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| Quarter 1Aug 10 – Oct 16 | **Concept** | **Major Concepts / Topics** | **Possible Resources** |
| 1 | Creating characteristic tone quality on instruments with proper breath support through practice with various breathing exercises.  |  |
| 2 | Large volumes of material to learn in a short amount of time. | Method Books/Literature-To be determined by director |
| 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.  |  |
| Quarter 2Oct 20 – Dec 18 | **Concept** | **Major Concepts / Topics** | **Possible Resources** |
| 1 | Introduce music for Winter Concerts/Holiday Performances |  |
| 2 | Alternate fingerings for difficult passages, and more advanced tuning methods.  | Method Books/Literature-To be determined by director |
| 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.  |  |
| 9 | Continue to reinforce and build upon previous knowledge and skills.Mid-Term/Semester Assessment- Teacher-developed |  |
| Quarter 3Jan 6 – Mar 17 | **Concept** | **Major Concepts / Topics** | **Possible Resources** |
| 1 | Mental preparation for high-level performance. |  |
| 2 | Adjusting and balancing ensemble sound to suit the acoustical environment.  | Method Books/Literature-To be determined by director |
| 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 4Mar 29 – May 26 | **Concept** | **Major Concepts / Topics** | **Possible Resources** |
| 1 | More advanced repertoire exposure.  |  |
| 2 | Musical focus on end of the year performances.  | Method Books/Literature-To be determined by director |
| 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.  |  |
| 8 | More advanced sale and rhythm combinations for increased technical proficiency.  |  |
| 9 | Final Assessment- District- developed, computer-based |  |