



Marking Period 1 (MPI)	Concert Band Curriculum Pacing Guide -Level II
<p>MP 1</p> <p>Standards for Concert Band Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate and refine musical ideas through exploration of rhythm, pitch, tone, and expressive elements using band instruments. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing notated music with increasing fluency, accuracy, and stylistic awareness. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve tone quality, intonation, rhythmic precision, and expressive detail. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, balanced tone, and expressive qualities appropriate to style. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, range extension, and tone consistency. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to rhythm, pitch, tone, dynamics, articulation, phrasing, balance, and blend. • 1.5.HS.MU.Cn10a Relate band performance to personal growth, collaboration, responsibility, and independence within a large ensemble.
<p>MP 1</p> <p>Topics</p>	<p>Review tone, articulation, ensemble expectations</p> <p>Scale study (Bb, Eb, F)</p> <p>Rhythmic reading (syncopation intro)</p> <p>Dynamics & expressive markings</p> <p>Articulation patterns (legato, staccato, accents)</p> <p>Ensemble balance and intonation</p> <p>Sectional rehearsals & listening across ensemble</p> <p>Intermediate repertoire study</p> <p>Rehearsal strategies and correction techniques</p> <p>Informal performance</p>



<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Instrumental Technique & Tone Control: Students develop articulation accuracy, tone quality, dynamic control, and scale fluency to perform with technical confidence and musical clarity. • Music Literacy & Rhythmic Proficiency: Students read notation and complex rhythms including syncopation, interpret expressive markings, and respond accurately to tempo indications. • Ensemble Musicianship & Listening Skills: Students actively listen and adjust playing for balance, blend, and intonation while responding effectively to conductor cues. • Expressive Performance & Musical Intent: Students combine technique and literacy skills to perform with musical expression, precision, and ensemble unity.
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Concert band instrument • Intermediate method book • Scale sheets • Repertoire appropriate for Level II • Music stand • Tuner and metronome • Percussion accessories



Marking Period 2 (MPII)	Concert Band Curriculum Pacing Guide -Level II
<p>MP 2</p> <p>Standards for Concert Band Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate and refine musical ideas through exploration of rhythm, pitch, tone, and expressive elements using band instruments. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing notated music with increasing fluency, accuracy, and stylistic awareness. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve tone quality, intonation, rhythmic precision, and expressive detail. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, balanced tone, and expressive qualities appropriate to style. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, range extension, and tone consistency. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to rhythm, pitch, tone, dynamics, articulation, phrasing, balance, and blend. • 1.5.HS.MU.Cn10a Relate band performance to personal growth, collaboration, responsibility, and independence within a large ensemble.
<p>MP 2</p> <p>Topics</p>	<p>Review instrument care, posture, embouchure, breath support, articulation fundamentals, rehearsal expectations, and ensemble procedures.</p> <p>Strengthen rhythm reading including dotted rhythms, syncopation, ties, and compound patterns as appropriate.</p> <p>Develop pitch accuracy and intonation through scale patterns, interval awareness, and tuning exercises. Refine tone production focusing on breath control, embouchure stability, and consistent sound across registers.</p> <p>Improve articulation techniques including multiple tonguing patterns, slurs, and articulation contrasts.</p> <p>Play ensemble repertoire combining rhythm, pitch, steady tempo, and stylistic accuracy.</p> <p>Develop ensemble independence by listening across sections, balancing sound, and responding consistently to conductor cues.</p> <p>Apply expressive elements such as dynamics, phrasing, articulation, and musical shape.</p>



	<p>Rehearse performance selections focusing on intonation, accuracy, balance, blend, and musical expression.</p> <p>Demonstrate learning through a playing assessment or informal performance and reflect on progress and goals.</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Tone Development, Range & Technical Control: Students improve tone quality, intonation, breath support, expanded range, and overall technical accuracy for confident instrumental performance. • Music Literacy, Rhythm & Precision: Students strengthen music-reading fluency, interpret increasingly complex notation, and maintain steady tempo with rhythmic accuracy. • Articulation, Expression & Ensemble Balance: Students apply varied articulation styles, dynamics, phrasing, and expressive contrast while developing balance, blend, and critical listening within the ensemble. • Musicianship, Responsibility & Collaboration: Students demonstrate rehearsal discipline, independent practice habits, ensemble awareness, and an understanding of music as a collaborative performance experience.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student band instruments • Intermediate high school band method books • Music stands and folders • Ensemble repertoire appropriate for Level II • Tuners and metronomes as available • Teacher modeling and guided rehearsal • Listening examples and rehearsal recordings



Marking Period 3 (MP3)	Concert Band Curriculum Pacing Guide -Level II
<p>MP 2</p> <p>Standards for Concert Band Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate and refine musical ideas through exploration of rhythm, pitch, tone, and expressive elements using band instruments. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing notated music with increasing fluency, accuracy, and stylistic awareness. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve tone quality, intonation, rhythmic precision, and expressive detail. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, balanced tone, and expressive qualities appropriate to style. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, range extension, and tone consistency. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to rhythm, pitch, tone, dynamics, articulation, phrasing, balance, and blend. • 1.5.HS.MU.Cn10a Relate band performance to personal growth, collaboration, responsibility, and independence within a large ensemble.
<p>MP 3</p> <p>Topics</p>	<p>Review instrument care, posture, embouchure, breath support, articulation fundamentals, and ensemble expectations.</p> <p>Refine rhythm reading including syncopation, dotted rhythms, ties, and changing meters as appropriate.</p> <p>Strengthen intonation through scale patterns, tuning exercises, interval awareness, and pitch matching.</p> <p>Develop tone quality focusing on breath control, embouchure stability, range expansion, and resonance.</p> <p>Refine articulation techniques including varied tonguing styles, slurs, accents, and articulation clarity.</p> <p>Rehearse ensemble repertoire combining rhythm, pitch, steady tempo, and expressive intent</p> <p>Strengthen ensemble precision by listening across sections, adjusting balance and blend, and responding consistently to conductor cues.</p> <p>Apply expressive elements such as phrasing, dynamics, articulation contrast, and stylistic nuance.</p> <p>Rehearse performance selections focusing on intonation, accuracy, balance, blend, and musical expression.</p>



	<p>Demonstrate learning through a playing assessment or informal performance and reflect on progress and next steps.</p>
<p>MP 3 Skills- Concepts</p>	<p>Tone Production, Range Development & Technical Control: Students refine tone quality, improve breath efficiency, expand vocal or instrumental range, and develop articulation clarity to strengthen overall technical facility and intonation accuracy.</p> <p>Music Literacy, Rhythm Precision & Notation Fluency: Students strengthen advanced music-reading skills, interpret increasingly complex rhythmic patterns, maintain steady tempo, and apply articulation and phrasing markings accurately in performance.</p> <p>Ensemble Independence, Balance & Collaborative Musicianship: Students demonstrate responsible rehearsal habits, listen across the ensemble for balance and blend, maintain independent musical lines, and contribute to the precision and cohesion of large-ensemble performance.</p> <p>Expressive Interpretation, Musical Responsibility & Leadership: Students apply dynamics, phrasing, and expressive contrast to shape musical meaning while developing rehearsal responsibility, collaboration skills, and readiness for ensemble leadership.</p>
<p>MP 3 Core Materials</p>	<ul style="list-style-type: none"> • Student band instruments • Intermediate high school band method books • Music stands and folders • Ensemble repertoire appropriate for Level II • Tuners and metronomes as available • Teacher modeling, sectionals, and guided rehearsal • Listening examples and rehearsal recordings



Marking Period 3 (MPIII)	Concert Band Curriculum Pacing Guide -Level II
<p>MP 2</p> <p>Standards for Concert Band Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate and refine musical ideas through exploration of rhythm, pitch, tone, and expressive elements using band instruments. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing notated music with increasing fluency, accuracy, and stylistic awareness. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve tone quality, intonation, rhythmic precision, and expressive detail. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, balanced tone, and expressive qualities appropriate to style. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, range extension, and tone consistency. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to rhythm, pitch, tone, dynamics, articulation, phrasing, balance, and blend. • 1.5.HS.MU.Cn10a Relate band performance to personal growth, collaboration, responsibility, and independence within a large ensemble.
<p>MP 4</p> <p>Topics</p>	<p>Review instrument care, posture, embouchure, breath support, articulation, tuning procedures, and performance goals.</p> <p>Reinforce rhythm and pitch accuracy through targeted warm-ups, scale patterns, and technical exercises.</p> <p>Refine tone quality focusing on breath control, embouchure consistency, and characteristic sound.</p> <p>Practice ensemble repertoire emphasizing steady tempo, clear entrances, balance, and blend.</p> <p>Apply expressive elements such as phrasing, dynamics, articulation styles, and musical shape.</p> <p>Rehearse performance selections focusing on intonation, balance, rhythmic precision, and musical expression.</p> <p>Strengthen ensemble independence by listening across sections and responding consistently to conductor cues.</p> <p>Conduct full run-throughs emphasizing accuracy, endurance, expression, and performance confidence.</p>



	<p>Perform in a formal or informal concert setting for peers, families, or the school community.</p> <p>Reflect on musical growth, ensemble skills, rehearsal habits, and readiness for Concert Band Level III.</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Culminating Technique, Tone Quality & Performance Readiness: Students demonstrate refined tone quality, reliable intonation, and technical control while preparing repertoire for confident and polished ensemble performance.</p> <p>Music Literacy, Rhythm Precision & Notation Fluency: Students apply advanced music-reading fluency, perform rhythmic patterns with consistent tempo control, and interpret articulation and dynamic markings accurately.</p> <p>Ensemble Independence, Blend & Collaborative Responsibility: Students maintain balance and blend within the ensemble, demonstrate listening independence across sections, and uphold responsible rehearsal and practice habits that support collective performance success.</p> <p>Expressive Performance, Professionalism & Transition to Advanced Study: Students perform with expressive phrasing and stylistic accuracy while demonstrating performance etiquette, confidence, and readiness for advanced high school band ensembles.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student band instruments • Level II high school band method books • Music stands and folders • Level-appropriate concert band repertoire • Tuners and metronomes as available • Teacher modeling, sectionals, and full ensemble rehearsal • Listening examples and performance recordings