



Marking Period 1 (MPI)	Concert Band Curriculum Pacing Guide -Level III
<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, harmony, and expressive elements using band instruments. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing advanced band repertoire with fluency, accuracy, and stylistic awareness. • 1.5.HS.MU.Cr3a Refine musical ideas through focused rehearsal, repetition, and teacher feedback to improve tone quality, intonation, rhythm, and expressive detail. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, reliable intonation, balanced tone, and expressive qualities appropriate to style. • 1.5.HS.MU.Pr5a Demonstrate refined instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, and consistent tone production across registers. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to form, harmony, style, balance, blend, articulation, and phrasing. • 1.5.HS.MU.Cn10a Relate band performance to personal artistic growth, collaboration, leadership, and responsibility within a large ensemble.
<p>MP 1</p> <p>Topics</p>	<p>Tone refinement, advanced articulation</p> <p>Scale study: major and minor (concert)</p> <p>Complex rhythms and mixed meter</p> <p>Expressive performance and dynamics</p> <p>Articulation variety (slur, accent, marcato)</p> <p>Balance, blend, intonation</p> <p>Section leadership</p> <p>Advanced intermediate repertoire</p> <p>Rehearsal independence</p> <p>Informal performance</p>



<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Advanced Technique & Expressive Control: Students refine tone shaping, appropriate vibrato, dynamic nuance, and precise articulation to perform with technical accuracy and musical depth. • Music Literacy & Stylistic Interpretation: Students read complex rhythms and mixed meters, interpret style markings, and apply phrasing to shape musical lines with intention. • Ensemble Musicianship & Intonation Awareness: Students develop balance, blend, and tuning accuracy through active listening and real-time adjustment within the ensemble. • Leadership, Collaboration & Rehearsal Skills: Students assume leadership roles, support efficient rehearsals, and engage collaboratively to strengthen ensemble performance.
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Advanced intermediate method book • Major and minor scale sheets • Repertoire appropriate for Level III • Tuner and metronome • Music stand • Percussion materials



Marking Period 2 (MPII)	Concert Band Curriculum Pacing Guide -Level III
<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, harmony, and expressive elements using band instruments. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing advanced band repertoire with fluency, accuracy, and stylistic awareness. • 1.5.HS.MU.Cr3a Refine musical ideas through focused rehearsal, repetition, and teacher feedback to improve tone quality, intonation, rhythm, and expressive detail. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, reliable intonation, balanced tone, and expressive qualities appropriate to style. • 1.5.HS.MU.Pr5a Demonstrate refined instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, and consistent tone production across registers. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to form, harmony, style, balance, blend, articulation, and phrasing. • 1.5.HS.MU.Cn10a Relate band performance to personal artistic growth, collaboration, leadership, and responsibility within a large ensemble.
<p>MP 2</p> <p>Topics</p>	<p>Review ensemble expectations, advanced rehearsal procedures, tone production across registers, and performance goals.</p> <p>Strengthen rhythm reading and execution including syncopation, mixed meters as appropriate, and complex rhythmic patterns.</p> <p>Refine pitch accuracy through scale patterns, tuning tendencies, interval awareness, and harmonic listening.</p> <p>Develop advanced tone production focusing on air support, embouchure flexibility, and consistency across dynamic levels.</p> <p>Refine articulation techniques including style-appropriate tonguing, slurring, accents, and articulation contrasts.</p> <p>Rehearse advanced ensemble repertoire combining rhythm, pitch, balance, and expressive intent.</p> <p>Strengthen ensemble precision by listening vertically and horizontally across sections and adjusting balance and blend.</p> <p>Apply expressive elements including phrasing, dynamics, tempo variation, and stylistic nuance.</p>



	<p>Rehearse performance selections focusing on accuracy, intonation, balance, blend, and musical interpretation.</p> <p>Demonstrate learning through a performance assessment or concert and reflect on individual and ensemble growth.</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Advanced Instrumental Technique & Tone Mastery: Students develop high-level technical control, consistent tone quality, reliable intonation across registers, and expressive articulation for accurate and polished performance. • Music Literacy, Rhythm & Stylistic Accuracy: Students demonstrate advanced music-reading fluency, rhythmic precision, notation understanding, and stylistic interpretation including dynamics and phrasing. • Ensemble Balance, Listening & Harmonic Awareness: Students refine balance and blend, maintain ensemble accuracy, listen critically for intonation and harmony, and perform collaboratively with musical sensitivity. • Leadership, Independence & Professional Performance: Students build rehearsal responsibility, independent preparation habits, performance confidence, ensemble leadership skills, and an understanding of music as a collaborative artistic process.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student band instruments • Advanced high school band method and technique books • Music stands and folders • Level III ensemble repertoire • Tuners and metronomes • Teacher modeling, sectionals, and guided rehearsal • Listening examples and rehearsal recordings



Marking Period 3 (MP3)	Concert Band Curriculum Pacing Guide -Level III
<p>MP 3</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, harmony, and expressive elements using band instruments. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing advanced band repertoire with fluency, accuracy, and stylistic awareness. • 1.5.HS.MU.Cr3a Refine musical ideas through focused rehearsal, repetition, and teacher feedback to improve tone quality, intonation, rhythm, and expressive detail. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, reliable intonation, balanced tone, and expressive qualities appropriate to style. • 1.5.HS.MU.Pr5a Demonstrate refined instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, and consistent tone production across registers. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to form, harmony, style, balance, blend, articulation, and phrasing. • 1.5.HS.MU.Cn10a Relate band performance to personal artistic growth, collaboration, leadership, and responsibility within a large ensemble.
<p>MP 3</p> <p>Topics</p>	<p>Review advanced rehearsal expectations, ensemble goals, posture, tone production, and stylistic performance practices.</p> <p>Refine rhythm reading and execution including complex syncopation, mixed meters, and compound rhythms as appropriate.</p> <p>Strengthen intonation accuracy through advanced scale work, tuning tendencies, chord balance, and interval awareness.</p> <p>Refine tone production focusing on resonance, blend within sections, and balance across the ensemble.</p> <p>Develop articulation variety including legato, staccato, accented patterns, and stylistic tonguing appropriate to repertoire.</p> <p>Rehearse ensemble literature emphasizing musical phrasing, style, and expressive intent.</p> <p>Strengthen ensemble precision by listening across sections, adjusting balance, and responding independently to conductor cues.</p> <p>Apply advanced expressive elements such as dynamic shaping, phrasing, tempo nuance, and stylistic interpretation.</p>



	<p>Rehearse performance selections focusing on accuracy, intonation, balance, blend, and musical maturity.</p> <p>Demonstrate learning through a performance, playing assessment, or adjudicated experience and reflect on musical growth and ensemble contribution.</p>
<p>MP 3</p> <p>Skills- Concepts</p>	<p>Advanced Tone Production, Intonation & Technical Refinement: Students develop advanced tone production, control intonation with accuracy, refine articulation and stylistic technique, and perform complex rhythmic patterns with technical confidence.</p> <p>Music Literacy, Notation Fluency & Rhythmic Complexity: Students strengthen high-level music-reading fluency by interpreting advanced rhythmic and melodic notation while applying articulation markings, phrasing, and expressive symbols.</p> <p>Ensemble Awareness, Balance & Leadership: Students demonstrate critical listening across the ensemble, maintain harmonic balance and tonal blend, contribute to ensemble cohesion, and model leadership and responsibility within rehearsal and performance settings.</p> <p>Stylistic Interpretation, Expression & Musical Collaboration: Students interpret repertoire across multiple styles, apply dynamic shaping and expressive phrasing, engage in independent rehearsal and self-assessment, and collaborate to present music as a refined and expressive ensemble art form.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student band instruments • Advanced high school band method and technique books • Music stands and folders • Grade-appropriate Level III concert band repertoire • Tuner and metronome tools • Teacher modeling, sectional rehearsals, and full ensemble rehearsal • Listening examples and performance recordings



Marking Period 4 (MPIV)	Concert Band Curriculum Pacing Guide -Level III
<p>MP 4</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, harmony, and expressive elements using band instruments. • 1.5.HS.MU.Cr2a Organize and develop musical ideas by reading and performing advanced band repertoire with fluency, accuracy, and stylistic awareness. • 1.5.HS.MU.Cr3a Refine musical ideas through focused rehearsal, repetition, and teacher feedback to improve tone quality, intonation, rhythm, and expressive detail. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, reliable intonation, balanced tone, and expressive qualities appropriate to style. • 1.5.HS.MU.Pr5a Demonstrate refined instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, and consistent tone production across registers. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to form, harmony, style, balance, blend, articulation, and phrasing. • 1.5.HS.MU.Cn10a Relate band performance to personal artistic growth, collaboration, leadership, and responsibility within a large ensemble.
<p>MP 4</p> <p>Topics</p>	<p>Review performance expectations, advanced rehearsal procedures, ensemble leadership roles, and concert goals.</p> <p>Reinforce rhythm and pitch accuracy through advanced warm-ups, scale patterns, and technical exercises.</p> <p>Refine tone production and intonation focusing on balance, blend, and section consistency.</p> <p>Rehearse ensemble repertoire emphasizing steady tempo, precision, and stylistic accuracy.</p> <p>Apply expressive elements such as phrasing, dynamics, articulation, style, and musical shaping.</p> <p>Rehearse performance selections focusing on balance, blend, intonation, rhythmic clarity, and expression.</p> <p>Strengthen ensemble leadership by listening across sections, mentoring peers, and responding consistently to conductor cues.</p> <p>Conduct full run-throughs emphasizing stamina, accuracy, expression, and performance confidence.</p>



	<p>Perform in a formal concert, adjudication, or community performance setting.</p> <p>Reflect on musical growth, ensemble contributions, leadership development, and readiness for advanced music pathways.</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Advanced Technique, Tone Quality & Performance Mastery: Students demonstrate advanced tone quality, reliable intonation, and technical control while preparing repertoire for culminating ensemble performance with confidence and musical maturity.</p> <p>Music Literacy, Rhythm Precision & Stylistic Accuracy: Students perform with fluent music-reading skills, maintain rhythmic precision and tempo control, and apply stylistic interpretation, phrasing, and expressive markings appropriately.</p> <p>Ensemble Leadership, Collaboration & Professional Practice: Students demonstrate leadership within the ensemble, contribute to balance and blend, maintain responsible rehearsal habits, and uphold professionalism in rehearsal and performance settings.</p> <p>Reflection, Artistic Growth & Preparation for Advanced Study: Students engage in self-evaluation and reflective practice while strengthening performance confidence and preparing for advanced band study or postsecondary musical pathways.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student band instruments • Advanced high school band repertoire • Music stands and folders • Tuners and metronomes • Concert and adjudication performance literature • Teacher modeling, sectional rehearsals, and coaching • Listening examples and performance recordings