

Middle School Band 1 Year at a Glance



Fall Semester


Spring Semester

1st Grading Period	2nd Grading Period	3rd Grading Period	4th Grading Period
Unit 1: Setting the Foundation <i>The students will: select or be placed on an instrument, learning about its proper construction and maintenance, learn about body and hand position, and basic music terminology.</i> TEKS: <ul style="list-style-type: none"> §117.208. Music, Middle School 1. (1B, 1E, 2A, 2E) 	Unit 5: Developing Technique <i>The students will: begin developing basic instrumental technique by learning tetrachords, learn and accurately perform beginner holiday repertoire as a group and continue building concepts of Units 1-4.</i> TEKS: <ul style="list-style-type: none"> §117.208. Music, Middle School 1 (1B, 2D, 3A, 3B, 3C, 3D, 3E, 3F) 	Unit 6: Performance, Evaluation, Etiquette <i>The students will: accurately perform musical passages individually and as a large group. Students will evaluate performances of peers, group, and self while demonstrating proper performance and audience etiquette. Students will extend Unit 5 concepts.</i> TEKS <ul style="list-style-type: none"> §117.208. Music, Middle School 1 (1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 3E, 3F, 3G, 4A, 4B, 4C, 5A, 5B, 5C, 5D, 5E) 	Unit 7: Advanced Development <i>The students will: continue building instrumental technique begun in Unit 5, developing instrument specific techniques, and accurately performing music of a variety of styles and genres as a group, demonstrating proper performance and audience etiquette. Students will explore the relationship of music to history, culture, and the world.</i> TEKS: <ul style="list-style-type: none"> §117.208. Music, Middle School 1 (1B, 2A, 2D, 3A, 3B, 3C, 3D, 3E, 3F, 4A, 4B, 5A, 5B, 5C, 5D, 5E)
Unit 2: Developing Characteristic Tone <i>The students will: develop proper embouchure(with and without mouthpiece), breathing technique, (articulation, and proper tone production (using mouthpiece, or flute head joint only)). Skills developed will be transferred to the full instrument.</i> TEKS: <ul style="list-style-type: none"> §117.208. Music, Middle School 1 (1B, 2D, 3A, 3B, 3C, 3E, 3F, 3G) 			

Unit 3: Beat and Rhythm			
<p><i>The students will: learn concepts of Time Signature, note and rest values, the counting system, foot tapping, meter, tempo, and music terminology associated.</i></p> <p><i>Students will relate gained knowledge of concepts to different styles of music.</i></p> <p>TEKS:</p> <ul style="list-style-type: none"> • §117.208. Music, Middle School 1 (1B, 1C, 2B, 2C, 2D, 3A, 3B, 3C, 3E, 3F, 3G, 4B) 			
Unit 4: Music Literacy			
<p><i>The students will: be able to recognize and demonstrate knowledge of notes on the staff for the clef associated with their instrument, learn and recognize basic dynamics, gain understanding of phrasing, and combine new concepts with those learned in Unit 3.</i></p> <p><i>Students will be introduced to tetrachords.</i></p> <p>TEKS:</p> <ul style="list-style-type: none"> • §117.208. Music, Middle School 1 (1B, 1C, 1D, 2A, 2B, 2D, 3B, 3C, 3E, 3F,) 			

TEKS	Instructional Strategies	Instructional Resources	Best Practices
TEKS:	<ul style="list-style-type: none"> • Oral Explanation • Model • Guided Practice • Demonstration • Co-Teaching 	<ul style="list-style-type: none"> • Worksheets • Method Book • Videos • Teacher created supplements 	<ul style="list-style-type: none"> • Tone / Tuning / Balance (F around the room) • Intonation / Tone. (Long tones) • Tetrachords to teach scales, long tones, tuning, balance, blend, etc.

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 Middle School Band 2-3 Year at a Glance			
1st Grading Period	2nd Grading Period	3rd Grading Period	4th Grading Period
Unit 1: Foundations Review	Unit 5: Developing Technique	Unit 6: Performance and Evaluation	Unit 7: Advance Development
<p><i>The students will demonstrate previously learned skills as it relates to music literacy: musical rhythms, read and write musical notations. Students will demonstrate knowledge of characteristic sound by using warm-ups with long tone, lip slurs, technical exercises and tetrachords. Students will demonstrate listening and playing in tune within an ensemble. Students may be introduced to the Star-Spangled Banner, the school's fight song and begin Pep songs. (8 Days)</i></p> <p>TEKS:</p>	<p><i>The students will learn a new Chorale with articulations while maintaining a balanced and blended sound and listening to stay in tune. Instrument tuning tendencies?? How to manipulate air, embouchure and instrument to stay in tune?? Select and distribute UIL Music. Students will continue to build on Unit 1 through 4. Students will continue to develop techniques from Unit 3 and 4.</i></p> <p>TEKS:</p> <ul style="list-style-type: none"> §117.210. Music, Middle School 3, (2A, 3A, 3B, 3C, 3D) 	<p><i>The students will demonstrate creative expression by performing a variety of genres as students prepare for group and individual performances. Students will begin learning UIL Music. Students will add two more scales to their repertoire. Students will continue developing an Ensemble Sound and sight read each week.</i></p> <p>TEKS:</p> <ul style="list-style-type: none"> §117.209. Music, Middle School 2 (3A, 3C). §117.210. Music, Middle School 3, (3D, 3E, 3F, 5C) 	<p><i>The students will continue to develop skills as they prepare for the next level of learning. Students will continue to work on UIL Music, major scales and audition music for the next level.</i></p> <p>TEKS:</p> <ul style="list-style-type: none"> §117.210. Music, Middle School 3, (3A, 3B, 3C, 3D, 5A)

<ul style="list-style-type: none"> • §117.210. Music, Middle School 3, (1B, 1C, 1D, 2A, 2B, 2C, 3A, 3B, 3G) • §117.210. Music, Middle School 3, (1B, 1C, 3E, 4A) 			
Unit 2: Musical Concepts (Characteristic Sound)			
<p><i>The students will continue to demonstrate characteristic tone quality (in tune) while maintaining a balanced and blended sound within an ensemble setting. Distribute All - Region audition music. (14 Days)</i></p> <p>TEKS:</p> <ul style="list-style-type: none"> • §117.209. Music, Middle School 2 (3A, 3C) • §117.210. Music, Middle School 3, (3A) 		<p>JD Comments – “should” is not the right choice of words in a YAG – Will, Shall or maybe “be introduced to...”</p> <p>No need for specific calendar dates in a document that will last through many years and various calendars creation ideas</p>	
Unit 3: Techniques (Beats and Rhythms)			
<p><i>The students will be introduced to new beats, rhythms and fingering (if applicable). (Introduction to sight-reading should occur in MS1, unit plan descriptors) Students will work on rhythms charts (review SR procedures) Students will demonstrate articulations and complex rhythms. (10 Days)</i></p> <p>TEKS</p> <ul style="list-style-type: none"> • §117.209. Music, Middle School 2, (3B) • §117.210. Music, Middle School 3, (2C, 2D, 2E, 3C, 3E) 			
Unit 4: Music Literacy (Sight-Reading)			

<p>Students will sight-read at least once a week using a chorale, UIL-based sight-reading literature, or other appropriate sight-reading methods, unit plan descriptors.. Students will add Concert G, C and D scales. NOT G?? Select, distribute and begin working on Christmas music. Continue to work on Region Music. (14 Days)</p> <p>TEKS:</p> <ul style="list-style-type: none"> • §117.209. Music, Middle School 2 (2D, 2E, 3E, 3G, 4B) • §117.210. Music, Middle School 3, (2D, 2E, 3D, 3E, 3F) 			
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TEKS	Instructional Strategies	Instructional Resources	Best Practices
TEKS Link	<ul style="list-style-type: none"> • Oral Explanation • Model • Guided Practice • Demonstration • Co-Teaching 	<ul style="list-style-type: none"> • Worksheets • Method Book • Videos • Teacher created supplements 	<ul style="list-style-type: none"> • Tone / Tuning / Balance (F around the room) • Intonation / Tone (Long tones) • Warm- up • Bach Chorales • Counting System for Beginner Band • Tetra Chords to teach scales. • Concert F Descending/Ascending • Remington Exercises • Lip Slurs / Flexibility Exercises • Flow Studies • Breathing Techniques/Exercises

