



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## **Band (Grade 8)**

### **Course Description:**

The curriculum for this course is developed from the [Wisconsin Standards for Music](#) and the [National Core Arts Standards](#). This class continues instructing and developing the musical frameworks introduced in seventh-grade band, focusing on the foundational skills necessary to be successful in instrumental music. The reason that students study music is to make music. Students rehearse in a large ensemble every day to develop individual and ensemble skills, as well as, prepare their music for concerts. Students typically perform in concerts in early December, mid-March, and mid to late May. Further, students are provided with the opportunity to participate in the Wisconsin School Music Association's solo/ensemble festival held annually in February or March. Additional, performance opportunities may be provided for students as circumstances dictate. Band encourages the development of creative expression, a distinction between quality and quantity, and an understanding of group dynamics, all while working to develop individual and ensemble goals.

### **Prerequisites:**

Students must successfully complete seventh-grade band or have the consent of the instructor.

### **Mastery Standards:**

Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat. (MP2.P.17.m)

Perform using expressive qualities and techniques. (MP2.P.18.m)

Discuss your own ideas and feedback of others to develop strategies to address technical challenges. (MP2.P.19.m)

Illustrate how the setting and music elements contribute to the context of the music. (MP2.P.20.m)

Demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance. (MP2.P.21.m)

Perform collaboratively as a part of an ensemble, demonstrating well-developed ensemble skills. (MP2.P.22.m)

Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance. (MP2.P.23.m)

Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings. (MP2.P.24.m)

Define and demonstrate an understanding of foundational musical elements in discussion and written reflections. (MP3.R.9.m)

Express musical ideas through verbal, movement, written, artistic, or technological means. (MP3.R.10.m)

Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology. (MP3.R.11.m)

Demonstrate proper concert/audience etiquette for a variety of musical settings. (MP3.R.12.m)

Reflect upon and critique performances using grade-appropriate music vocabulary. (MP3.R.13.m)

(NOTE: Foundational skills may be the same as the previous level, however, the rigor should increase as skills are applied to a leveled progression of repertoire.)

### Concert Units

Student performance is a fundamental component of a performance-based music course. Students are assessed on the preparation of their concert music, their demonstration of rehearsal/performance etiquette, and their ability to reflect and improve upon previous performance experiences.

### Solo Units

Student performance is a fundamental component of a performance-based music course. Students are assessed on the preparation of one of three solos.

### Method Book

The method series, Tradition of Excellence, is a sequential curriculum to develop students instrumental music techniques. The curriculum is cyclic in nature, building upon previous experience. Students may not complete all of the units in one year. Units should be completed in the indicated sequence.

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Concert 1</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How do musicians improve the quality of their performance?</li> <li>● How does our individual preparation impact the progress of a musical group?</li> <li>● How does concert etiquette affect a performance?</li> <li>● How do discipline and behavior define a musician and his/her performance?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I am prepared to sing/play my part in every rehearsal.</li> <li>● I annotate my music to assist me to prepare for our performance.</li> <li>● I can perform musical texts of various styles in a small or large ensemble with an appropriate ensemble tone.</li> <li>● I can perform musical texts of various styles in a small or large ensemble with a developmentally appropriate technique.</li> <li>● I can perform musical texts of various styles in a small or large ensemble with developmentally appropriate interpretation.</li> <li>● I am ready to sing/play my part each time it enters.</li> <li>● I am attentive to the director for cues and feedback.</li> <li>● I can evaluate musical works and performances based on established criteria.</li> <li>● I show appropriate etiquette as a performer and listener.</li> <li>● I can reflect on a musical performance and respond with grade-level appropriate music vocabulary.</li> </ul>
<p><b>Unit Title: Concert 2</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How does feedback and assessment help us grow as musicians?</li> <li>● What are similarities and differences between playing music as an individual and as a group/ensemble?</li> <li>● What are desirable attributes of a successful musician?</li> <li>● On what basis can music and concerts be compared and contrasted?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>● I am prepared to sing/play my part in every rehearsal.</li> <li>● I annotate my music to assist me to prepare for our performance.</li> <li>● I can perform musical texts of various styles in a small or large ensemble with an appropriate ensemble tone.</li> <li>● I can perform musical texts of various styles in a small or large ensemble with a developmentally appropriate technique.</li> <li>● I can perform musical texts of various styles in a small or large ensemble with developmentally appropriate interpretation.</li> <li>● I am ready to sing/play my part each time it enters.</li> <li>● I am attentive to the director for cues and feedback.</li> <li>● I can evaluate musical works and performances based on established criteria.</li> <li>● I show appropriate etiquette as a performer and listener.</li> </ul>

	<ul style="list-style-type: none"> <li>I can reflect on a musical performance and respond with grade-level appropriate music vocabulary.</li> </ul>
<p><b>Unit Title: Concert 3</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>Why is it important to hear balance between the parts in an ensemble?</li> <li>How does the concept of quality relate to musical performance?</li> <li>How do musicians improve the quality of their performance?</li> <li>What are the advantages and disadvantages of live performance?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>I am prepared to sing/play my part in every rehearsal.</li> <li>I annotate my music to assist me to prepare for our performance.</li> <li>I can perform musical texts of various styles in a small or large ensemble with an appropriate ensemble tone.</li> <li>I can perform musical texts of various styles in a small or large ensemble with a developmentally appropriate technique.</li> <li>I can perform musical texts of various styles in a small or large ensemble with developmentally appropriate interpretation.</li> <li>I am ready to sing/play my part each time it enters.</li> <li>I am attentive to the director for cues and feedback.</li> <li>I can evaluate musical works and performances based on established criteria.</li> <li>I show appropriate etiquette as a performer and listener.</li> <li>I can reflect on a musical performance and respond with grade-level appropriate music vocabulary.</li> </ul>
<p><b>Unit Title: Solo</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>Are conductors necessary for music ensembles?</li> <li>How does the role of the musician change when performing as a soloist, in a chamber ensemble, or as a member of a full ensemble?</li> <li>How do musicians use feedback from others to improve their performance?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>I can play a musical text with accurate pitch.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>I can play a musical text with accurate rhythm.</li> </ul> <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> <li>I can play a musical text using the printed structural notation.</li> </ul> <p><i>Articulations</i></p> <ul style="list-style-type: none"> <li>I can play a musical text with accurate articulations.</li> </ul> <p><i>Dynamics</i></p> <ul style="list-style-type: none"> <li>I can play a musical text with accurate dynamics.</li> </ul> <p><i>Tempo</i></p> <ul style="list-style-type: none"> <li>I can play a musical text with accurate tempos.</li> </ul> <p><i>Expression</i></p> <ul style="list-style-type: none"> <li>I can play a musical text with accurate expression.</li> <li>I can analyze and describe the structure of varied musical works.</li> <li>I can evaluate musical works and performances based on established criteria.</li> </ul>
<p><b>Unit Title: Unit 1, Page 2-5</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>How do musicians define a quality sound?</li> <li>What advantages are there in learning to read and notate music?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>Accurately perform pitches with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality.</li> <li>Identify and perform enharmonics and a chromatic scale.</li> <li><b>Trumpet/cornet, trombone, baritone/euphonium, tuba, and electric bass:</b> Play new note Concert E<sup>b</sup>.</li> </ul>

- **F Horn:** Play new note E.
- Identify and perform in the key of Concert C major
- **Alto clarinet and tenor saxophone:** Play new note Concert B.
- **Percussion:** Play new notes B (on mallets) and G (on timpani).
- **Flute, oboe, bassoon, alto saxophone, baritone saxophone, trumpet/cornet, F horn, trombone, baritone/euphonium, tuba (except E<sup>b</sup> tuba), electric bass, and percussion:** Identify and perform enharmonics.
- **Alto saxophone and baritone saxophone:** Play the new notes C# and D.
- **Trumpet/cornet, trombone, baritone/euphonium, and tuba (except E<sup>b</sup> tuba):** Play new notes Concert F and F#.
- **E<sup>b</sup> horn:** Play new note G.
- **E<sup>b</sup> horn:** Play new note F#.

#### *Rhythmic Accuracy*

- Accurately perform rhythms with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality.
- Identify and perform cut time.
- Identify and perform dotted quarter notes and eighth notes in cut time.
- Identify and perform 3/8 as both simple (three beats per measure) and compound (one beat per measure) time.

#### *Articulations*

- Accurately perform articulations with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality.

#### *Dynamics*

- Accurately perform dynamics with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality.
- Identify and perform fortissimo.

#### *Tempo*

- Accurately perform tempo with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality.
- Identify and perform adagio.

#### *Technique*

- **Percussion:** Define and demonstrate advanced timpani tuning.
- **Percussion:** Identify and perform a bass drum roll.
- **Percussion:** Demonstrate proper bar chimes technique.
- **Percussion:** Identify and perform tonic, dominant, and scale degrees and apply to timpani tuning.
- **Percussion:** Play new note F (on timpani).

#### *Pitch Accuracy*

- Identify and define enharmonics and a chromatic scale.
- Identify and define in the key of Concert C major

#### *Rhythmic Accuracy*

- Identify and define cut time.
- Identify and define dotted quarter notes and eighth notes in cut time.
- Identify and define 3/8 as both simple (three beats per measure) and compound (one beat per measure) time.

#### *Dynamics*

	<ul style="list-style-type: none"> <li>● Identify and define fortissimo.</li> </ul> <p><i>Tempo</i></p> <ul style="list-style-type: none"> <li>● Accurately perform tempo with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality.</li> <li>● Identify and define adagio.</li> </ul> <p><i>Technique</i></p> <ul style="list-style-type: none"> <li>● <b>Percussion:</b> Define and demonstrate advanced timpani tuning.</li> <li>● <b>Percussion:</b> Identify and define a bass drum roll.</li> <li>● <b>Percussion:</b> Describe proper bar chimes technique.</li> <li>● <b>Percussion:</b> Identify and define tonic, dominant, and scale degrees and apply to timpani tuning.</li> </ul>
<p><b>Unit Title: Unit 2, Page 6-9</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How does articulation impact the way that we hear music?</li> <li>● What advantages are there in learning to read and notate music?</li> </ul>	<p>Students will....</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● <b>Oboe:</b> Play new notes C and D<sup>b</sup>. Play E<sup>b</sup> using the left-hand fingering.</li> <li>● Identify and perform in Concert C minor.</li> <li>● Identify and perform in Concert D minor.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify and perform 6/8 as both simple (six beats per measure) and compound (two beats per measure) time.</li> </ul> <p><i>Articulations</i></p> <ul style="list-style-type: none"> <li>● Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Dynamics</i></p> <ul style="list-style-type: none"> <li>● Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify and perform pianissimo.</li> <li>● Identify and perform cresc. and dim.</li> </ul> <p><i>Tempo</i></p> <ul style="list-style-type: none"> <li>● Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Expression</i></p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><i>Technique</i></p> <ul style="list-style-type: none"> <li>● <b>Timpani:</b> Perform on timpani using staccato strokes and proper dampening technique.</li> <li>● <b>Percussion:</b> Identify and perform Syncopated Nine Stroke Roll in cut time using both multiple bounces and open double stroke techniques.</li> <li>● <b>Percussion:</b> Identify,, and perform a triangle roll.</li> <li>● See “Private Lessons — Homogeneous Study” for individualized objectives.</li> </ul> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● Identify and define the key signature of Concert C minor.</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify and define the key signature of Concert D minor.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>● Identify and define 6/8 as both simple (six beats per measure) and compound (two beats per measure) time.</li> </ul> <p><i>Dynamics</i></p> <ul style="list-style-type: none"> <li>● Identify and define pianissimo.</li> <li>● Identify and define cresc. and dim.</li> </ul>
<p><b>Unit Title: Unit 3, Page 10-13</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How does rhythm impact the way that we feel music?</li> <li>● What advantages are there in learning to read and notate music?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone</li> <li>● <b>Clarinet:</b> Play new notes D and E<sup>b</sup>.</li> <li>● <b>Bass Clarinet and bassoon:</b> Play new note Concert D<sup>b</sup>.</li> <li>● <b>Tenor saxophone:</b> Identify and perform enharmonics.</li> <li>● <b>Percussion:</b> Play new note D<sup>b</sup> (on timpani).</li> <li>● <b>Clarinet:</b> Play E<sup>b</sup> using the alternate fingering.</li> <li>● <b>Bass Clarinet:</b> Play new note E<sup>b</sup>.</li> <li>● <b>E<sup>b</sup>Horn:</b> Play new note A.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify and perform sixteenth notes and dotted eighth/sixteenth/eighth combination in 6/8.</li> <li>● Identify and perform music in compound and simple meter.</li> </ul> <p><i>Articulations</i></p> <ul style="list-style-type: none"> <li>● Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Dynamics</i></p> <ul style="list-style-type: none"> <li>● Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Tempo</i></p> <ul style="list-style-type: none"> <li>● Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Style</i></p> <ul style="list-style-type: none"> <li>● Identify and perform cantabile.</li> </ul> <p><i>Expression</i></p> <ul style="list-style-type: none"> <li>● Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Technique</i></p> <ul style="list-style-type: none"> <li>● <b>Percussion:</b> Identify and perform sixteenth note triplets, Single Stroke Seven, and Single Stroke Four.</li> <li>● <b>Percussion:</b> Identify and perform Single Ratamacue.</li> <li>● <b>Percussion:</b> Identify and perform a tambourine hand/knee technique.</li> <li>● <b>Percussion:</b> Identify and perform proper bongo technique.</li> </ul> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● <b>Tenor saxophone:</b> Identify and define enharmonics.</li> </ul> <p><i>Rhythmic Accuracy</i></p>

	<ul style="list-style-type: none"> <li>● Identify and perform sixteenth notes and dotted eighth/sixteenth/eighth combination in 6/8.</li> <li>● Identify and dynamics music in compound and simple meter.</li> </ul> <p><i>Style</i></p> <ul style="list-style-type: none"> <li>● Identify and define cantabile.</li> </ul> <p><i>Technique</i></p> <ul style="list-style-type: none"> <li>● <b>Percussion:</b> Identify and define sixteenth note triplets, Single Stroke Seven, and Single Stroke Four.</li> <li>● <b>Percussion:</b> Identify and define a Single Ratamacue.</li> <li>● <b>Percussion:</b> Identify and define tambourine hand/knee technique.</li> <li>● <b>Percussion:</b> Identify and define proper bongo technique.</li> </ul>
<p><b>Unit Title: Unit 4, Page 14-17</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How do dynamics impact the way that we feel about music?</li> <li>● What advantages are there in learning to read and notate music?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify and apply the new key signature of the Concert F minor scale.</li> <li>● <b>Flute:</b> Play new note E and F.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify and perform sixteenth/eighth/sixteenth combination.</li> <li>● Identify and perform an eighth/dotted eighth/sixteenth combinations in 6/8 time.</li> </ul> <p><i>Articulations</i></p> <ul style="list-style-type: none"> <li>● Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify and perform legato.</li> </ul> <p><i>Dynamics</i></p> <ul style="list-style-type: none"> <li>● Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Tempo</i></p> <ul style="list-style-type: none"> <li>● Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify and perform andantino.</li> <li>● Identify and perform accelerando.</li> </ul> <p><i>Expression</i></p> <ul style="list-style-type: none"> <li>● Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Style</i></p> <ul style="list-style-type: none"> <li>● Identify and perform grazioso.</li> </ul> <p><i>Technique</i></p> <ul style="list-style-type: none"> <li>● Identify and perform a melody and a countermelody.</li> <li>● Apply effective sight-reading techniques.</li> <li>● <b>Percussion:</b> Identify and perform six stroke roll using both multiple bounce and open double stroke technique .</li> <li>● <b>Percussion:</b> Identify and perform a six stroke roll.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Percussion:</b> Identify and perform five stroke roll in 6/8 using both multiple bounce and open double stroke technique.</li> <li>● <b>Percussion:</b> Identify and perform a single dragadiddle.</li> <li>● <b>Percussion:</b> Identify and perform a nine stroke roll and thirteen stroke roll in 6/8 using both multiple and open double stroke technique.</li> <li>● <b>Percussion:</b> Identify and perform rolls in 6/8.</li> <li>● <b>Percussion:</b> Identify and perform a Single Dragadiddle, Single Ratamacue, Drag, and Long Roll.</li> <li>● <b>Percussion:</b> Identify and perform a Drag Paradiddle #1</li> <li>● <b>Percussion:</b> Identify and perform a Drag Paradiddle #2</li> <li>● <b>Percussion:</b> Identify and perform a Thirteen Stroke Roll in cut time using both multiple bounce and open double stroke technique.</li> <li>● See “Private Lessons — Homogeneous Study” for individualized objectives.</li> </ul> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● Identify and define the new key signature of the Concert F minor scale.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>● Identify and define sixteenth/eighth/sixteenth combination.</li> <li>● Identify and define an eighth/dotted eighth/sixteenth combinations in 6/8 time.</li> </ul> <p><i>Articulations</i></p> <ul style="list-style-type: none"> <li>● Identify and define legato.</li> </ul> <p><i>Tempo</i></p> <ul style="list-style-type: none"> <li>● Identify and define andantino.</li> <li>● Identify and define accelerando.</li> </ul> <p><i>Style</i></p> <ul style="list-style-type: none"> <li>● Identify and define grazioso.</li> </ul> <p><i>Technique</i></p> <ul style="list-style-type: none"> <li>● Identify and define a melody and a countermelody.</li> <li>● <b>Percussion:</b> Identify and define six stroke roll using both multiple bounce and open double stroke technique .</li> <li>● <b>Percussion:</b> Identify and define five stroke roll in 6/8 using both multiple bounce and open double stroke technique.</li> <li>● <b>Percussion:</b> Identify and define a single dragadiddle.</li> <li>● <b>Percussion:</b> Identify and define nine stroke roll and thirteen stroke roll in 6/8 using both multiple and open double stroke technique.</li> <li>● <b>Percussion:</b> Identify and define rolls in 6/8.</li> <li>● <b>Percussion:</b> Identify and define Single Dragadiddle, Single Ratamacue, Drag, and Long Roll.</li> <li>● <b>Percussion:</b> Identify and define Drag Paradiddle #1</li> <li>● <b>Percussion:</b> Identify and define Drag Paradiddle #2</li> <li>● <b>Percussion:</b> Identify and define Thirteen Stroke Roll in cut time using both multiple bounce and open double stroke technique.</li> <li>● See “Private Lessons — Homogeneous Study” for individualized objectives.</li> </ul>
<p><b>Unit Title: Unit 5, Page 18-21</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How does improved technique increase performance options?</li> <li>● What advantages are there in learning to read and notate music?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul>



	<ul style="list-style-type: none"> <li>● Identify and perform a pentatonic scale.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify and perform sixteenth/dotted eighth combination.</li> <li>● Identify and perform sixteenth rest.</li> </ul> <p><i>Articulations</i></p> <ul style="list-style-type: none"> <li>● Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Dynamics</i></p> <ul style="list-style-type: none"> <li>● Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Tempo</i></p> <ul style="list-style-type: none"> <li>● Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Expression</i></p> <ul style="list-style-type: none"> <li>● Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Technique</i></p> <ul style="list-style-type: none"> <li>● <b>Percussion:</b> Perform Flams and rolls in 6/8.</li> <li>● <b>Percussion:</b> Perform a thumb roll.</li> <li>● Apply effective sight-reading techniques.</li> <li>● See “Private Lessons — Homogeneous Study” for individualized objectives.</li> </ul> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● Identify and define a pentatonic scale.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>● Identify and define sixteenth/dotted eighth combination.</li> <li>● Identify and define sixteenth rest.</li> </ul>
<p><b>Unit Title: Unit 6, Page 22-25</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● How does tempo affect a piece of music?</li> <li>● What advantages are there in learning to read and notate music?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify, apply, and perform the key signature of Concert A minor.</li> <li>● <b>Flute:</b> Play new notes F#, G, G#, and A .</li> <li>● <b>E<sup>b</sup> Instruments:</b> Identify and perform enharmonics.</li> <li>● Identify and perform a chromatic scale.</li> <li>● Identify and perform enharmonics.</li> <li>● <b>Percussion:</b> Identify and perform a subdominant interval while tuning the timpani.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> <li>● Identify and perform grace notes using proper technique.</li> <li>● Identify and perform cut time.</li> <li>● Identify and perform 9/8.</li> </ul> <p><i>Articulations</i></p>

- Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.
- Identify and perform sostenuto.

*Dynamics*

- Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.
- Identify and perform decresc.

*Tempo*

- Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.
- Identify and perform larghetto.
- Identify and perform vivace.

*Expression*

- Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.

*Style*

- Identify and perform dolce.

*Technique*

- **Percussion:** Perform tambourine hand/knee technique and thumb roll, Single Flammed Mill, Drag Paradiddle #2, Drag Paradiddle #1, Single Dragadiddle, and chromatic timpani pedaling.
- **Percussion:** Identify and perform Triple Paradiddle.
- **Percussion:** Identify and perform Single Paradiddle-diddle.
- **Percussion:** Identify and perform Perform triple paradiddle and single paradiddle-diddle.
- **Percussion:** Demonstrate proper temple blocks technique.
- **Percussion:** Identify and perform Perform Double Ratamacue.
- **Percussion:** Identify and perform Triple Ratamacue
- See “Private Lessons — Homogeneous Study” for individualized objectives.

*Pitch Accuracy*

- Identify and define the key signature of Concert A minor.
- Identify and define a chromatic scale.
- Identify and define enharmonics.
- **Trumpet/cornet, baritone/euphonium, tuba, and electric bass:** Play new note Concert Eb.
- **Percussion:** Identify and define the subdominant interval when needed to tune the timpani.

*Rhythmic Accuracy*

- Identify and define grace notes using proper technique.
- Identify and define cut time.
- Identify and define 9/8.

*Articulations*

- Identify and define sostenuto.

*Dynamics*

- Identify and define decresc.

*Tempo*

- Identify and define larghetto.
- Identify and define vivace.

*Style*

- Identify and define dolce.

**Unit Title: Unit 7, Page 26-29**

Essential Questions:

- In what ways do musicians utilize strategies to develop their technical proficiency?
- What advantages are there in learning to read and notate music?

Students will...

Learning Targets:

*Pitch Accuracy*

- Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.
- Identify and apply the new key signature of Concert G major.
- **Alto saxophone and baritone saxophone:** Play new note D#.
- **Bassoon, trumpet/cornet, trombone, baritone/euphonium, and tuba (except E ♭):** Play new notes Concert F# and G.
- **E ♭ tuba:** Play new note F#.

*Rhythmic Accuracy*

- Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.
- Identify and perform 3+2 and 2+3 groupings in 5/4.
- Identify and perform in 6/4.
- Identify and perform in 3/2.
- Identify and perform the asymmetrical meters of 5/8 and 7/8.
- Identify and perform quarter note triplets.

*Articulations*

- Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.
- **All Except Percussion:** Identify and apply staccato/tenuto articulations.

*Dynamics*

- Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.

*Tempo*

- Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.

*Expression*

- Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.

*Technique*

- **Percussion:** Identify and perform a Pataflafla
- See "Private Lessons — Homogeneous Study" for individualized objectives.
- **Percussion:** Demonstrate proper gong/tam-tam technique.
- **Percussion:** Identify and perform a tambourine with finger rolls using both hands.
- **All:** Identify and perform a mallet percussion trill.
- **Percussion:** Demonstrate proper shaker technique.

*Pitch Accuracy*

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*Rhythmic Accuracy*

- Identify and define 3+2 and 2+3 groupings in 5/4.
- Identify and define in 6/4.
- Identify and define in 3/2.
- Identify and define the asymmetrical meters of 5/8 and 7/8.
- Identify and define quarter note triplets.

*Technique*

	<ul style="list-style-type: none"> <li>● <b>Percussion:</b> Identify and define a Pataflafla.</li> </ul>
<p><b>Unit Title: Unit 8, Page 30-33</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● In what ways did I change as a musician through the study of this method book?</li> <li>● What advantages are there in learning to read and notate music?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform pitches with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> <li>● Accurately perform rhythms with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Articulations</i></p> <ul style="list-style-type: none"> <li>● Accurately perform articulations with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Dynamics</i></p> <ul style="list-style-type: none"> <li>● Accurately perform dynamics with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Tempo</i></p> <ul style="list-style-type: none"> <li>● Accurately perform tempo with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Expression</i></p> <ul style="list-style-type: none"> <li>● Accurately perform expressive elements with correct posture, embouchure, hand position, fingerings/slide positions, sticking, intonation, and characteristic tone quality.</li> </ul> <p><i>Style</i></p> <ul style="list-style-type: none"> <li>● Identify and perform <i>Marziale</i>.</li> </ul> <p><i>Style</i></p> <ul style="list-style-type: none"> <li>● Identify and define <i>Marziale</i>.</li> </ul>