**5th Grade Beginning Band Scope & Sequence**

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| **Concept** | **Standard** | **Student Objective** | **Key Vocab** | **Pedagogy** | **Assessment** |
| Tone Quality | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with correct tone including clarity, consistency, control and resonance.  | Air, Embouchure,  | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Intonation  | Cr:AS.3Pr:AS.5Re:AS.7 | Playing their part accurate to the sheet music and appropriate within the ensemble.  | Treble/Bass Clef,Flat, Sharp, Natural, Repeat,  | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Rhythm  | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with accurate duration, meter, and pulse.  | Time Signature,Meter, Allegro, Andante, Tie, Moderato | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Balance and Blend  | Cr:AS.3Pr:AS.4Re:AS.7 | Playing with correct technique in relation to the other members of your section and of the ensemble.  | Chorale, Divisi, Unison,  | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Articulations  | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with correct attacks, releases, and an appropriate style..  | Staccato, Tenuto, Agogic, Slur | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Artistry | Cr:AS.1, 2, 3Pr:AS.4, 6Re:AS.8Cn:AS.10 | Playing with dynamics, phrasing, and emotional evocation.  | Fermata, Breath Mark, Piano, Forte, Mezzo,  | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Technique | Cr:AS.2, 3Pr:AS.5Re:AS.9 | Playing with correct facility, precision, and command of the instrument.  | Warm Up, Fingering, Sticking, Tonguing | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Performance Protocol | Pr:AS.6Re:AS.9Cn:AS.10, 11 | Performing with correct stage presence, confidence, appearance, posture, and attitude | Call Time, Posture | Concerts | Post-Concert Reflection |

**6th Grade Band Scope & Sequence**

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| **Concept** | **Standard** | **Student Objective** | **Key Vocab** | **Pedagogy** | **Assessment** |
| Tone Quality | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with correct tone including clarity, consistency, control and resonance.  | Resonance, | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Intonation  | Cr:AS.3Pr:AS.5Re:AS.7 | Playing their part accurate to the sheet music and appropriate within the ensemble.  | Key Signature, Accidental,  | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Rhythm  | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with accurate duration, meter, and pulse.  | Pickup, Dot, Syncopation, Multi-Measure Rest | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Balance and Blend  | Cr:AS.3Pr:AS.4Re:AS.7 | Playing with correct technique in relation to the other members of your section and of the ensemble.  | Melody, Harmony, Bassline, Accompaniment | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Articulations  | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with correct attacks, releases, and an appropriate style..  | Marcato, Stacatissimo | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Artistry | Cr:AS.1, 2, 3Pr:AS.4, 6Re:AS.8Cn:AS.10 | Playing with dynamics, phrasing, and emotional evocation.  | Crescendo, Decrescendo, Phrasing | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Technique | Cr:AS.2, 3Pr:AS.5Re:AS.9 | Playing with correct facility, precision, and command of the instrument.  | Scale, Arpeggio | Method Book, Music Rehearsals, Lessons, | Practice Log, Playing Tests, Skills Checklist, |
| Performance Protocol | Pr:AS.6Re:AS.9Cn:AS.10, 11 | Performing with correct stage presence, confidence, appearance, posture, and attitude | Composer, Solo, Duet | Concerts | Post-Concert Reflection |

**Jr. High Band Scope & Sequence**

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| **Concept** | **Standard** | **Student Objective** | **Key Vocab** | **Pedagogy** | **Assessment** |
| Tone Quality | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with correct tone including clarity, consistency, control and resonance.  | In-Tune, Steady, Wavering | Concert Repertoire, Music Rehearsals, Lessons | Skills Checklist, Playing Tests, Rehearsal Formative |
| Intonation  | Cr:AS.3Pr:AS.5Re:AS.7 | Playing their part accurate to the sheet music and appropriate within the ensemble.  | Enharmonic, tuning  | Concert Repertoire, Music Rehearsals, Lessons | Skills Checklist, Playing Tests, Rehearsal Formative |
| Rhythm  | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with accurate duration, meter, and pulse.  | Largo, Presto, cut time, sixteenth note, triplet | Concert Repertoire, Music Rehearsals, Lessons | Skills Checklist, Playing Tests, Rehearsal Formative |
| Balance and Blend  | Cr:AS.3Pr:AS.4Re:AS.7 | Playing with correct technique in relation to the other members of your section and of the ensemble.  | Rallentando, Ritardando, Chord, Countermelody | Concert Repertoire, Music Rehearsals, Lessons | Skills Checklist, Playing Tests, Rehearsal Formative |
| Articulations  | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with correct attacks, releases, and an appropriate style..  | Legato,  | Concert Repertoire, Music Rehearsals, Lessons | Skills Checklist, Playing Tests, Rehearsal Formative |
| Artistry | Cr:AS.1, 2, 3Pr:AS.4, 6Re:AS.8Cn:AS.10 | Playing with dynamics, phrasing, and emotional evocation.  | Form, Fortissimo, Pianissimo | Concert Repertoire, Music Rehearsals, Lessons | Skills Checklist, Playing Tests, Rehearsal Formative |
| Technique | Cr:AS.2, 3Pr:AS.5Re:AS.9 | Playing with correct facility, precision, and command of the instrument.  | Chromatic, Major, Minor, Sightreading | Concert Repertoire, Music Rehearsals, Lessons | Skills Checklist, Playing Tests, Rehearsal Formative |
| Performance Protocol | Pr:AS.6Re:AS.9Cn:AS.10, 11 | Performing with correct stage presence, confidence, appearance, posture, and attitude | Transposing | Concerts | Post-Concert Reflection |

**HS Band Scope & Sequence**

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| **Concept** | **Standard** | **Student Objective** | **Key Vocab** | **Pedagogy** | **Assessment** |
| Tone Quality | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with correct tone including clarity, consistency, control and resonance.  | Bright, Dark, Brassy, Choked | Concert Repertoire, Music Rehearsals,  | Rehearsal Formative, Playing Tests |
| Intonation  | Cr:AS.3Pr:AS.5Re:AS.7 | Playing their part accurate to the sheet music and appropriate within the ensemble.  | Beats/Waves(Tuning) | Concert Repertoire, Music Rehearsals,  | Rehearsal Formative, Playing Tests |
| Rhythm  | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with accurate duration, meter, and pulse.  | Mixed-Meter | Concert Repertoire, Music Rehearsals,  | Rehearsal Formative, Playing Tests |
| Balance and Blend  | Cr:AS.3Pr:AS.4Re:AS.7 | Playing with correct technique in relation to the other members of your section and of the ensemble.  | Sound Awareness, Chamber Music | Concert Repertoire, Music Rehearsals,  | Rehearsal Formative, Playing Tests |
| Articulations  | Cr:AS.3Pr:AS.5Re:AS.9 | Playing with correct attacks, releases, and an appropriate style..  | Syllables | Concert Repertoire, Music Rehearsals,  | Rehearsal Formative, Playing Tests |
| Artistry | Cr:AS.1, 2, 3Pr:AS.4, 6Re:AS.8Cn:AS.10 | Playing with dynamics, phrasing, and emotional evocation.  | Dolce, Maestoso, Pesante, Cantabile, | Concert Repertoire, Music Rehearsals,  | Rehearsal Formative, Playing Tests |
| Technique | Cr:AS.2, 3Pr:AS.5Re:AS.9 | Playing with correct facility, precision, and command of the instrument.  | Block, Roll-Step, Commands, | Concert Repertoire, Music Rehearsals,  | Rehearsal Formative, Playing Tests |
| Performance Protocol | Pr:AS.6Re:AS.9Cn:AS.10, 11 | Performing with correct stage presence, confidence, appearance, posture, and attitude | Pep/Marching Band Procedures | Concerts, Festivals, Performances  | Post-Concert Reflection |

**National Core Arts Standards**

* CREATING
	+ Anchor Standard #1. Generate and conceptualize artistic ideas and work.
	+ Anchor Standard #2. Organize and develop artistic ideas and work.
	+ Anchor Standard #3. Refine and complete artistic work.
* PERFORMING
	+ Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
	+ Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
	+ Anchor Standard #6. Convey meaning through the presentation of artistic work.
* RESPONDING
	+ Anchor Standard #7. Perceive and analyze artistic work.
	+ Anchor Standard #8. Interpret intent and meaning in artistic work.
	+ Anchor Standard #9. Apply criteria to evaluate artistic work.
* CONNECTING
	+ Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
	+ Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.