

Instrumental Music: Band - Marching Band with Physical Education

This course addresses the South Carolina College- and Career-Ready Standards for Visual and Performing Arts (SCCCRSVPA) as well as the South Carolina College- and Career-Ready Standards for Physical Education. This course is recommended for 9th graders but can be taken at any grade level. Students who choose the Marching Band with Physical Education option must complete Fitnessgram testing during the time they are enrolled in the course.

Marching Band with Physical Education involves daily outdoor rehearsals, marching, performing on instruments or as a member of the marching auxiliary, and performing at football games, parades, and competitions. Activities will address the SCCCRSVP Artistic Processes of Creating, Performing, Responding, and Connecting. Activities will also address the five components of health-related fitness - Aerobic Capacity, Body Composition, Muscular Strength, Muscular Endurance, and Flexibility.

2025 Curriculum Collaboration

Walter Graham, RCSD1 Coordinator for Visual and Performing Arts

Lisa Curtis, RCSD1 Coordinator for Physical Education

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Course-Long

<u>Description of Lesson/Activity</u>	<u>SC College and Career-Ready Standards for Visual and Performing Arts</u>	<u>SC College and Career-Ready Standards for Physical Education</u>
These standards will be addressed throughout the course and incorporated into most units.	IM. B.P. IH. 3 I can produce a centered tone in all registers. IM. B.P. IH. 3.1 I can consistently play in tune IM. B.P. IH. 4 I can produce gradual, controlled dynamic changes and perform extended phrases. IM. B.P. IH. 4.1 I can demonstrate the entire fingering system/ position or rudiment for my instrument. IM. B.P. IH. 4.3 I can play simple scale and/or rudimental patterns IM. P. IH. 5 I can perform simple familiar tonal and rhythm patterns and tunes using music notation. IM.P. IH. 5.1 I can perform simple familiar rhythm patterns using music notation.	HS.N.4.1 Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings. HS.I.4.1.A Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. HS.I.4.1.B Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits. HS.A.4.1.A Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in various media. HS.A.4.1.B Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation. HS.N.4.2 Apply the skills needed to resolve potential conflicts in physical activity settings. Example: Show self-control by accepting a controversial decision of an official. HS.I.4.2 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance. Example: spirit of the game, following rules. HS.A.4.2 Examine and adhere to moral and ethical conduct in specific competitive situations by displaying positive disposition. HS.N.4.3 Recognize the diverse characteristics of participants in physical activity. Example: Participates in activities with classmates of different backgrounds.

		HS.I.4.3 Create strategies for including persons of diverse backgrounds and abilities in group physical activity settings. HS.A.4.3 Design and apply strategies for including persons of diverse backgrounds and abilities in group physical-activity settings. Example: Invites less- skilled students to participate in a warm-up activity prior to class. HS.N.4.4 Recognize effective communication skills and strategies that promote respect and conflict resolution when working with others during physical activity. HS.I.4.4 Use effective communication skills and strategies that promote respect and conflict-resolution when working with others during physical activity. HS.A.4.4 Assume a leadership role in a physical activity setting to help advocate successful participation. Examples: conflict-resolution skills, decision making, proposing rules/modifications. HS.N.4.5 Recognize others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged. HS.I.4.5 Accept and implement others' ideas, recognizing cultural diversities and diverse body types by engaging in cooperative and collaborative movement projects, and capable of modifying physical activity so all ability levels are meaningfully engaged. HS.A.4.5 Promotes acceptance of others' ideas, cultural diversities, and body types by engaging in cooperative and collaborative movement projects; and capable of modifying physical activity so all ability levels are meaningfully engaged. HS.N.4.6 Identify best practices for participating safely in physical activity, exercise, and dance. HS.I.4.6 Apply best practices for participating safely in physical activity, exercise, and dance. Example: injury prevention, hydration, use of equipment/rules, sun protection.
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		HS.A.4.6 Articulate and communicate the difference between inherent risk and unsafe behavior. HS.N.5.1.A Recognize how physical activity provides personal meaning and enjoyment. HS.N.5.1.B Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction. HS.I.5.1.A Identify connections between fitness and overall physical and mental health. HS.I.5.1.B Identify personalized physical activities that are enjoyable. HS.A.5.1 Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness. HS.N.5.2 Recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks. HS.I.5.2 Utilize strategies to cope in a positive way to challenge self and others, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks. HS.A.I.5.2 Analyze the level of challenge of a self-selected physical activity. Example: Safely challenge or push yourself in a physical activity (downhill skiing, look at harder runs and think through if you feel you can accomplish that run). HS.N.5.3 Recognize an enjoyable activity that promotes social interaction or self-expression. HS.I.5.3 Select and participate in physical activities or dance that meet the need for self-expression and enjoyment. HS.A.5.3 Articulate the personal growth experiences of engaging in a novel (new and different from what is known) physical activity. Example: rock climbing, orienteering, fitness classes.
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July/August

<u>Description of Lesson/Activity</u>	<u>SC College and Career-Ready Standards for Visual and Performing Arts</u>	<u>SC College and Career-Ready Standards for Physical Education</u>
Marching Band Camp Physical Activities: Stretching, Calisthenics, Running, Marching Maneuvers Calisthenics: Jumping Jacks, Knee-Ups, Push-ups, Squat Thrusts, Curl-ups Stretching: Hamstring Stretches, Calf Stretches, Arm Stretches, Neck Rotation, Shoulder Stretches Auxiliary (color guard, dance, majorette, etc....) will be introduced to basic dance techniques such as: plie, chasse, releve, turn out, etc.		HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities. HS.N.1.2 Execute command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group. HS.I.1.2 Demonstrate dance forms used in cultural and social occasions, or demonstrate one form of dance. Example: modern, hip hop, line dance, tap. HS.A.1.2 Demonstrate a form of dance by choreographing a dance or by giving a performance. HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness.

		HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics. HS.N.2.1 Identify the critical elements and learning cues of skills performed. HS.I.2.1 Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. HS.A.2.1 Identify and discuss the historical and cultural roles of games, sports, and dance in a society. HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance. HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity. HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. HS.N.3.3 Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.I.3.3 Maintain age and gender-specific, health related physical fitness standards defined by a health- related fitness assessment, or improve personal results.
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		HS.A.3.3 Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards.
Musical Warm-Ups Long Tones, Lip Slurs, Flexibility Exercises, Scale Exercises, Articulation Exercises, Breathing Exercises	IM. B.P. IH. 3 I can produce a centered tone in all registers. IM. B.P. IH. 3.1 I can consistently play in tune IM. B.P. IH. 4 I can produce gradual, controlled dynamic changes and perform extended phrases. IM. B.P. IH. 4.1 I can demonstrate the entire fingering system/ position or rudiment for my instrument. IM. B.P. IH. 4.3 I can play simple scale and/or rudimental patterns IM. B.P. IH. 7.1 I can compare my performance to performance of others.	
Teach and Rehearse Music Show, Stands & Pep Band Music Example: Music memorization, rehearsal of pitches, rhythms, attacks and releases, dynamics, articulations Read notation, identify intervals, and develop ensemble blend and balance	IM. B.P. IH. 3 I can produce a centered tone in all registers. IM. B.P. IH. 3.1 I can consistently play in tune IM. B.P. IH. 4 I can produce gradual, controlled dynamic changes and perform extended phrases. IM. B.P. IH. 4.1 I can demonstrate the entire fingering system/ position or rudiment for my instrument. IM. B.P. IH. 4.3 I can play simple scale and/or rudimental patterns IM. P. IH. 5 I can perform simple familiar tonal and rhythm patterns and tunes using music notation. IM.P. IH. 5.1 I can perform simple familiar rhythm patterns using music notation.	

Listen to recordings, analyze and evaluate performances of individual and group performances	IM. R. IL. 7 I can describe the quality of music performances using provided criteria.	
Marching Band Rehearsal Participation Marching Band Fundamentals including basic marching concepts and dance movement. Evaluate the marching and playing of the band, Analyze drill movement while performing. Marching vocabulary and skills to learn and master: attention, parade rest, high knee step, glide step, left/right flank, to the rear, body and instrument carriage, mark time, forward march, etc. Dance Vocabulary and skills such as plie, chasse, pique, toe point, throw counts, ramp kick, etc.	IM.P.IH 5.3 I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms at a steady tempo. IM.R.IH 7 I can describe the quality of my performances and compositions. IM.R.IH 7.1 I can compare my performance to performance of others. IM.C.IH 9.1 I can apply concepts from other arts disciplines and content areas to my music. GM.P NH-3 I can sing, chant, and move to demonstrate a steady beat.	

FITNESSGRAM Pre-Test

Mile Run or Pacer Test,
Back Saver Sit & Reach,
Trunk Lift, Push-Ups,
Curl-Ups, Body mass
index.

HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities.

HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training).

HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness.

HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics.

HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting.

HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others.

HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance.

HS.N.2.3 Identify the principles and concepts that are needed to develop a personal health-related physical fitness plan that includes goal setting, evaluation, and reflection.

HS.I.2.3 Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment.

HS.A.2.3 Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program.

HS.N.2.5 Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations.

HS.I.2.5 Develop strategies and tactics effectively during game play in net/wall and/or target games.

HS.A.2.5 Utilize strategies and tactics of selected activities for successful participation.

		HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity. HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. HS.N.3.3 Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.I.3.3 Maintain age and gender-specific, health related physical fitness standards defined by a health- related fitness assessment, or improve personal results. HS.A.3.3 Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards. HS.N.3.4 Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness. HS.I.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data. HS.A.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results.
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**Marching Band with
Physical Education Daily
Class Warm-Ups**

Students will continue calisthenics and exercise regimen since Band Camp, to include practice of Fitnessgram techniques and protocols.

Students will continue to learn and practice additional stretch movements to include Yoga movement, form and poses, stretch and breathing exercises.

HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.

HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.

HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities.

HS.N.1.2 Execute command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group.

HS.I.1.2 Demonstrate dance forms used in cultural and social occasions, or demonstrate one form of dance. Example: modern, hip hop, line dance, tap.

HS.A.1.2 Demonstrate a form of dance by choreographing a dance or by giving a performance.

HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities.

HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training).

HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness.

HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics.

HS.N.2.1 Identify the critical elements and learning cues of skills performed.

HS.I.2.1 Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.

HS.A.2.1 Identify and discuss the historical and cultural roles of games, sports, and dance in a society.

		HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance. HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity. HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. HS.N.3.3 Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.I.3.3 Maintain age and gender-specific, health related physical fitness standards defined by a health- related fitness assessment, or improve personal results. HS.A.3.3 Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards.
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Personal Fitness Plan

Using the results from their Fitnessgram Pre-test, students will begin working on their Personal Fitness Plan (PFP).

Fitness Log

Students will maintain a log of their fitness activities throughout the course.

HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.

HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork.

HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities.

HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities.

HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training).

HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness.

HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics.

HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting.

HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others.

HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance.

HS.N.2.3 Identify the principles and concepts that are needed to develop a personal health-related physical fitness plan that includes goal setting, evaluation, and reflection.

HS.I.2.3 Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment.

HS.A.2.3 Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program.

		HS.N.2.4 Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle. HS.I.2.4 Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection. HS.A.2.4 Design and implement a long-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness. HS.N.2.5 Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations. HS.I.2.5 Develop strategies and tactics effectively during game play in net/wall and/or target games. HS.A.2.5 Utilize strategies and tactics of selected activities for successful participation. HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity. HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. HS.N.3.2 Describe various ways to locate community resources for health-enhancing activities. HS.I.3.2.A Identify community resources to support varied opportunities for participating in physical activity outside of physical education class. Examples: researching community resources and presenting the information to class. HS.I.3.2.B Identify the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.
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		HS.A.3.2.A Develop and maintain a fitness portfolio. Examples: assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement. HS.A.3.2.B Analyze personal and community resources to explore career options related to physical activity and fitness. HS.N.3.3 Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.I.3.3 Maintain age and gender-specific, health related physical fitness standards defined by a health- related fitness assessment, or improve personal results. HS.A.3.3 Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards. HS.N.3.4 Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness. HS.I.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data. HS.A.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results. HS.N.3.5 Identify risks and safety factors that might affect physical activity preferences throughout the life cycle. HS.I.3.5 Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. Example: influences of teenagers vs. senior citizens. HS.A.3.5 Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. HS.N.3.6 Regularly participate in health-related fitness activities outside of physical education class.
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		HS.I.3.6 Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. Examples: Jog/walk for 30 minutes, play a sport for the school or recreation department, play basketball with friends after school. HS.A.3.6 Create a plan, train for, and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event. HS.N.3.7 Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. HS.I.3.7 Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Example: meeting carbohydrate, protein, and fat requirements to sustain physical activity. HS.A.3.7 Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase. Example: listing snacks that would help fuel/recover the individual before and after exercise. HS.N.3.8 Identify stress-management strategies to reduce stress. HS.I.3.8 Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing. HS.A.3.8 Apply stress-management strategies to reduce stress. HS.N.4.1 Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings. HS.I.4.1.A Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. HS.I.4.1.B Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits. HS.A.4.1.A Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in various media.
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		HS.A.4.1.B Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation. HS.N.4.6 Identify best practices for participating safely in physical activity, exercise, and dance. HS.I.4.6 Apply best practices for participating safely in physical activity, exercise, and dance. Example: injury prevention, hydration, use of equipment/rules, sun protection. HS.A.4.6 Articulate and communicate the difference between inherent risk and unsafe behavior. HS.N.5.1.A Recognize how physical activity provides personal meaning and enjoyment. HS.N.5.1.B Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction. HS.I.5.1.A Identify connections between fitness and overall physical and mental health. HS.I.5.1.B Identify personalized physical activities that are enjoyable. HS.A.5.1 Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness. HS.N.5.2 Recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks. HS.I.5.2 Utilize strategies to cope in a positive way to challenge self and others, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks. HS.A.I.5.2 Analyze the level of challenge of a self-selected physical activity. Example: Safely challenge or push yourself in a physical activity (downhill skiing, look at harder runs and think through if you feel you can accomplish that run).
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		HS.N.5.3 Recognize an enjoyable activity that promotes social interaction or self-expression. HS.I.5.3 Select and participate in physical activities or dance that meet the need for self-expression and enjoyment. HS.A.5.3 Articulate the personal growth experiences of engaging in a novel (new and different from what is known) physical activity. Example: rock climbing, orienteering, fitness classes.
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September/October

<u>Description of Lesson/Activity</u>	<u>SC College and Career-Ready Standards for Visual and Performing Arts</u>	<u>SC College and Career-Ready Standards for Physical Education</u>
Marching Band with Physical Education Daily Class Warm-ups Students will continue callisthenic and exercise regimen since Band Camp, to include practice of Fitnessgram techniques and protocols. Students will continue to learn and practice additional stretch movements to include Yoga movement, form and poses, stretch and breathing exercises.		HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities. HS.N.1.2 Execute command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group. HS.I.1.2 Demonstrate dance forms used in cultural and social occasions, or demonstrate one form of dance. Example: modern, hip hop, line dance, tap. HS.A.1.2 Demonstrate a form of dance by choreographing a dance or by giving a performance. HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness. HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics.

		HS.N.2.1 Identify the critical elements and learning cues of skills performed. HS.I.2.1 Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. HS.A.2.1 Identify and discuss the historical and cultural roles of games, sports, and dance in a society. HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance. HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity. HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. HS.N.3.3 Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.I.3.3 Maintain age and gender-specific, health related physical fitness standards defined by a health- related fitness assessment, or improve personal results. HS.A.3.3 Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards.
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Musical Warm-Ups Long Tones, Lip Slurs, Flexibility Exercises, Scale Exercises, Articulation Exercises, Breathing Exercises, Tuning Sequence	IM. B.P. IH. 3 I can produce a centered tone in all registers. IM. B.P. IH. 3.1 I can consistently play in tune IM. B.P. IH. 4 I can produce gradual, controlled dynamic changes and perform extended phrases. IM. B.P. IH. 4.1 I can demonstrate the entire fingering system/ position or rudiment for my instrument. IM. B.P. IH. 4.3 I can play simple scale and/or rudimental patterns IM. B.P. IH. 7.1 I can compare my performance to performance of others.	
Rehearse Show, Stands & Pep Band Music Example: Music memorization, rehearsal of pitches, rhythms, attacks and releases, dynamics, articulations Read notation, identify intervals, and develop ensemble blend and balance Listen to recordings, analyze and evaluate performances of individual and group performances	IM. B.P. IH. 3 I can produce a centered tone in all registers. IM. B.P. IH. 3.1 I can consistently play in tune IM. B.P. IH. 4 I can produce gradual, controlled dynamic changes and perform extended phrases. IM. B.P. IH. 4.1 I can demonstrate the entire fingering system/ position or rudiment for my instrument. IM. B.P. IH. 4.3 I can play simple scale and/or rudimental patterns IM. P. IH. 5 I can perform simple familiar tonal and rhythm patterns and tunes using music notation. IM.P. IH. 5.1 I can perform simple familiar rhythm patterns using music notation. IM. R. IL. 7 I can describe the quality of music performances using provided criteria.	

Marching Band Rehearsal Participation Continue Marching Fundamentals including basic marching concepts and dance movements. Evaluate marching and playing of the band. Analyze drill movement and instrument performance. Weekly assessment on knowledge of marching band and dance terminology and performance quality. Increase depth and rigor of marching vocabulary and skill such as: attention, parade rest, dress and cover, file left/right, pinwheel, etc. Increase depth and rigor of dance vocabulary such as: plie, spotting, turn out, toe touch, split, etc.	IM.P.IH 5.2 I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms. IM.R.IM 6.1 I can identify how the melody, harmony, rhythm, timbre, texture, form, and expressive elements are different in varying genres of IM.R.IH 7 I can describe the quality of my performances and compositions. IM.R.IH 7.1 I can compare my performance to performance of others. IM.C.IH 9.1 I can apply concepts from other arts disciplines and content areas to my music. GM.P NH-3 I can sing, chant, and move to demonstrate a steady beat.	HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities. HS.N.1.2 Execute command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group. HS.I.1.2 Demonstrate dance forms used in cultural and social occasions, or demonstrate one form of dance. Example: modern, hip hop, line dance, tap. HS.A.1.2 Demonstrate a form of dance by choreographing a dance or by giving a performance. HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness. HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics. HS.N.2.1 Identify the critical elements and learning cues of skills performed. HS.I.2.1 Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. HS.A.2.1 Identify and discuss the historical and cultural roles of games, sports, and dance in a society.
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		HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance.
Personal Fitness Plan (PFP) Continue and expand work on PFP Fitness Log Students will continue to maintain a log of their fitness activities throughout the course.		HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities. HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness. HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics. HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance.

		HS.N.2.3 Identify the principles and concepts that are needed to develop a personal health-related physical fitness plan that includes goal setting, evaluation, and reflection. HS.I.2.3 Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment. HS.A.2.3 Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program. HS.N.2.4 Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle. HS.I.2.4 Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection. HS.A.2.4 Design and implement a long-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness. HS.N.2.5 Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations. HS.I.2.5 Develop strategies and tactics effectively during game play in net/wall and/or target games. HS.A.2.5 Utilize strategies and tactics of selected activities for successful participation. HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity. HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. HS.N.3.2 Describe various ways to locate community resources for health-enhancing activities.
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		HS.I.3.2.A Identify community resources to support varied opportunities for participating in physical activity outside of physical education class. Examples: researching community resources and presenting the information to class. HS.I.3.2.B Identify the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. HS.A.3.2.A Develop and maintain a fitness portfolio. Examples: assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement. HS.A.3.2.B Analyze personal and community resources to explore career options related to physical activity and fitness. HS.N.3.3 Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.I.3.3 Maintain age and gender-specific, health related physical fitness standards defined by a health- related fitness assessment, or improve personal results. HS.A.3.3 Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards. HS.N.3.4 Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness. HS.I.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data. HS.A.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results. HS.N.3.5 Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.
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		HS.I.3.5 Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. Example: influences of teenagers vs. senior citizens. HS.A.3.5 Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. HS.N.3.6 Regularly participate in health-related fitness activities outside of physical education class. HS.I.3.6 Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. Examples: Jog/walk for 30 minutes, play a sport for the school or recreation department, play basketball with friends after school. HS.A.3.6 Create a plan, train for, and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event. HS.N.3.7 Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. HS.I.3.7 Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Example: meeting carbohydrate, protein, and fat requirements to sustain physical activity. HS.A.3.7 Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase. Example: listing snacks that would help fuel/recover the individual before and after exercise. HS.N.3.8 Identify stress-management strategies to reduce stress. HS.I.3.8 Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing. HS.A.3.8 Apply stress-management strategies to reduce stress. HS.N.4.1 Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings.
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		HS.I.4.1.A Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. HS.I.4.1.B Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits. HS.A.4.1.A Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in various media. HS.A.4.1.B Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation. HS.N.4.6 Identify best practices for participating safely in physical activity, exercise, and dance. HS.I.4.6 Apply best practices for participating safely in physical activity, exercise, and dance. Example: injury prevention, hydration, use of equipment/rules, sun protection. HS.A.4.6 Articulate and communicate the difference between inherent risk and unsafe behavior. HS.N.5.1.A Recognize how physical activity provides personal meaning and enjoyment. HS.N.5.1.B Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction. HS.I.5.1.A Identify connections between fitness and overall physical and mental health. HS.I.5.1.B Identify personalized physical activities that are enjoyable. HS.A.5.1 Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness. HS.N.5.2 Recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.
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		HS.I.5.2 Utilize strategies to cope in a positive way to challenge self and others, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks. HS.A.I.5.2 Analyze the level of challenge of a self-selected physical activity. Example: Safely challenge or push yourself in a physical activity (downhill skiing, look at harder runs and think through if you feel you can accomplish that run). HS.N.5.3 Recognize an enjoyable activity that promotes social interaction or self-expression. HS.I.5.3 Select and participate in physical activities or dance that meet the need for self-expression and enjoyment. HS.A.5.3 Articulate the personal growth experiences of engaging in a novel (new and different from what is known) physical activity. Example: rock climbing, orienteering, fitness classes.
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November/December

<u>Description of Lesson/Activity</u>	<u>SC College and Career-Ready Standards for Visual and Performing Arts</u>	<u>SC College and Career-Ready Standards for Physical Education</u>
Marching Band with Physical Education Daily Class Warm-ups Students will continue callisthenic and exercise regimen since Band Camp, to include practice of Fitnessgram techniques and protocols. Students will continue to learn and practice additional stretch movements to include Yoga movement, form and poses, stretch and breathing exercises.		HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities. HS.N.1.2 Execute command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group. HS.I.1.2 Demonstrate dance forms used in cultural and social occasions, or demonstrate one form of dance. Example: modern, hip hop, line dance, tap. HS.A.1.2 Demonstrate a form of dance by choreographing a dance or by giving a performance. HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness. HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics.

		HS.N.2.1 Identify the critical elements and learning cues of skills performed. HS.I.2.1 Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. HS.A.2.1 Identify and discuss the historical and cultural roles of games, sports, and dance in a society. HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance. HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity. HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. HS.N.3.3 Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.I.3.3 Maintain age and gender-specific, health related physical fitness standards defined by a health- related fitness assessment, or improve personal results. HS.A.3.3 Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards.
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Musical Warm-Ups Long Tones, Lip Slurs, Flexibility Exercises, Scale Exercises, Articulation Exercises, Breathing Exercises, Tuning Sequence	IM. B.P. IH. 3 I can produce a centered tone in all registers. IM. B.P. IH. 3.1 I can consistently play in tune IM. B.P. IH. 4 I can produce gradual, controlled dynamic changes and perform extended phrases. IM. B.P. AL. 4.1 I can demonstrate the entire fingering system/ position or rudiment for my instrument. IM. B.P. IH. 4.3 I can play simple scale and/or rudimental patterns IM. B.P. IH. 7.1 I can compare my performance to performance of others.	
Rehearse Show, Stands & Pep Band Music Example: Music memorization, rehearsal of pitches, rhythms, attacks and releases, dynamics, articulations Read notation, identify intervals, and develop ensemble blend and balance Listen to recordings, analyze and evaluate performances of individual and group performances	IM. B.P. IH. 3 I can produce a centered tone in all registers. IM. B.P. IH. 3.1 I can consistently play in tune IM. B.P. IH. 4 I can produce gradual, controlled dynamic changes and perform extended phrases. IM. B.P. IH. 4.1 I can demonstrate the entire fingering system/ position or rudiment for my instrument. IM. B.P. IH. 4.3 I can play simple scale and/or rudimental patterns IM. P. IH. 5 I can perform simple familiar tonal and rhythm patterns and tunes using music notation. IM.P. IH. 5.1 I can perform simple familiar rhythm patterns using music notation. IM. R. IL. 7 I can describe the quality of music performances using provided criteria.	

Marching Band Rehearsal Participation Continue Marching Fundamentals including basic marching concepts and dance movements. Evaluate marching and playing of the band. Analyze drill movement and instrument performance. Weekly assessment on knowledge of marching band and dance terminology and performance quality. Increase depth and rigor of marching vocabulary and skill such as: attention, parade rest, dress and cover, file left/right, pinwheel, etc. Increase depth and rigor of dance vocabulary such as: plie, spotting, turn out, toe touch, split, etc.	IM.P.IH 5.2 I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms. IM.R.IM 6.1 I can identify how the melody, harmony, rhythm, timbre, texture, form, and expressive elements are different in varying genres of IM.R.IH 7 I can describe the quality of my performances and compositions. IM.R.IH 7.1 I can compare my performance to performance of others. IM.C.IH 9.1 I can apply concepts from other arts disciplines and content areas to my music. GM.P NH-3 I can sing, chant, and move to demonstrate a steady beat.	HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities. HS.N.1.2 Execute command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group. HS.I.1.2 Demonstrate dance forms used in cultural and social occasions, or demonstrate one form of dance. Example: modern, hip hop, line dance, tap. HS.A.1.2 Demonstrate a form of dance by choreographing a dance or by giving a performance. HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness. HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics. HS.N.2.1 Identify the critical elements and learning cues of skills performed. HS.I.2.1 Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. HS.A.2.1 Identify and discuss the historical and cultural roles of games, sports, and dance in a society.
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		HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance.
Begin Holiday Parade Music Preparation Music preparation and memorization, rehearsal of accurate pitches and rhythms, dynamics, articulations and attacks & releases. Continue reading notation and develop ensemble skills Listen to recordings and analyze performances of individuals and groups Continue Marching Fundamentals including basic marching concepts and dance movement.	IM.P.IH 5.2 I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms. IM.R.IM 6.1 I can identify how the melody, harmony, rhythm, timbre, texture, form, and expressive elements are different in varying genres of IM.R.IH 7 I can describe the quality of my performances and compositions. IM.R.IH 7.1 I can compare my performance to performance of others. IM.C.IH 9.1 I can apply concepts from other arts disciplines and content areas to my music. GM.P NH-3 I can sing, chant, and move to demonstrate a steady beat.	

Rehearse Holiday Parade Music and Drill Continue Marching Fundamentals including basic marching concepts and dance movements. Evaluate marching and playing of the band. Analyze drill movement and instrument performance. Weekly assessment on knowledge of marching band and dance terminology and performance quality. Increase depth and rigor of marching vocabulary and skill such as: attention, parade rest, dress and cover, file left/right, pinwheel, etc. Increase depth and rigor of dance vocabulary such as: plie, spotting, turn out, toe touch, split, etc.	IM.P.IH 5.2 I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms. IM.R.IM 6.1 I can identify how the melody, harmony, rhythm, timbre, texture, form, and expressive elements are different in varying genres of IM.R.IH 7 I can describe the quality of my performances and compositions. IM.R.IH 7.1 I can compare my performance to performance of others. IM.C.IH 9.1 I can apply concepts from other arts disciplines and content areas to my music. GM.P NH-3 I can sing, chant, and move to demonstrate a steady beat.	HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities. HS.N.1.2 Execute command of rhythm, patterns and timing in dance or rhythmic activities by creating a movement sequence to music as an individual or in a group. HS.I.1.2 Demonstrate dance forms used in cultural and social occasions, or demonstrate one form of dance. Example: modern, hip hop, line dance, tap. HS.A.1.2 Demonstrate a form of dance by choreographing a dance or by giving a performance. HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness. HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics. HS.N.2.1 Identify the critical elements and learning cues of skills performed. HS.I.2.1 Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.
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		HS.A.2.1 Identify and discuss the historical and cultural roles of games, sports, and dance in a society. HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance.
Personal Fitness Plan (PFP) Continue and expand work on PFP. Fitness Log Students will continue to maintain a log of their fitness activities throughout the course.		HS.N.1.1 Demonstrate competency in the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.I.1.1 Apply the basic skills and tactics in 2 or more lifetime activities that enhance collaboration and teamwork. HS.A.1.1 Develop and implement a plan to improve and refine activity specific movement skills in 1 or more lifetime activities. HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness. HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics. HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others.

		HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance. HS.N.2.3 Identify the principles and concepts that are needed to develop a personal health-related physical fitness plan that includes goal setting, evaluation, and reflection. HS.I.2.3 Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment. HS.A.2.3 Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program. HS.N.2.4 Identify the relationship between the five components of health-related fitness and the FITT (frequency, intensity, type, and time) principle. HS.I.2.4 Design a long-term personal fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness that includes methods evaluation and reflection. HS.A.2.4 Design and implement a long-term fitness plan based on FITT (frequency, intensity, type, and time) training principles to improve or maintain health-related physical fitness. HS.N.2.5 Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations. HS.I.2.5 Develop strategies and tactics effectively during game play in net/wall and/or target games. HS.A.2.5 Utilize strategies and tactics of selected activities for successful participation. HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity. HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits.
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		HS.N.3.2 Describe various ways to locate community resources for health-enhancing activities. HS.I.3.2.A Identify community resources to support varied opportunities for participating in physical activity outside of physical education class. Examples: researching community resources and presenting the information to class. HS.I.3.2.B Identify the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. HS.A.3.2.A Develop and maintain a fitness portfolio. Examples: assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement. HS.A.3.2.B Analyze personal and community resources to explore career options related to physical activity and fitness. HS.N.3.3 Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.I.3.3 Maintain age and gender-specific, health related physical fitness standards defined by a health-related fitness assessment, or improve personal results. HS.A.3.3 Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards. HS.N.3.4 Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness. HS.I.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data. HS.A.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results. HS.N.3.5 Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.
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		HS.I.3.5 Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. Example: influences of teenagers vs. senior citizens. HS.A.3.5 Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings. HS.N.3.6 Regularly participate in health-related fitness activities outside of physical education class. HS.I.3.6 Participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. Examples: Jog/walk for 30 minutes, play a sport for the school or recreation department, play basketball with friends after school. HS.A.3.6 Create a plan, train for, and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event. HS.N.3.7 Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. HS.I.3.7 Design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. Example: meeting carbohydrate, protein, and fat requirements to sustain physical activity. HS.A.3.7 Create a snack plan for before, during, and after exercise that addresses nutrition needs for each phase. Example: listing snacks that would help fuel/recover the individual before and after exercise. HS.N.3.8 Identify stress-management strategies to reduce stress. HS.I.3.8 Assess personal stress-management and demonstrate strategies to reduce stress. Example: mental imagery, relaxation techniques, deep breathing. HS.A.3.8 Apply stress-management strategies to reduce stress. HS.N.4.1 Apply interpersonal skills to work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings.
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		HS.I.4.1.A Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed. HS.I.4.1.B Take responsibility for engaging in daily physical activity and regular participation in lifetime fitness pursuits. HS.A.4.1.A Accept differences between personal characteristics, the idealized body images, and elite performance levels portrayed in various media. HS.A.4.1.B Demonstrate the ability to engage in leadership roles in various physical activity settings to help facilitate successful participation. HS.N.4.6 Identify best practices for participating safely in physical activity, exercise, and dance. HS.I.4.6 Apply best practices for participating safely in physical activity, exercise, and dance. Example: injury prevention, hydration, use of equipment/rules, sun protection. HS.A.4.6 Articulate and communicate the difference between inherent risk and unsafe behavior. HS.N.5.1.A Recognize how physical activity provides personal meaning and enjoyment. HS.N.5.1.B Recognize the benefits of health-enhancing physical activities that provide challenge, enjoyment, and social interaction. HS.I.5.1.A Identify connections between fitness and overall physical and mental health. HS.I.5.1.B Identify personalized physical activities that are enjoyable. HS.A.5.1 Substantiate the relationship between engaging in regular physical activity and positive outcomes related to cognition and/or academic readiness. HS.N.5.2 Recognize individual challenges in self and others by coping in a positive way, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks.
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		HS.I.5.2 Utilize strategies to cope in a positive way to challenge self and others, such as extending effort, asking/offering for help or feedback, and/or modifying the tasks. HS.A.I.5.2 Analyze the level of challenge of a self-selected physical activity. Example: Safely challenge or push yourself in a physical activity (downhill skiing, look at harder runs and think through if you feel you can accomplish that run). HS.N.5.3 Recognize an enjoyable activity that promotes social interaction or self-expression. HS.I.5.3 Select and participate in physical activities or dance that meet the need for self-expression and enjoyment. HS.A.5.3 Articulate the personal growth experiences of engaging in a novel (new and different from what is known) physical activity. Example: rock climbing, orienteering, fitness classes.
FITNESSGRAM Post-Test Mile Run or Pacer Test, Back-saver sit & reach, trunk lift, push-ups, curl-ups, body mass index. Using the results from their Fitnessgram Post-test, students will analyze data to see if there is improvement.		HS.N.1.3 Apply the basic skills and tactics in one or more specialized skills in health-related fitness activities. HS.I.1.3.A Demonstrate competency in one or more specialized skills in health-related fitness activities. Example: Pilates, resistance training, running, fitness walking, Zumba, aquatics, circuit training). HS.I.1.3.B Demonstrate competency in specialized skills in each of the health-related fitness components: muscular strength, muscular endurance, flexibility, and cardiorespiratory fitness. HS.A.1.3 Improve on activity-specific skill in one or more activities. Example: group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics. HS.N.2.2 Describe prior knowledge of movement concepts into new learning experiences in the physical-activity setting. HS.I.2.2 Use movement and concepts, (force, motion, and rotation) to analyze and improve performance of self and/or others. HS.A.2.2 Use principles associated with self-selected activities to develop a plan for improved performance.

		HS.N.2.3 Identify the principles and concepts that are needed to develop a personal health-related physical fitness plan that includes goal setting, evaluation, and reflection. HS.I.2.3 Use technology to collect, analyze, and assess his or her own health-related physical fitness data through a fitness assessment. HS.A.2.3 Use technology to apply advanced fitness training knowledge to the planning of an extended personal physical fitness program. HS.N.2.5 Identify various game strategies and tactics within the game and explain how to use them effectively in modified situations. HS.I.2.5 Develop strategies and tactics effectively during game play in net/wall and/or target games. HS.A.2.5 Utilize strategies and tactics of selected activities for successful participation. HS.N.3.1 Apply strategies in monitoring daily participation to promote physical activity. HS.I.3.1 Adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity. HS.A.3.1 Apply technology (such as wearable devices, mobile device apps, and/or social media tools) to support physical activity and lifetime fitness habits. HS.N.3.3 Strive to achieve the specific age and gender-specific, health-related fitness standards while participating in a health-related fitness assessment. HS.I.3.3 Maintain age and gender-specific, health related physical fitness standards defined by a health- related fitness assessment, or improve personal results. HS.A.3.3 Apply rates of perceived exertion and pacing to improve upon the age and gender-specific, health-related physical fitness standards.
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		HS.N.3.4 Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness. HS.I.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data. HS.A.3.4 Use technology to collect, analyze, and assess his or her own health-related physical fitness data and create a plan to improve the results.
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Sample Assessments:

Name: _____ Date: _____

Marching Band Maneuver Evaluation:

The student demonstrated the ability to perform the assigned movements, displaying understanding of marching band terminology (Check all that apply)

1. ____ Attention
2. ____ Dress and Cover
3. ____ Mark Time
4. ____ Step Off
5. ____ Forward March
6. ____ Eight to Five Step
7. ____ Halt
8. ____ Left Flank
9. ____ Right Flank
10. ____ About Face
11. ____ Parade Rest
12. ____ Stride Step
13. ____ Glide Step
14. ____ Oblique Movement
15. ____ High knee march
16. ____ Horn Carriage



Visual Performance - Individual

Evaluate each of the subcaptions below with respect to the active demonstration of skills in all facets of the presentation. Judges will evaluate what is being performed simultaneously with how it is being performed. The content of the programming in combination with the performance level demonstrated will determine the derived achievement.

Caption	Description	Comments	Caption Value	Caption Score
	Visual Musicality and Artistry Changes in Meter, Pulse, Tempo Integration/Cohesion Depth of Form, Body, and Equipment Responsibilities Simultaneous Responsibilities (Visual and Musical Simultaneously) Range and Variety of Skills		100	
	Spatial and Form Control Tempo/Pulse Control Precision and Uniformity of Style/Method Clarity of Body and Equipment Achievement of Effort Changes Stamina and Recovery Expressive Qualities Understanding and Communication of Role		100	

Adjudicator's Signature **Total** **200**

Box 1	Box 2	Box 3	Box 4	Box 5
40-49.99	50-64.99	65-79.99	80-92.49	92.5-100
Lacks Readability	Rarely	Sometimes	Frequently	Consistently
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR



Music Performance - Individual

Evaluate each of the subcaptions below with respect to the active demonstration of skills in all facets of the presentation. Judges will evaluate what is being performed simultaneously with how it is being performed. The content of the programming in combination with the performance level demonstrated will determine the derived achievement.

Caption	Description	Comments	Caption Value	Caption Score
Composition	Range of Musical and Technical Skills Simultaneous Responsibilities Range of Expressive Components Environmental Challenges		100	
Achievement	Clarity and Uniformity of Style and Interpretation Tone Quality and Intonation Consistency of Timbre/Sonority Accuracy Expression and Musicianship Achievement of Musical, Physical, and Environmental Challenges Recovery		100	

Adjudicator's Signature		Total	200	
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Box 1	Box 2	Box 3	Box 4	Box 5
40-49.99	50-64.99	65-79.99	80-92.49	92.5-100
Lacks Readability	Rarely	Sometimes	Frequently	Consistently
FAIR	GOOD	EXCELLENT	SUPERIOR	SUPERIOR

PLAYING EVALUATION RUBRIC

Name _____

Total Score _____

Instrument _____

	POOR	FAIR	GOOD	EXCELLENT	SUPERIOR
	0	5	10	15	20
TONE QUALITY	Tone quality was not characteristic of the instrument due to poor playing position or breath support.	Tone quality was not characteristic because of poor breath support., but playing position was correct.	Tone quality was characteristic on some pitches, but not consistent.	Tone quality was characteristic on most pitches.	Tone quality was characteristic throughout.
RHYTHMIC ACCURACY	There was no feeling of a steady beat, and there were many serious rhythmic mistakes.	The beat was not consistently steady, and there were several serious rhythmic mistakes.	The beat was steady, but there were several rhythmic mistakes.	The beat was steady and most rhythms were accurate.	The beat was steady and all rhythms were accurate.
PITCH ACCURACY AND INTONATION	Pitches were consistently incorrect and there was no attempt to adjust for correct intonation.	There were many serious pitch errors and/or many problems with intonation.	There were some pitch errors and/or several pitches were not adjusted for intonation.	There were few pitch errors and an obvious attempt to adjust pitches, but more refinement is needed.	There were no pitch errors, and all pitches were adjusted appropriately for good intonation.
TEMPO	There was no consistent tempo from measure to measure.	There were many changes in tempo.	The tempo had some changes.	The tempo was steady throughout, but not appropriate for the selection.	An appropriate tempo for the selection was used throughout.
OVERALL MUSICALITY	There was no attempt at dynamics, articulations, or phrasing.	There was some attempt at dynamics, articulations and phrasing, but many errors.	There were some flaws in dynamics, articulations or phrasing, but there was an obvious attempt to perform musically.	Good musicality was demonstrated for most of the selection.	This was a very musical performance!

Holistic Playing Evaluation Rubric

Name _____ Instrument _____

5	Tone quality was characteristic throughout. The beat was steady and all rhythms were accurate. There were no pitch errors, and all pitches were adjusted appropriately for good intonation. An appropriate tempo for the selection was used throughout.
4	Tone quality was characteristic on most pitches. The beat was steady and most rhythms were accurate. There were few pitch errors and an obvious attempt to adjust pitches, but more refinement is needed. The tempo was steady throughout, but not appropriate for the selection.
3	Tone quality was characteristic on some pitches, but not consistent. The beat was steady, but there were several rhythmic mistakes. There were some pitch errors and/or several pitches were not adjusted for intonation. The tempo had some changes. There were some flaws in dynamics, articulations or phrasing, but there was an obvious attempt to perform musically.
2	Tone quality was not characteristic because of poor breath support., but playing position was correct. The beat was not consistently steady, and there were several serious rhythmic mistakes. There were many serious pitch errors and/or many problems with intonation. There were many changes in tempo. There was some attempt at dynamics , articulations and phrasing, but many errors.
1	Tone quality was not characteristic of the instrument due to poor playing position or breath support. There was no feeling of a steady beat, and there were many serious rhythmic mistakes. Pitches were consistently incorrect and there was no attempt to adjust for correct intonation. There was no consistent tempo from measure to measure. There was no attempt at dynamics, articulations, or phrasing.

PERCUSSION PERFORMANCE RUBRIC

Student Name _____ Date _____

Category	4	3	2	1
Rhythm	The tempo is steady and the rhythm accurate for the style of music being performed.	The tempo is steady and the rhythms are mostly accurate for the style of music being performed. The errors do not detract from the overall performance.	The tempo is not steady. Some rhythms are accurate, but rhythm inaccuracies detract from the overall performance.	The tempo is not steady. Rhythms are seldom accurate, detracting significantly from the overall performance.
Sticking	Sticking is correct. Markings are executed accurately.	Sticking is usually correct, though there might be an isolated error. Markings are executed accurately.	Sticking is not always secure, but markings are mostly executed accurately.	Sticking is insecure. Markings are often executed inaccurately.
Technique	Correct technique and hand position are used. Fingers are used to control the level of bounce.	Correct technique and hand position are usually used. Incorrect technique does not detract from the overall quality of performance.	Correct technique and hand positions are sometimes used, but incorrect technique detracts from the overall performance.	Correct technique is rarely used. Hand position and/or use of fingers to control bounce are not demonstrated.
Dynamics	Dynamics are observable, and are appropriate for the style of music being performed.	Dynamics are usually accurate and effective.	Dynamics can be discerned, but are not consistent throughout.	Dynamics are not observable.

Total number of points _____ /16 possible points x 6.25 = _____%

Comments:

Sample Rubric – PE Standard 4

Student Name _____ Date _____ Total Score _____/20

The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Affective Domain)

The student should learn to demonstrate leadership by holding him- or herself as well as others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. The student should gain the ability to synthesize and evaluate his or her knowledge regarding the role of physical activity in a culturally diverse society.

	Poor – 0	Fair – 1	Good – 2	Excellent – 4	Superior - 5
Cooperation	The student never demonstrates the ability to work cooperatively within a group.	The student rarely demonstrates the ability to work cooperatively within a group.	The student sometimes demonstrates the ability to work cooperatively within a group.	The student frequently demonstrates the ability to work cooperatively within a group.	The student always demonstrates the ability to work cooperatively within a group.
Inclusion	The student never designs and applies strategies for including persons of diverse backgrounds and abilities	The student rarely designs and applies strategies for including persons of diverse backgrounds and abilities	The student sometimes designs and applies strategies for including persons of diverse backgrounds and abilities	The student frequently designs and applies strategies for including persons of diverse backgrounds and abilities	The student always designs and applies strategies for including persons of diverse backgrounds and abilities
Etiquette/ Respect for Others	The student never demonstrates proper etiquette and respect for others	The student rarely demonstrates proper etiquette and respect for others	The student sometimes demonstrates proper etiquette and respect for others	The student frequently demonstrates proper etiquette and respect for others	The student always demonstrates proper etiquette and respect for others
Safety	The student never applies best practices for participating safely in physical activities	The student rarely applies best practices for participating safely in physical activities	The student sometimes applies best practices for participating safely in physical activities	The student frequently applies best practices for participating safely in physical activities	The student always applies best practices for participating safely in physical activities

Physical Education Vocabulary

Aerobic Capacity: The total energy available to meet the demands of a prolonged activity; the ability to persist in a physical activity that requires oxygen

Body Composition: The ratio of lean tissue to body fat - the percentage of body fat relative to the nonfat components of the body. This can be measured in several ways (i.e., skin fold test with fat calipers, bio-electrical impedance [BEI] test with body fat analyzer; the latter being the least intrusive). Body composition is affected by heredity, nutrition, and lifestyle and is not to be confused with body weight.

BSER Framework: A framework of human movement originally developed by Rudolf Laban that provides a descriptive movement vocabulary for movement actions used to analyze, describe, and/or plan instruction of movement skills.

Body Awareness: What the body does such as actions of the whole body (curling, bending, twisting, swinging), activities of the body (locomotion, non-locomotion, manipulation), and shapes (straight, angular, round, symmetrical/asymmetrical) that the body can assume.

Space: Where the body moves such as directions, pathways, levels, planes, and extensions.

Effort: How the body performs the movement which consists of qualities like time, space, weight (or force), and flow.

Relationship: Relationships that occur in movement which involve the interactions between body parts, between one person and another or a group, or between a person(s) and equipment.

FITT (frequency, intensity, time & type): A training principle describing an increase in the frequency, intensity, amount of time, and type of exercise as these factors correlate to an increase in proficiency and stamina.

Health-Related Physical Fitness: A person's ability to meet age and gender criteria on five designated physical fitness components: aerobic capacity, body composition, muscular strength, muscular endurance and flexibility (Five Fitnessgram required tests: Mile Run or Pacer Test, Sit and Reach Flexibility Test (right and left leg), Trunk Lift, Push-ups or Flexed Arm Hang, and Curl-up Test).

Health-Related Physical Fitness Components: Aerobic capacity, body composition, muscular strength, muscular endurance and flexibility.

Mature Form/Mature Movement Pattern: Efficient execution of the critical elements of a skill performed in an authentic environment; usually associated with skilled performances.

Movement Concepts: The language that describes how the body moves, where the body moves, the qualitative characteristics of the movement, and the content involved in the movement.

Movement Principles: Concepts related to skillful performance of movement, such as body and spatial awareness, effort, relationships, tactics, strategies and principles related to movement efficiency.

Physical Activity: Movement of the body produced by skeletal muscles resulting in energy expenditure.

Physically Educated Person: A person who has learned skills necessary to perform a variety of physical activities, is physically fit, does participate regularly in physical activity, knows the implications of, and, benefits from, involvement in physical activity and values physical activity and its contribution to a healthful lifestyle (NASPE, 1992).

Physically Literate Individual: A person who moves with competence in a wide variety of physical activities that benefit the development of the whole person and make healthy active choices that are both beneficial to and respectful of their whole self, others, and their environment (Mandigo, Francis, Lodewyk & Lopez, 2009).

Principles of Movement: A broad category of concepts that include principles governing the efficiency and effectiveness of movement (e.g., weight transfer to produce force, the effect of spin on the flight of a projectile).

Skill-Related Physical Fitness: Components of physical fitness that are related to enhanced performance in sports and motor skills such as agility, balance, coordination, power, speed, and reaction time.

Specialized Skills: Skills that are specific to a sport (e.g., basketball lay-up, forearm pass, spike, golf drive, tennis forehand), as opposed to fundamental motor skills (e.g., throwing and catching, striking with body parts or implements).

Strategies: Competitive decisions made by individuals and/or team about the overall play of the game in order to defeat the opponent (e.g., how to handle a particular player, what kind of defense will be used in a game); overall plan of attack.

Tactics: Offensive and defensive movements of players or teams to accomplish an immediate goal or accommodate the specific situations. Tactics take place within the game as an ongoing art of the game play and include decisions an individual makes about when, why, and how to respond to a particular situation.

Marching Band Vocabulary

Aerobic Capacity	The total energy available to meet the demands of a prolonged activity; the ability to persist in a physical activity that require oxygen	Body Composition	The ratio of lean tissue to body fat
Attention	A position of readiness where the body is not moving, posture is straight, eyes are forward, and additional commands or instructions may be received.	Guiding	Generic term used to prompt marchers to use their eyes to align forms, lines, ranks, files etc.
Auxiliary	Another term for the color guard. This term is often used in the marching band setting to describe the visual ensemble which may include color guard but which also may include other visual performers such as a dance team, baton twirlers or pom poms.	General Effects	The overall effect on the audience of all elements of the show
Battery	Drum section that marches on the field as a group. The Battery usually consists of snare drums, bass drums, tenor drums, and cymbals.	Company Front	A formation where the entire band or corps is in one large line, marching side by side.
Block Band	The formation of a marching band, usually used while parade marching. The files and ranks are evenly spaced setting the band up in a large rectangle formation.	Cadence	The tempo, or number of beats per minute. Also a drum beat used while marching.
Direction of travel	Marching instruction term used to; guide marchers moving from one set to another	Horn Angle	The level of where your horn is during marching, either on street (parade) or on the field.
Eight to Five	Marching at a stride of eight steps to five yards (22.5" stride).	High Knee Step	A high-knee style of marching where the leg lifts with the foot coming to the opposite knee and then comes down to the ground. The toe of the foot contacts first and the weight is then rolled to the entire foot.
Facings	Command-given maneuvers where a marcher will do a quick two-count maneuver to face a different direction. Given primarily during rehearsals or for communication needs for a band,	Mark Time	To march in place, and can be given also as a command for basics, or as a maneuver in a field show.

	and rarely if ever used during a performance. Commands for this include "Right Face," "Left Face," and About Face		
Fall In	Oral command that tells the group: to get into a formation.	Oblique	45 degree movement - half of a right or left flank.
Fall Out	Oral command that tells the group: to leave a formation.	Pit	A term for the percussion equipment and players who do not march on the field, but are stationary on the sideline. This also describes the area where those percussion instruments are set.
FITT (frequency, intensity, time & type)	A training principle describing an increase in the frequency, intensity, amount of time and type of exercise as these factors correlate to an increase in proficiency and stamina	Health-Related Physical Fitness	A person's ability to meet age and gender criteria on five designated physical fitness components: aerobic capacity, body composition, muscular strength, muscular endurance and flexibility.
Flank	Generally used more in the field season than facings, flanks are used to change direction while marking time or marching	Parade Rest	Command-given maneuver that brings a group from attention to a "relaxed" form of attention
Float	A type of move in field show drill where a form moves smoothly from one picture to another, and all marchers get to their set in the same amount of counts.	Posture	Generic term for description of the body and how it stands and/or moves while marching or holding.
Follow the Leader	Marching term used in field show design where you march by following the person in front of you within a form.	Slide or Backwards Slide	Term describing the position of the upper body while marching. Typically used to point the horns to the audience while doing drill moves, however, it can be used for other uses for visual enhancement of a show.
Forward March	Marching maneuver using even size steps with your upper body in the attention position	Stride	Describes the basic style of step in marching.
Health Related Physical Fitness Components	Aerobic capacity, body composition, muscular strength, muscular endurance and flexibility	Movement Concepts	The language that describes how the body moves, where the body moves, the qualitative characteristics of the movement and the content involved in the movement

Physical Activity	Movement of the body produced by skeletal muscles resulting in energy expenditure	Principles of Movement	A broad category of concepts that includes principles governing the efficacy and effectiveness of movement
Skill-Related Physical Fitness	Components of physical fitness that are related to enhanced performance in sports and motors skills such as agility, balance, coordination, power, speed, and reaction time.		
Squad	Grouping of three or more members into a unit	Halt	Individual or Group stopping all movement
Step Off	The command that tells the band to start marching forward.	Roll Off	A drum cadence that tells the band to play.

Music Vocabulary

a poco	a little; gradually	grazioso	gracefully
a tempo	in time; generally implies a return to the original rate of speed	l'istesso	the same
accelerando	gradually faster	larghetto	slow, but not as slow as largo
adagietto	slow, but not as slow as adagio	largo	very slow
adagio	very slow	legato	smooth and connected
agitato	agitated; rapid	lento	very slow
al fine	to the finish	maestoso	majestically
alla	in the style of	marcato	marked; with emphasis
allargando	gradually slower and broader	marziale	martial
allegretto	light and moderately quick, but not as fast as allegro	meno	less
allegro	rapid; lively	mezzo	medium; half
andante	moderately slow, but moving	moderato	moderately
andantino	generally a little quicker than andante	molto	very
animato	animated; spirited	mosso	motion; movement
appassionato	intensely; passionately; with deep feeling	non troppo	not too much
brillante	brilliantly	pianissimo	very softly
cantabile	in a singing style	piano	softly
chromatic	by semi-tones	poco	a little
coda	the final added measures of a musical composition	poco a poco	little by little
con anima	with animation; spirit	prestissimo	very fast; more so than presto
con brio	with spirit; brilliantly	presto	very fast
con forza	with force	rallentando	gradually slower
con grazia	with grace	ritardando	gradually slower
con spirito	with spirit; brilliance	ritenuto	a steady pace, but slower than the preceding tempo
crescendo	gradually louder	rubato	temporary irregularity of time, lengthening some notes at the expense of others
da capo	from the beginning	segno	the sign
dal segno	from the sign	sempre	always; continually
decrescendo	gradually softer	sforzando	forced; with emphasis
diminuendo	gradually softer	simile	the same
dolce	sweetly	solì	more than one performer in unison
energico	energetically	solo	a composition or passage for one performer
etude	a study	sostenuto	sustained
fermata	a hold or pause	staccato	separated, detached style
forte	loud	subito	suddenly
fortissimo	very loud	tacet	silent
furioso	furiously	tempo	time; speed
grandioso	grand or noble style	tenuto	sustain full value
grave	very slow or solemn	vivace	vivacious; lively

Fitnessgram Equipment/Space Needed:

- Fitnessgram Administration Manual
- 15 or 20 meter straight line space for Pacer Test (Gym) or outside area for Mile Run
- Sit and Reach Boxes for Flexibility
- Ruler or Yard Stick for Trunk Lift
- Mat for Curl-up
- Cadence for Pacer, Push-up, or Curl-up Test
- Stopwatch for Mile Run
- Scale and Height Chart
- Access to Fitnessgram website