

## Band 1-6 1302300-10-20-30-40-50

	Concept	Major Concepts / Topics	Possible Resources
Quarter 1 Aug 10 – Oct 16	1	Creating characteristic tone quality on instruments with proper breath support through practice with various breathing exercises.	Method Books/Literature -To be determined by director
	2	Large volumes of material to learn in a short amount of time.	
	3	Introduce sight-reading techniques, and observing the “road map” prior to playing a piece.	
	4	Discuss how to utilize practice time most efficiently, and incorporate warm-up and warm down techniques.	
	5	Work on rhythm recognition and counting techniques.	
	6	Work on uniformity and clarity of various articulations.	
	7	Musical focus on marching band music.	
	8	Continue to reinforce and build upon previous knowledge and skills.	
	9	Reading phrasing instead of groups of notes, and playing more expressively.	
	Concept	Major Concepts / Topics	Possible Resources
Quarter 2 Oct 20 – Dec 18	1	Introduce music for Winter Concerts/Holiday Performances	Method Books/Literature -To be determined by director
	2	Alternate fingerings for difficult passages, and more advanced tuning methods.	
	3	Sight-reading more advanced material as the year progresses.	
	4	Musical focus on upcoming performances.	
	5	Following various conducting patterns, cues, and techniques.	
	6	Starting a piece of music without a count-off.	
	7	Endurance and range-building techniques and exercises.	
	8	How to adjust instrument to compensate for sharp/flat pitch tendencies.	

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

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	9	Continue to reinforce and build upon previous knowledge and skills. Mid-Term/Semester Assessment- Teacher-developed	
Quarter 3 Jan 6 – Mar 17	<b>Concept</b>	<b>Major Concepts / Topics</b>	<b>Possible Resources</b>
	1	Mental preparation for high-level performance.	Method Books/Literature -To be determined by director
	2	Adjusting and balancing ensemble sound to suit the acoustical environment.	
	3	Introduce and practice playing in more advanced/mixed meters.	
	4	Begin working on double and triple tonging, and discuss when these techniques might be used in various pieces.	
	5	Attack, sustain and decay of notes.	
	6	Students play/perform individually as well as part of an ensemble. (Solo and Ensemble)	
	7	Musical focus on upcoming MPA performances.	
	8	More complex rhythmic passages and sight-reading techniques.	
	9	Continue to reinforce and build upon previous knowledge and skills.	
Quarter 4 Mar 29 – May 26	<b>Concept</b>	<b>Major Concepts / Topics</b>	
	1	More advanced repertoire exposure.	Method Books/Literature -To be determined by director
	2	Musical focus on end of the year performances.	
	3	Advanced breath control techniques.	
	4	Audition strategies, techniques and practice.	
	5	Phrasing, including placement of breath, dynamics, tempo changes, etc. for maximum artistic effect.	
	6	Discussion of copyright laws and rules.	
	7	Producing appropriate tone/timbre on instrument depending on the material being performed.	

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	8	More advanced scale and rhythm combinations for increased technical proficiency.
	9	Final Assessment- District- developed, computer-based

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