

Marking Period 1 (MPI)	Band Curriculum Pacing Guide -Grade: 7
<p><b>MP 1</b></p> <p><b>Standards for Band Content</b></p>	<ul style="list-style-type: none"> <li>• <b>1.3A.8.Pr4a:</b> Demonstrate and explain how the selection and interpretation of musical elements, expressive markings, and structure influence the preparation of music for performance.</li> <li>• <b>1.3A.8.Pr5a:</b> Develop and refine instrumental technique, tone quality, articulation, posture, breath support, and ensemble skills to improve accuracy and musical expression.</li> <li>• <b>1.3A.8.Pr6a:</b> Perform musical works with technical accuracy, appropriate tone quality, dynamics, articulation, and expressive intent individually and in ensemble settings.</li> <li>• <b>1.3A.8.Re7a:</b> Analyze musical performances by identifying elements such as rhythm, melody, tone quality, balance, blend, and expressive features.</li> <li>• <b>1.3A.8.Re9a:</b> Apply established criteria to evaluate musical performances and provide constructive feedback for improvement.</li> <li>• <b>1.3A.8.Cn10a:</b> Demonstrate how personal experiences, interests, and practice habits contribute to musical performance and understanding.</li> <li>• <b>1.3A.8.Cn11a:</b> Explain how music reflects cultural, historical, and social contexts across different genres and traditions.</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p>Revisiting setup, breath control, tone shaping, posture alignment, and rehearsal etiquette.</p> <p>Expanding staff reading, working within instrument register, and reinforcing fingering fluency.</p> <p>Half-note patterns, dotted rhythms, tied notes, cut time, and subdividing beat.</p> <p>Concert Bb, Eb, and F scale patterns, articulation drills, and chromatic concepts.</p> <p>Staccato, legato, accent tones, marcato approaches, and light slur phrasing.</p> <p>Matching tone color, ensemble tuning, chord listening, and dynamic shaping.</p> <p>Analyzing expressive markings, phrasing, breath planning, and shaping musical lines.</p> <p>Cue reading, tempo control, cut-offs, ritardando, fermata handling, and eye-tracking.</p> <p>Rehearsing entry-level pieces with contrast, tone blend, and rhythmic clarity.</p> <p>Short informal performance or recording, followed by reflective feedback and goal setting.</p>

<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Refined Instrumental Technique &amp; Tone Development:</b> Students strengthen breath control, embouchure consistency, tone clarity, range expansion, and introductory vibrato while improving pitch control across registers.</li> <li>• <b>Music Literacy &amp; Technical Reading:</b> Students read advanced notation, interpret dotted rhythms, ties, early syncopation, articulations, tempo, and expressive markings to perform with increasing accuracy and style awareness.</li> <li>• <b>Scales, Warm-Ups &amp; Ensemble Balance:</b> Students perform multiple major scales, chromatic patterns, long tones, and technique exercises while developing blend, balance, tuning adjustment, and harmonic listening across sections.</li> <li>• <b>Interpretation, Listening &amp; Musical Reflection:</b> Students shape musical phrases, follow conductor cues, understand style, analyze professional performances, and use music vocabulary to reflect on growth and expressive choices.</li> </ul>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<p><b>Band Rehearsal Tools</b></p> <ul style="list-style-type: none"> <li>• Instruments, mouthpieces, reeds</li> <li>• Valve oil, swab, slide grease, sticks/mallets for percussion</li> <li>• Music stand and posture-appropriate chairs</li> <li>• Tuner and metronome (classroom or app)</li> </ul> <p><b>Method Book (Intermediate-Level)</b></p> <ul style="list-style-type: none"> <li>• Introducing: <ul style="list-style-type: none"> <li>○ dotted rhythms</li> <li>○ expanded scales</li> <li>○ articulations</li> <li>○ warm-ups</li> <li>○ beginning chorales</li> </ul> </li> </ul> <p><b>Repertoire &amp; Exercises</b></p> <ul style="list-style-type: none"> <li>• Grade-appropriate concert literature</li> <li>• Chorale studies for tone blend and balance</li> <li>• Scale sheets (Bb, Eb, F, chromatic patterns)</li> <li>• Short rhythm and articulation drills</li> </ul>

**Learning Supports**

- Fingering and alternate fingering charts
- Rhythm charts with counting exercises
- Staff-reading visuals
- Ensemble seating layout or sectional maps

**Listening & Interpretation Tools**

- Professional-style reference recordings
- Sample phrasing clips
- Cultural music examples for thematic analysis
- Conducting gesture posters

**Assessment & Reflection**

- Playing check rubrics (tone, pitch, articulation, rhythm accuracy)
- Self-evaluation forms for ensemble work
- Quick exit reflections on:
  - tuning
  - articulation
  - blend
  - posture
  - musical expression

Marking Period 2 (MP2)	Band Curriculum Pacing Guide -Grade: 7
<p><b>MP 2</b></p> <p><b>Standards for Band Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.6–8</b> Students generate rhythmic and melodic ideas through guided improvisation and experimentation.</li> <li>• <b>MU:Cr2.1.6–8</b> Students refine musical ideas during rehearsal, applying feedback from teacher and peers.</li> <li>• <b>MU:Cr3.1.6–8</b> Students revise musical decisions to improve tone, balance, technique, and expression.</li> <li>• <b>MU:Pr4.1.6–8</b> Students demonstrate proper tone, posture, embouchure, sticking, and playing position appropriate to their instrument.</li> <li>• <b>MU:Pr5.1.6–8</b> Students rehearse, evaluate, and refine performance skills, demonstrating steady tempo, accurate rhythms, and proper intonation.</li> <li>• <b>MU:Pr6.1.6–8</b> Students perform as part of an ensemble with accurate rhythm, pitch, blend, balance, and expression.</li> <li>• <b>MU:Re7.1.6–8</b> Students analyze how musical elements (pitch, rhythm, texture, timbre, dynamics) contribute to expressive meaning.</li> <li>• <b>MU:Re8.1.6–8</b> Students interpret expressive intent using evidence from the score and rehearsal experience.</li> <li>• <b>MU:Cn10.1.6–8</b> Students connect musical skills and ideas to personal experiences and cultural traditions.</li> <li>• <b>MU:Cn11.1.6–8</b> Students understand band traditions and how ensemble music reflects culture and history.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Tone &amp; technique review (warm-ups, long tones, tuning)</p> <p>Rhythm reading: dotted-quarter patterns, syncopation</p> <p>Key signatures (Bb, Eb, F, and introduction to Ab)</p> <p>Articulations: accents, slurred passages, legato phrasing</p> <p>Scale development (Bb, Eb, F, Ab major; chromatic refinement)</p> <p>Three-part harmony &amp; simple counter-melodies</p> <p>Ensemble tuning: listening across sections</p> <p>Rehearsal of Grade 1.5–2 repertoire</p>

	<p>Sectional rehearsals—technique strengthening</p> <p>Playing test &amp; reflective analysis</p>
<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Refined Instrumental Technique &amp; Agility:</b> Students strengthen tone quality, expand pitch range, improve embouchure/breath or sticking control, develop speed and flexibility for faster passages, and build early vibrato awareness where appropriate.</li> <li>• <b>Music Literacy &amp; Tonal Understanding:</b> Students read dotted rhythms, perform in multiple key signatures, explore natural minor passages, and interpret expressive markings within repertoire.</li> <li>• <b>Ensemble Awareness &amp; Harmonic Role:</b> Students accurately follow conductor cues, blend tone and intonation within sections, recognize melodic and harmonic roles, and maintain rhythmic independence in layered musical textures.</li> <li>• <b>Musical Expression &amp; Form:</b> Students shape dynamics, articulate for stylistic accuracy, phrase with musical direction, and understand musical form and transitions to enhance expressive performance.</li> </ul>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Essential Elements Book 2 or Sound Innovations Book 2</li> <li>• Scale sheets (Bb, Eb, F, Ab major + chromatic)</li> <li>• Grade 1.5–2 band repertoire</li> <li>• Tuners, metronomes, and practice recordings</li> <li>• Percussion: snare, mallets, timpani basics, auxiliary instruments</li> <li>• Instrument accessories: reeds, oils, grease, sticks &amp; mallets</li> </ul>

Marking Period 3 (MPIII)	Band Curriculum Pacing Guide -Grade: 7
<b>MP 3</b>  <b>Standards for Band Content</b>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.6–8</b> Students explore and generate rhythmic or melodic ideas through warm-ups and improvisation.</li> <li>• <b>MU:Cr2.1.6–8</b> Students refine musical ideas during rehearsal using teacher and peer feedback.</li> <li>• <b>MU:Cr3.1.6–8</b> Students revise interpretive and technical decisions to improve accuracy and musicality.</li> <li>• <b>MU:Pr4.1.6–8</b> Students demonstrate characteristic tone, accurate rhythms, controlled intonation, and proper playing position.</li> <li>• <b>MU:Pr5.1.6–8</b> Students rehearse, evaluate, and refine ensemble music focusing on technique, balance, blend, and expression.</li> <li>• <b>MU:Pr6.1.6–8</b> Students perform with developing independent musicianship, dynamic contrast, and clarity.</li> <li>• <b>MU:Re7.1.6–8</b> Students analyze expressive elements (tempo, dynamics, articulation, texture) in ensemble music.</li> <li>• <b>MU:Re8.1.6–8</b> Students interpret expressive intent through analysis of score markings and ensemble cues.</li> <li>• <b>MU:Cn10.1.6–8</b> Students connect musical concepts to personal practice habits, cultural influences, and lived experiences.</li> <li>• <b>MU:Cn11.1.6–8</b> Students explore how band repertoire reflects historical, social, and cultural contexts</li> </ul>
<b>MP 3</b>  <b>Topics</b>	<p>Expansion of tone quality &amp; warm-ups focused on intonation</p> <p>Rhythm reading: dotted-eighth/sixteenth, extended syncopation</p> <p>Scale focus: Concert Ab, Bb, Eb, F, and chromatic refinement</p> <p>Articulation styles across repertoire (accented vs. legato vs. marcato)</p> <p>Harmony roles—melody, counter-line, bass foundation</p> <p>Ensemble balance and blend techniques</p> <p>Musical expression: phrasing, shaping, and dynamic contour</p> <p>Intermediate band repertoire (Grade 2–2.5) rehearsal</p> <p>Sectional rehearsals (WW/Brass/Percussion) for targeted mastery</p>

	Interpretive analysis & in-class performance evaluation
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p><b>Instrumental Technique, Tone Development &amp; Technical Control:</b> Students improve tone color and resonance, strengthen embouchure, bow, or sticking technique, expand range and flexibility, demonstrate dynamic accuracy and breath or bow control, and refine finger, slide, or stick agility to perform increasingly complex passages with fluency.</p> <p><b>Music Literacy, Rhythm Accuracy &amp; Notation Fluency:</b> Students read and perform complex rhythmic figures including dotted-eighth/sixteenth patterns, interpret key signatures with multiple sharps and flats, follow multi-measure rests and cue entries, and develop foundational understanding of transposition as it applies to their instrument.</p> <p><b>Ensemble Balance, Listening Skills &amp; Performance Independence:</b> Students balance melodic, harmonic, and bass roles, listen actively across sections to adjust tuning and blend, maintain rhythmic independence within layered ensemble textures, and respond accurately to conductor gestures and ensemble cues.</p> <p><b>Expressive Interpretation, Phrasing &amp; Stylistic Awareness:</b> Students apply controlled vibrato where appropriate, shape musical phrases with expressive intent, demonstrate contrast in articulation and stylistic interpretation, and communicate the emotional and musical character of repertoire through expressive performance.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Essential Elements Book 2 or Sound Innovations Book 2</li> <li>• Scale sheets (Bb, Eb, F, Ab major; chromatic scale)</li> <li>• Intermediate band repertoire (Grade 2–2.5)</li> <li>• Tuners, metronomes, and rehearsal recordings</li> <li>• Percussion: timpani tuning basics, mallet patterns, snare techniques</li> <li>• Instrument accessories (reeds, valve oil, slide grease, sticks/mallets)</li> </ul>

Marking Period 4 (MPIV)	Band Curriculum Pacing Guide -Grade: 7
<p><b>MP 4</b></p> <p><b>Standards for Band Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.6–8</b> Students explore and generate rhythmic or melodic ideas through warm-ups and improvisation.</li> <li>• <b>MU:Cr2.1.6–8</b> Students refine musical ideas during rehearsal using teacher and peer feedback.</li> <li>• <b>MU:Cr3.1.6–8</b> Students revise interpretive and technical decisions to improve accuracy and musicality.</li> <li>• <b>MU:Pr4.1.6–8</b> Students demonstrate characteristic tone, accurate rhythms, controlled intonation, and proper playing position.</li> <li>• <b>MU:Pr5.1.6–8</b> Students rehearse, evaluate, and refine ensemble music focusing on technique, balance, blend, and expression.</li> <li>• <b>MU:Pr6.1.6–8</b> Students perform with developing independent musicianship, dynamic contrast, and clarity.</li> <li>• <b>MU:Re7.1.6–8</b> Students analyze expressive elements (tempo, dynamics, articulation, texture) in ensemble music.</li> <li>• <b>MU:Re8.1.6–8</b> Students interpret expressive intent through analysis of score markings and ensemble cues.</li> <li>• <b>MU:Cn10.1.6–8</b> Students connect musical concepts to personal practice habits, cultural influences, and lived experiences.</li> <li>• <b>MU:Cn11.1.6–8</b> Students explore how band repertoire reflects historical, social, and cultural contexts.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Tone refinement &amp; advanced warm-up routines</p> <p>Rhythmic precision: syncopation, compound meter introduction</p> <p>Scale review: Bb, Eb, F, Ab major + full chromatic</p> <p>Articulation in context: style interpretation (marcato, legato, accented)</p> <p>Phrasing and musical shaping (breath placement &amp; contour)</p> <p>Ensemble balance, blend, tuning &amp; harmonic listening</p> <p>Repertoire mastery (Grade 2–2.5 music)</p> <p>Concert preparation &amp; stage etiquette</p> <p>Dress rehearsal &amp; final run-throughs</p>

	End-of-year performance & reflection
<b>MP 4</b>  <b>Skills- Concepts</b>	<p><b>Instrumental Technique, Tone Development &amp; Technical Control:</b> Students improve tonal consistency across their instrument’s range, demonstrate accurate tuning using instrument-specific adjustments, apply controlled dynamic contrast and articulation, develop flexibility in fingerings, slide positions, or sticking technique, and build endurance for sustained and technically demanding performance.</p> <p><b>Music Literacy, Rhythm Complexity &amp; Structural Understanding:</b> Students read and perform music in compound meter including 6/8, interpret increasingly complex rhythmic patterns, identify musical form and structure within repertoire, and apply expressive and stylistic markings to support accurate and informed performance.</p> <p><b>Ensemble Independence, Balance &amp; Responsive Musicianship:</b> Students demonstrate independent musicianship within the ensemble, adjust pitch, volume, and tone to achieve section and full ensemble balance, distinguish and perform melody, harmony, and bass roles appropriately, respond to conductor cues in real time, and contribute to collaborative musical decision-making.</p> <p><b>Expressive Interpretation, Stylistic Performance &amp; Musical Communication:</b> Students shape musical phrases using dynamics, articulation, and breath or bow control, apply stylistically appropriate performance practices across varied repertoire, and convey mood, character, and expressive intent to communicate musical meaning effectively.</p>
<b>MP 4</b>  <b>Core Materials</b>	<ul style="list-style-type: none"> <li>• Essential Elements Book 2 or Sound Innovations Book 2</li> <li>• Scale sheets: major scales + chromatic</li> <li>• Concert repertoire (Grade 2–2.5 level)</li> <li>• Tuners, metronomes, recordings for listening analysis</li> <li>• Percussion instruments (mallets, snare, timpani, auxiliary)</li> <li>• Instrument accessories: reeds, valve oil, slide grease, sticks/mallets</li> </ul>