

Course Title: High School Band

Content Area: Music

Grade Level: 8-12

Course Title: High School Band						
Scope and Sequence						
Grade Level: 9 – 12			Content Area: Instrumental Music			
Unit or Topic	Standards	Length of Time	Key Content	Assessment Tools	Scaffolding Strategies (Interventions, Special Education)	Resources & Materials
Marching Band	PA.9.1 <ul style="list-style-type: none"> • 9.1.12 • 9.1.12.A.1 • 9.1.12.A.2 • 9.1.12.A.3 • 9.1.12.A.4 • 9.1.12.B.1 • 9.1.12.B.2 • 9.1.12.B.3 • 9.1.12.B.4 • 9.1.12.C • 9.1.12.D • 9.1.12.E • 9.1.12.F • 9.1.12.G • 9.1.12.H.1 • 9.1.12.H.2 • 9.1.12.H.3 • 9.1.12.H.4 • 9.1.12.H.5 • 9.1.12.H.6 • 9.1.12.I 	9 Weeks (September – November)	Continue to reinforce and build upon: <ul style="list-style-type: none"> • previous skills/knowledge from middle school band and band camp Marching Band Visual Content Guidelines <ul style="list-style-type: none"> • Demonstrating and understanding movement elements, principles, and skills such as posture, marching style in both upper and lower carriage, instrument/horn angels and visual commands • Demonstrating and understanding form elements, principles, and skills • Presenting movement to reflect a variety of 	<ul style="list-style-type: none"> • Self-assessment • Director and Staff assessment • Review Judges Tapes/Critiques and respond with a critical response essay • Peer reviews • Playing and marching quizzes 	<ul style="list-style-type: none"> • Use of videos recorded performance for review and modeling • Drill books provided for the visual learners • Drill videos for visual learners • Audio recordings for modeling • Breakout groups, private, or group lessons with staff for individualize attention and intervention 	<ul style="list-style-type: none"> • Drill sheets • Drill Books • Drill Videos • Show Music • Stand Tunes music • Technique Warm-ups • Football Field with yard lines • Yard Markers • Trailer • Instruments • Folios • Lyres • Audio Recordings • Audio and video recorders • Video Recordings

	<ul style="list-style-type: none"> • 9.1.12.J.1 • 9.1.12.J.2 • 9.1.12.K <p>PA.9.2</p> <ul style="list-style-type: none"> • 9.2.12. • 9.2.12.A • 9.2.12.B • 9.2.12.C • 9.2.12.D • 9.2.12.E • 9.2.12.F • 9.2.12.G • 9.2.12.H • 9.2.12.I • 9.2.12.J • 9.2.12.K • 9.2.12.L <p>PA9.3</p> <ul style="list-style-type: none"> • 9.3.12 • 9.3.12.A • 9.3.12.B • 9.3.12.C • 9.3.12.D • 9.3.12.E • 9.3.12.F • 9.3.12.G <p>PA.9.4</p> <ul style="list-style-type: none"> • 9.4.12. • 9.4.12.A • 9.4.12.B • 9.4.12.C • 9.4.12.D 		<p>contexts (genre, style, theme)</p> <ul style="list-style-type: none"> • Communicating visual purpose and meaning to an audience • Incorporating movement into musical performance alone and with others • Performing within the context of a variety of environmental conditions and challenges • Understanding and communicating individual role within the context of the ensemble • Reflecting upon and assessing the characteristics and merit of the individual and collective performance • Performing from memory <p>Music Content Guidelines</p> <ul style="list-style-type: none"> • Demonstrating music literacy and skill when interpreting music • Communicating musical purpose and meaning to an audience • Listening and adapting to elements and principles of ensemble performance • Performing expressively to demonstrate an understanding of musicianship • Incorporating movement into musical performance 			<ul style="list-style-type: none"> • Judges' Critique sheets and recordings • Sound system
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			<p>while performing alone and with others</p> <ul style="list-style-type: none">• Performing within the context of a variety of environmental conditions and challenges• Presenting music to reflect a variety of contexts (genre, style, theme)• Understanding and communicating individual role within the context of the ensemble• Reflecting upon and assessing the characteristics and merit of the individual and collective performance• Performing from memory <p>Health and Safety Guidelines</p> <ul style="list-style-type: none">• Identifying and demonstrating movement techniques (body alignment, strength, stamina)• Identifying and demonstrating healthy lifestyle habits (nutrition, skin care, hydration)• Demonstrating and understanding proper rehearsal techniques to insure safe, healthy, and effective rehearsal and performance (handling equipment, set up/break down)• Responding and adapting to environmental			
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			<p>conditions and changes (sun, wind, heat/cold, attire, footwear, indoor/outdoor)</p> <ul style="list-style-type: none"> • Demonstrate and apply critical thinking and analytical techniques and skills to insure effective performances. (leadership/fellowship skills, error correction techniques) <p>Continue to develop the Marching Band Field show:</p> <ul style="list-style-type: none"> • add music, drill and visuals until the show is completed • learn and master stand tunes, the Bloomsburg Alma Mater, and National Anthem <p>Observing and thinking critically of other bands' performances.</p> <p>Critically Review their own performances during and after games and competitions and reflect upon judges' critiques with an open mind, grace, and humility.</p> <p>Continue to reinforce and build upon a culture of excellence, discipline, and teamwork:</p> <ul style="list-style-type: none"> • Students will become a team, working together for the common goal of 			
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			<p>affective musical performances</p> <ul style="list-style-type: none"> • Students will increase their understanding of citizenship through their dedication to something larger than themselves. • Students will work to support good sportsmanship including showing respect to other bands and work together with their football team and cheerleaders in the goal to develop a cohesive and supportive community. 			
<p><i>Winter Concert and Parade Preparation</i></p>	<p>PA.9.1</p> <ul style="list-style-type: none"> • 9.1.12 • 9.1.12.A.1 • 9.1.12.A.2 • 9.1.12.A.3 • 9.1.12.A.4 • 9.1.12.B.1 • 9.1.12.B.2 • 9.1.12.B.3 • 9.1.12.B.4 • 9.1.12.C • 9.1.12.D • 9.1.12.E • 9.1.12.F • 9.1.12.G • 9.1.12.H.1 • 9.1.12.H.2 • 9.1.12.H.3 • 9.1.12.H.4 	<p>7 Weeks (November – December)</p>	<p>Continue to reinforce and build upon previous concepts.</p> <p>Introduce Parade of Light’s music.</p> <p>Introduce Winter Concert music</p> <p>Establish Concert Band rehearsal etiquette</p> <p>Establish Concert Band performance etiquette.</p> <p>Establish Concert Band’s concept of sound.</p>	<ul style="list-style-type: none"> • Self-assessment • Director and Staff assessment • Critiques and respond with a critical response essay • Peer reviews • Playing quizzes • Recording Assessments 	<ul style="list-style-type: none"> • Use of rehearsal recordings for review • Audio recordings of exception bands for modeling • Breakout groups, private, or group lessons with staff for individualize attention and intervention 	<ul style="list-style-type: none"> • Method Book: “Foundations for Superior performance” • Music • Stands • Music Chairs • Pencils • Soundsystem • Projector • Whiteboard • Dry Erase Markers • Audio Recorder • iPad • Tonal Harmony app • Bluetooth Speaker

	<ul style="list-style-type: none"> • 9.1.12.H.5 • 9.1.12.H.6 • 9.1.12.I • 9.1.12.J.1 • 9.1.12.J.2 • 9.1.12.K <p>PA.9.2</p> <ul style="list-style-type: none"> • 9.2.12. • 9.2.12.A • 9.2.12.B • 9.2.12.C • 9.2.12.D • 9.2.12.E • 9.2.12.F • 9.2.12.G • 9.2.12.H • 9.2.12.I • 9.2.12.J • 9.2.12.K • 9.2.12.L <p>PA9.3</p> <ul style="list-style-type: none"> • 9.3.12 • 9.3.12.A • 9.3.12.B • 9.3.12.C • 9.3.12.D • 9.3.12.E • 9.3.12.F • 9.3.12.G <p>PA.9.4</p> <ul style="list-style-type: none"> • 9.4.12. • 9.4.12.A • 9.4.12.B • 9.4.12.C • 9.4.12.D 		<p>Establish Concert band Warm-up and tuning material and sequences.</p> <p>County Band and PMEA auditions and festival preparation.</p>			<ul style="list-style-type: none"> • Musical Instruments and accessories. • Conducting Podium
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<p>Spring Concerts and Parade Preparation</p>	<p>PA.9.1</p> <ul style="list-style-type: none"> • 9.1.12 • 9.1.12.A.1 • 9.1.12.A.2 • 9.1.12.A.3 • 9.1.12.A.4 • 9.1.12.B.1 • 9.1.12.B.2 • 9.1.12.B.3 • 9.1.12.B.4 • 9.1.12.C • 9.1.12.D • 9.1.12.E • 9.1.12.F • 9.1.12.G • 9.1.12.H.1 • 9.1.12.H.2 • 9.1.12.H.3 • 9.1.12.H.4 • 9.1.12.H.5 • 9.1.12.H.6 • 9.1.12.I • 9.1.12.J.1 • 9.1.12.J.2 • 9.1.12.K <p>PA.9.2</p> <ul style="list-style-type: none"> • 9.2.12. • 9.2.12.A • 9.2.12.B • 9.2.12.C • 9.2.12.D • 9.2.12.E • 9.2.12.F • 9.2.12.G • 9.2.12.H • 9.2.12.I 	<p>20 Weeks (January – June)</p>	<p>Continue to build and reinforce previous skills and concepts.</p> <p>Introduce, study, and rehearse spring Concert and Parade Music.</p> <p>Prepare music for the Spring Band Trip, Memorial Day Parade, and Graduation</p>	<ul style="list-style-type: none"> • Self-assessment • Director and Staff assessment • Critiques and respond with a critical response essay • Peer reviews • Playing quizzes • Recording Assessments 	<ul style="list-style-type: none"> • Use of rehearsal recordings for review • Audio recordings of exception bands for modeling <p>Breakout groups, private, or group lessons with staff for individualize attention and intervention</p>	<ul style="list-style-type: none"> • Method Book: “Foundations for Superior performance” • Music • Stands • Music Chairs • Pencils • Soundsystem • Projector • Whiteboard • Dry Erase Markers • Audio Recorder • iPad • Tonal Harmony app • Bluetooth Speaker • Musical Instruments and accessories. • Conducting Podium
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<ul style="list-style-type: none">• 9.2.12.J• 9.2.12.K• 9.2.12.L <p>PA9.3</p> <ul style="list-style-type: none">• 9.3.12• 9.3.12.A• 9.3.12.B• 9.3.12.C• 9.3.12.D• 9.3.12.E• 9.3.12.F• 9.3.12.G <p>PA.9.4</p> <ul style="list-style-type: none">• 9.4.12.• 9.4.12.A• 9.4.12.B• 9.4.12.C• 9.4.12.D					
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