

**Title     Honors Band**

<b>Unit:</b>		<b>Fall Semester/Spring Semester</b>				
<b>Big Ideas:</b>		Honors Instrumental band will give students the opportunity to learn the fundamentals, terminology, and technique of music through performance in ensembles and solos in a much deeper level and higher development of skills.				
<b>Unit Essential Questions:</b>						
<b>Concept &amp; Pacing</b>	<b>New Emphasis (Pa Core Standard)</b>	<b>Key Vocabulary</b>	<b>Essential Questions</b>	<b>Mini-Lessons/Activities</b>	<b>Instructional Materials</b>	<b>Assessments</b>
<b>August/ January</b>	<p>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.</p> <p>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</p> <p>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>	<p>Staff Grand Staff Quarter Note/Rest Half note/Rest Whole Note/Rest Eighth Note/Rest Sixteenth Note/Rest</p>	<p>- 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? -What do the students need to know about balance and blend in an ensemble? -What are the proper techniques when playing and preparing a solo for an audition?</p>	<p>-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. -Higher development of performance through District solo and advanced performance materials.</p>	<p>-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  -District solos and advanced performance materials.</p>	<p>-Performance examinations. -Written rhythm worksheets and tests on counting skills through rhythm. -Tests on the translation of stylistic markings. -General evaluation from the teacher during rehearsals and performances. -Individual performance tests.</p>
<b>September/ February</b>	<p>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.</p> <p>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</p> <p>Math – 2.2.11.A., 2.3.11.A, B, C.</p>	<p>Time Signature Key Signature Flats Sharps Naturals Measure Bar Line Double Bar Repeat Signs 1<sup>st</sup> and 2<sup>nd</sup> Ending Coda Da Capo al Fine Del Segno al Fine Forte Piano</p>	<p>-What is the proper way to play a B-flat, G, F, E-flat concert major scales? -How do the students use scales, rhythm and terminology 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?</p>	<p>-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.</p>	<p>-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  -District solos and advanced performance materials.</p>	<p>-Performance examinations. -Written rhythm worksheets and tests on counting skills through rhythm. -Tests on the translation of stylistic markings. -General evaluation from the teacher during rehearsals and performances.</p>

Title     Honors Band    

	2.5.11.A, 2.8.11.A, B, C, E. 2.9.11.A, 2.11.11.A, B, D.		-How do musicians use interactive to be successful performers?	-Higher development of performance through District solo and advanced performance materials.		-Individual performance tests.
<b>Concept &amp; Pacing</b>	<b>New Emphasis (Pa Core Standard)</b>	<b>Key Vocabulary</b>	<b>Essential Questions</b>	<b>Mini-Lessons/Activities</b>	<b>Instructional Materials</b>	<b>Assessments</b>
<b>October/ March</b>	<p>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.</p> <p>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</p> <p>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>	<p>Fortissimo Pianissimo Mezzo Piano Mezzo Forte Crescendo Decscrescendo Forte Piano Diminuendo Sforzando</p>	<p>-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, rhythm and terminology 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>	<p>-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. -Higher development of performance through District solo and advanced performance materials.</p>	<p>-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 -District solos and advanced performance materials.</p>	<p>-Performance examinations. -Written rhythm worksheets and tests on counting skills through rhythm. -Tests on the translation of stylistic markings. -General evaluation from the teacher during rehearsals and performances. -Individual performance tests.</p>
<b>November/ April</b>	<p>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.</p> <p>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</p>	<p>Allegro Allegretto Andante Largo Adagio Moderato Ritardando Rallentando Accelerando Fermata Articulation Ties Slurs</p>	<p>-What is the proper way to play g, e, d, and c natural minor scales? -What is the proper way to play dotted rhythms? -How do the students use scales, rhythm and terminology when learning music in an ensemble setting? -How does balance and blend of the ensemble benefit the</p>	<p>-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</p>	<p>-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</p>	<p>-Performance examinations. -Written rhythm worksheets and tests on counting skills through rhythm. -Tests on the translation of stylistic markings. -General evaluation from the</p>

**Title           Honors Band**

	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.		performance of a piece of music? -How do musicians use interactive communication to be successful performers?	through ensemble rehearsals and performances. -Higher development of performance through District solo and advanced performance materials.	-District solos and advanced performance materials.	teacher during rehearsals and performances. -Individual performance tests.
<b>Concept &amp; Pacing</b>	<b>New Emphasis (Pa Core Standard)</b>	<b>Key Vocabulary</b>	<b>Essential Questions</b>	<b>Mini-Lessons/Activities</b>	<b>Instructional Materials</b>	<b>Assessments</b>
<b>December/ May</b>	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.	Phrase Conductor Stage Directions Main Curtain Spot Light House Call Time Intermission Solo Duet Trio	-What is the proper way to play a g, e, d, and c natural minor scales? -What is the proper way to play off-beat quarter note rhythms? -How do the students use scales, rhythm and terminology when learning music in an ensemble setting? -How does balance and blend of the ensemble benefit the performance of a piece of music? -How do musicians use interactive communication to be successful performers?	-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. -Higher development of performance through District solo and advanced performance materials.	-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  -District solos and advanced performance materials.	-Performance examinations. -Written rhythm worksheets and tests on counting skills through rhythm. -Tests on the translation of stylistic markings. -General evaluation from the teacher during rehearsals and performances. -Individual performance tests.