

**BCCS
High School Band**
(Revised 5-7-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
September	Topic: Marching Band	Vocabulary: Mark Time Cadence Downfield Attention Tempo Company fronts	March in time with music. Lead with your left foot. Internalizing the rhythm and cadence of music.	How will marching help internalize musical tempos?	I-1HM	Line band up on yard lines. March line to line, eight steps to every five yards. Add the performance of music to the marching in tempo.	Drums, brass and woodwind instruments, drum major's whistle, bull horn, literature appropriate to outdoor marching band experiences	Weekly public demonstration of marching band Students are able to stay in step on a steady tempo while performing music on their instruments

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November	Topic: Concert Band Literature Major Scales Minor Scales Stylistic differences	Vocabulary: Allegro Moderato Marcato Legato Key Signature Time signature	<p>Students need to be proficient in the key signatures of concert Bb, Eb, Ab, Db, F, and G along with the relative minor keys. Students need to be able to respond to stylistic labels both printed on the music and called for by the teacher.</p> <p>Students need to be proficient in reading rhythms in both duple and triple meters up to sixteenth subdivisions and single dotted rhythms.</p>	<p>What other examples of musical literature would you compare the current literature to. How did earlier literature help guide you through the introduction to the new literature. How did your work on the scales in the required key signatures help guide you through the newer literature.</p>	I-1HM I-3HM I-5HM III-3HM	<p>Working on scales in a variety of patterns and styles.</p> <p>Working on rhythmic patterns from a method book.</p> <p>Working on new literature in a variety of styles.</p>	<p>For key signatures and scales: "Advanced Techniques for Band" by Nilo Hovey. For putting key signatures into practice in a variety of styles: "Advanced Techniques" (Hovey). For rhythmic patterns in a variety of key signatures and styles, "101 Rhythmic Rest Patterns" by Grover Yaus.</p> <p>For practical application of all concepts, literature chosen to challenge students technically, force the use of different key signatures, and reinforce the concept of different musiles.</p>	<p>As the band progresses through the lesson, an aural evaluation of the class will highlight concepts which need to be revisited and concepts which are approaching a level of mastery.</p>

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December	Topic: Seasonal Concert Band literature	Vocabulary: Allegro Moderato Adagio Forte Mezzo Forte Mezzo Piano Piano	Students will work through at least three key signatures with multiple tempos and styles	What skills have been covered that will now be useful? How will this lead to expanded musical abilities?	I-1HM I-3HM I-5HM III-3HM III-5HM	Literature is distributed and studied appropriate to the season and appropriate to the expanded vocabulary and styles.	Seasonal literature, scale exercises and rhythmic exercises	December public performance. Everything produced live by students in the class. All skills covered will be demonstrated

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January	Topic: Serious Concert Band Literature	Vocabulary: Molto Menno Messo Strain Trio Break Strain	Students will need to be able to converse in the vernacular of the art, including the Latin terminology and fully comprehend instructions printed on the page and spoken by the instructor	How will the understanding of these skills help interpret the printed page into an audible and viable art form? How will the understanding of Latin terminology help in other academic areas?	I-1HM I-3HM I-5HM III-3HM III-5HM III-6HM	Expanded coverage of major and minor scales (at least four key signatures) Exposure to various examples of appropriate literature Sightreading of some literature, concentrated study of other literature	In addition to the literature , instruments and equipment used thus far, recordings of professional performers (military bands, symphony orchestras, etc.) aurally demonstrate to students what their goals should be	Students demonstrate in class, both in an ensemble effort and individually the skills and techniques learned

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February	Topic: Festival literature for both concert band and solo/ensemble use	Vocabulary: Tone Intonation Style Articulation	Students will demonstrate independence in their approach to music. They will take skills learned as a group, and apply them to personal and small ensemble activities	How will this make students function as more independent thinkers	I-1HM I-3HM I-5HM III-3HM III-5HM III-6HM V-2HM	Searching through solo/ensemble literature to find appropriate literature with regards to style and the ability level (range, etc.) of the individual student Class instruction on festival quality literature	Same concert band literature, instruments and equipment	

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March	Topic: New Concert Literature. Chamber Music Literature New Major/Minor Scales	Vocabulary: Key Signature Time Signature Adadigo Andante Moderato Allegro Presto	Understand the relationship between the various key signatures (old and new) and how they apply to different literature examples. Translate musical terminology into useable skills.	How will an expanded understanding of musical vocabulary open new artistic venues? Will the student become more of an independent thinker?	I-1HM I-3HM I-5HM III-3HM III-5HM III-6HM V-2HM	New literature will be issued read, and studied. New scales and etudes based on these new keys (both in Major and minor) will be studied and read.	Appropriate senior high/college level musical literature. 101 Rhythmic Rest Pattern Book Advanced Techniques for Band book	Class participation. Occasional individual testing. Public display of material

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April	Topic: State Band and Orchestra Festival	Vocabulary: Continuation of above plus Diminuendo, forzando, subito piano	"Speed read " info and put it into real use.	How will the student's ability to make sense out of new material help them become more independent musicians and thinkers?	I-1HM I-3HM I-5HM III-3HM III-5HM III-6HM V-2HM	Students will work on fine details of literature began in March along with "sightreading" of various examples of musical literature from a variety of styles and difficulty levels	Literature chosen for the class based on current level of achievement and on an "as needed" basis to cover musical concepts including style, key signatures, time signatures, and historical periods.	The class will be evaluated at the State Level Band and Orchestra Festival Evaluations at the end of the month. These ratings and comments will note both strengths and weaknesses that should be taken into consideration throughout the remainder of the year and into the next school year.

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May	<p>Topic:</p> <p>Bringing a year worth of musical training together for two public demonstrations. Spring Concert and Graduation.</p> <p>Marching will also be revisited in preparation of presenting a parade in July</p>	<p>Vocabulary:</p> <p>Students will put into practical practice terms used throughout the year.</p>	<p>Combine the skills learned throughout the year for a final public demonstration of musical concepts. Juniors and Seniors will demonstrate concepts at a higher level than freshmen and sophomores.</p>	<p>How will I be able to independently use these concepts in either a college/university ensemble or degree major? How can I put these skills independently to use in my adult life as a part of community music organizations?</p> <p>How can I put to practical use the knowledge I gained to become a part of a community arts organization?</p>	<p>I-1HM I-3HM I-5HM III-3HM III-5HM III-6HM V-2HM</p>	<p>“Fine tuning” of selected literature will be stressed. Intonation will be more closely scrutinized than it was earlier in the year, with the advantage of ear training and advanced listening skills as a part of the student’s training. Juniors and Seniors will be expected to match pitches at a more advanced rate than sophomores and freshmen.</p> <p>Technical skills will be more demanding as a result of the scale/etude work throughout the year.</p>	<p>Advanced literature appropriate to the skills being demonstrated.</p>	<p>Public performance, presented in a formal setting, demonstrating the skills attained throughout the year.</p>

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June	Topic:	Vocabulary:						