



Marking Period 1 (MPI)	Concert Band Curriculum Pacing Guide -Level I
<p>MP 1</p> <p>Standards for Concert Band Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate 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 accuracy and independence. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve tone quality, rhythm, and pitch accuracy. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and appropriate expressive qualities. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, and tone production. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to rhythm, pitch, dynamics, articulation, and balance. • 1.5.HS.MU.Cn10a Relate band performance to personal growth, collaboration, responsibility, and participation in a large ensemble setting.
<p>MP 1</p> <p>Topics</p>	<p>Instrument setup, assembly, posture, hand position</p> <p>Tone production & articulation (wind/percussion basics)</p> <p>Note reading and simple rhythms</p> <p>First scale (concert Bb)</p> <p>Simple melodies, unison lines</p> <p>Dynamic markings & articulation (staccato, legato)</p> <p>Ensemble skills: balance, tone, blend</p> <p>Following conductor & rehearsal expectations</p> <p>Beginning band repertoire</p> <p>Informal performance & reflection</p>



<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Instrument Technique & Healthy Playing Habits: Students develop proper embouchure, tone production, air support, hand position, percussion fundamentals, and playing posture for controlled and accurate performance. • Music Literacy & Notation Skills: Students read staff notation, perform correct pitch and rhythm, interpret basic articulations, dynamics, and musical symbols to support musical understanding. • Ensemble Musicianship & Listening Skills: Students follow conductor cues, perform in unison, begin developing balance and blend, and listen actively to adjust within the ensemble. • Foundational Performance & Musical Growth: Students combine technique and literacy skills to perform accurately while building ensemble awareness and confidence.
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Concert band instruments • Method book (Essential Elements, Sound Innovations, etc.) • Music stands (classroom) • Beginning band repertoire • Tuner & metronome (classroom or app) • Percussion accessories where applicable

Marking Period 2 (MPII)	Concert Band Curriculum Pacing Guide -Level I
MP 2 Standards for Concert Band Elective	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate 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 accuracy and independence. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve tone quality, rhythm, and pitch accuracy. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and appropriate expressive qualities. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, and tone production. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to rhythm, pitch, dynamics, articulation, and balance. • 1.5.HS.MU.Cn10a Relate band performance to personal growth, collaboration, responsibility, and participation in a large ensemble setting.
MP 2 Topics	<p>Review instrument care, posture, embouchure, breath support, rehearsal procedures, and ensemble expectations.</p> <p>Strengthen rhythm reading including whole, half, quarter, and eighth notes, rests, and simple meters.</p> <p>Develop pitch accuracy through scale patterns, fingerings or slide positions, and tuning awareness.</p> <p>Refine tone production focusing on breath support, embouchure formation, and consistent sound quality.</p> <p>Improve articulation techniques including tonguing, slurring, and clean note beginnings.</p> <p>Play short melodies and ensemble repertoire combining rhythm, pitch, and steady tempo.</p> <p>Develop ensemble skills by listening across sections, maintaining balance, and responding to conductor cues.</p> <p>Apply expressive elements such as dynamics, articulation markings, and phrasing.</p> <p>Rehearse performance selections focusing on accuracy, balance, blend, and musical expression.</p>



	<p>Demonstrate learning through an informal performance or playing assessment and reflect on progress.</p>
<p>MP 2 Skills- Concepts</p>	<ul style="list-style-type: none"> • Instrumental Technique & Tone Foundations: Students develop fundamental playing technique, tone production, breath control, articulation clarity, and accurate pitch for confident performance. • Music Literacy, Rhythm & Accuracy: Students build music-reading fluency, perform rhythmic patterns with steady tempo, and interpret notation and expressive markings. • Ensemble Awareness & Musicianship: Students listen critically, follow conductor cues, and develop balance, blend, and tuning awareness within the ensemble. • Rehearsal Responsibility & Collaborative Performance: Students practice disciplined rehearsal habits, work cooperatively, and understand music as a collaborative ensemble experience.
<p>MP 2 Core Materials</p>	<ul style="list-style-type: none"> • Student band instruments • Method books for beginning high school band • Music stands and folders • Ensemble repertoire appropriate for Level I • Tuner and metronome tools as available • Teacher modeling and guided rehearsal • Listening examples and rehearsal recordings



Marking Period 3 (MPIII)	Concert Band Curriculum Pacing Guide -Level I
<p>MP 3</p> <p>Standards for Concert Band Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate 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 accuracy and independence. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve tone quality, rhythm, and pitch accuracy. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and appropriate expressive qualities. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, and tone production. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to rhythm, pitch, dynamics, articulation, and balance. • 1.5.HS.MU.Cn10a Relate band performance to personal growth, collaboration, responsibility, and participation in a large ensemble setting.
<p>MP 3</p> <p>Topics</p>	<p>Review posture, instrument care, embouchure, breath support, articulation, and rehearsal expectations.</p> <p>Refine rhythm reading including dotted rhythms, ties, and simple syncopation.</p> <p>Strengthen pitch accuracy through scale work, tuning awareness, and interval recognition.</p> <p>Refine tone production focusing on breath control, embouchure stability, and consistent sound.</p> <p>Improve articulation clarity including tonguing patterns, slurs, and articulation markings.</p> <p>Play ensemble repertoire combining rhythm, pitch, steady tempo, and expressive intent.</p> <p>Strengthen ensemble precision by listening across sections, maintaining balance, and responding 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 3 Skills- Concepts</p>	<p>Tone Production, Breath Support & Technical Control: Students improve tone quality, strengthen breath support, refine articulation, and develop accurate intonation to support consistent and controlled musical performance.</p> <p>Music Literacy, Rhythm Accuracy & Notation Fluency: Students increase music-reading fluency by interpreting rhythmic patterns, maintaining steady tempo, and applying articulation and phrasing markings accurately in performance.</p> <p>Ensemble Precision, Balance & Listening Skills: Students demonstrate attentive listening across the ensemble, maintain balance and blend between parts, and contribute to cohesive ensemble precision during rehearsal and performance.</p> <p>Expressive Interpretation, Rehearsal Discipline & Performance Confidence: Students apply dynamics and expressive markings to shape musical interpretation while developing independent rehearsal habits, responsibility, and confidence in collaborative ensemble performance.</p>
<p>MP 3 Core Materials</p>	<ul style="list-style-type: none"> • Student band instruments • Beginning high school band method books • Music stands and folders • Ensemble repertoire appropriate for Level I • Tuner and metronome tools as available • Teacher modeling and guided rehearsal • Listening examples and rehearsal recordings



Marking Period 4 (MPIV)	Concert Band Curriculum Pacing Guide -Level I
<p>MP 4</p> <p>Standards for Concert Band Elective</p>	<ul style="list-style-type: none"> • 1.5.HS.MU.Cr1a Generate 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 accuracy and independence. • 1.5.HS.MU.Cr3a Refine musical ideas through rehearsal, repetition, and teacher feedback to improve tone quality, rhythm, and pitch accuracy. • 1.5.HS.MU.Pr4a Perform ensemble music with steady tempo, accurate rhythms, developing intonation, and appropriate expressive qualities. • 1.5.HS.MU.Pr5a Develop and refine instrumental technique including posture, embouchure, breath support, articulation, fingerings or slide positions, and tone production. • 1.5.HS.MU.Re7a Analyze, describe, and respond to band music using appropriate musical vocabulary related to rhythm, pitch, dynamics, articulation, and balance. • 1.5.HS.MU.Cn10a Relate band performance to personal growth, collaboration, responsibility, and participation in a large ensemble setting.
<p>MP 4</p> <p>Topics</p>	<p>Review instrument care, posture, embouchure, breath support, rehearsal expectations, and performance goals.</p> <p>Reinforce rhythm and pitch accuracy through targeted warm-ups, scale exercises, and tuning activities.</p> <p>Refine tone production focusing on breath control, embouchure stability, and consistent sound quality.</p> <p>Practice ensemble repertoire emphasizing steady tempo, balance, blend, and clear entrances.</p> <p>Apply expressive elements such as phrasing, dynamics, articulation, and musical shape.</p> <p>Rehearse performance selections focusing on intonation, accuracy, balance, blend, and musical expression.</p> <p>Strengthen ensemble awareness by listening across sections and responding consistently to conductor cues.</p> <p>Conduct full run-throughs emphasizing accuracy, 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, practice habits, and readiness for Concert Band Level II.</p>
<p>MP 4</p> <p>Skills- Concepts</p>	<p>Tone Development, Technique & Performance Readiness: Students demonstrate reliable tone quality, accurate intonation, and strengthened technical control while preparing repertoire for culminating ensemble performance.</p> <p>Music Literacy, Rhythm Accuracy & Notation Fluency: Students improve music-reading fluency, maintain rhythmic precision and steady tempo, and interpret phrasing and expressive markings with increasing accuracy.</p> <p>Ensemble Collaboration, Balance & Rehearsal Responsibility: Students listen across the ensemble to achieve balance and blend, demonstrate collaborative musicianship, and maintain responsible rehearsal habits that support ensemble success.</p> <p>Expressive Performance, Reflection & Preparation for Advanced Study: Students perform with expressive interpretation and professionalism while reflecting on their musical growth and preparing for transition into Concert Band Level II and more advanced ensemble study.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Student band instruments • Beginning high school band method books • Music stands and folders • Ensemble performance repertoire • Tuner and metronome tools as available • Teacher modeling and guided rehearsal • Listening examples and rehearsal recordings