> ● Chosen music for the ensemble by the director. ● Accompanying CDs to hear the music and enhance our performance through it. ● Handwritten worksheets for rhythm, style and musical vocabulary 		