


Concert Band

Teacher: Adam Sroka


September 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in</p>	<p>3D Band Book by James Ployhar</p> <p>Bach and Before for Band by David Newell</p> <p>The Addition System for Teaching and Learning Rhythm by Gary Corcoran</p> <p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p> <p>Sound Recording Apps</p>

<p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique</p> <p>E1. Hand position E2. Embouchure E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance</p> <p>G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble</p>	<p>sustained chords on I, IV, and V of various keys.</p> <p>E. Technique</p> <p>E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly. E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. E7. Accurately play Bb, Eb, and F concert major in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures.</p> <p>Learn about the historical background of at least one piece and composer from</p>	<p>V chords of various keys in our warm ups.</p> <p>E. Technique</p> <p>E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play Bb, Eb, and F concert major in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures.</p> <p>I can describe the historical background of at least one piece and composer from our concert music.</p>	<p>lessons and large group rehearsals.</p> <p>D. Harmony</p> <p>Listening in large-group rehearsals.</p> <p>E. Technique</p> <p>E1. Visual observations. E2. Visual and aural observations E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals.</p>	
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	<p>our concert music.</p> <p>G. Performance G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of an October performance. G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. Perform a concert for a live audience outside the school day. G4. Perform a solo or small ensemble for a live audience.</p>	<p>G. Performance G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by late October. G2. I can demonstrate proper concert ettiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. I can perform a concert for a live audience outside the school day. G4. I can perform a solo or small ensemble for a live audience.</p>		<p>E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. A paper about one of our pieces.</p> <p>G. Performance G1. Concert performance G2. Visual observation of etiquette during our performance G3. Performance G4. Performance</p>	
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October

Standards					
Content	Skills	Learning Targets		Assessment	Resources & Technology
<p></p> <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in</p>	<p>3D Band Book by James Ployhar</p> <p>Bach and Before for Band by David Newell</p> <p>The Addition System for Teaching and Learning</p>

<p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position E2. Embouchure E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p>	<p>Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly. E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs</p>	<p>I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my</p>	<p>9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique E1. Visual observations. E2. Visual and aural observations E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous</p>	<p>Rhythm by Gary Corcoran</p> <p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p> <p>Sound Recording Apps</p>
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UEQ: What is involved in the preparation and performance of a concert?

G. Performance

G1. Preparation of concert literature

G2. Concert Etiquette

G3. Performance for a live audience

G4. Performance of a solo and/or ensemble

for brass and interval studies for woodwinds and mallets.

E7. Accurately play Ab, C, Db, and Gb concert major in eighth notes at quarter note = 100 beats per minute.

F. Music History and music from other cultures.

Learn about the historical background of at least one piece and composer from our concert music.

G. Performance

G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of October and December performances.

G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.

G3. Perform a concert for a live audience outside the school day.

G4. Perform a solo or

instrument.

E7. I can play Ab, C, Db and Gb concert major in eighth notes at quarter note = 100 beats per minute.

F. Music History and music from other cultures.

I can describe the historical background of at least one piece and composer from our concert music.

G. Performance

G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by late October and again in December.

G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.

G3. I can perform a concert for a live audience outside the school day.

G4. I can perform a solo or small ensemble for a live audience.

listening and feedback in lessons and large group rehearsals.
E5. Continuous listening and feedback in lessons and large group rehearsals.
E6. Continuous listening and feedback in lessons and large group rehearsals.
E7. Continuous listening and feedback in lessons and large group rehearsals.

F. Music History and music from other cultures.

A paper about one of our pieces.

G. Performance


G1. Concert performance

G2. Visual observation of etiquette during our performance

small ensemble for a live audience.

G3. Performance
G4. Performance


November

Content	Skills	Learning Targets	Standards	Assessment
<p></p> <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position E2. Embouchure</p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly.</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique E1. Visual observations. E2. Visual and aural observations</p>

<p>E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble</p>	<p>E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. E7. Accurately play G, D, and A concert major in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a December performance. G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. Perform a concert for a live audience outside the school day. G4. Perform a solo or small ensemble for a live audience.</p>	<p>my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play G, D, and A concert major in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. I can describe the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid-December. G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. I can perform a concert for a live audience outside the school day. G4. I can perform a solo or small ensemble for a live audience.</p>	<p>E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals. E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. A paper about one of our pieces.</p> <p>G. Performance G1. Concert performance G2. Visual observation of etiquette during our performance</p>
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G3. Performance
G4. Performance


December

Content	Skills	Learning Targets	Standards	Assessment
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position E2. Embouchure</p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly.</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique E1. Visual observations. E2. Visual and aural observations</p>

<p>E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures F1. Concert Literature F2. Music History/Listening</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble G5. Self-evaluation of performance</p>	<p>E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. E7. Accurately play g and c concert minor in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. F1. Learn about the historical background of at least one piece and composer from our concert music. F2. Learn about composers and compositions from various periods in western music history.</p> <p>G. Performance G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a December performance. G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. Perform a concert for a live audience outside the school day. G4. Perform a solo or small ensemble for a live audience.</p>	<p>my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play g and c concert minor in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. F1. I can describe the historical background of at least one piece and composer from our concert music. F2. I can discuss and describe composers and compositions from various periods in western music history.</p> <p>G. Performance G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid-December. G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. I can perform a concert for a live audience outside the school day.</p>	<p>E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals. E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. F1. A paper about one of our pieces. F2. Quizzes on the content.</p> <p>G. Performance G1. Concert performance G2. Visual observation of etiquette during our</p>
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	G5. Fill out MSHSL forms as they listen to recordings of themselves.	G4. I can perform a solo or small ensemble for a live audience. G5. I can thoughtfully assess my band's performance.		performance G3. Performance G4. Performance G5. Completed MSHSL form
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January

Content	Skills	Learning Targets	Standards	Assessment
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures.</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique</p>


<p>E. Technique</p> <p>E1. Hand position E2. Embouchure E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance</p> <p>G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble</p>	<p>E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly. E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. E7. Accurately play d, f, and a concert minor in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance</p> <p>G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a February contest and a public performance in February. G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. Perform a concert for a live audience outside the school day.</p>	<p>embouchure. E3. I can take deep breaths and support my sound from my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play d, f, and a concert minor in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. I can describe the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance</p> <p>G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by late February. G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. I can perform a concert for a live audience outside the school day.</p>	<p>E1. Visual observations. E2. Visual and aural observations E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals. E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. A paper about one of our pieces.</p> <p>G. Performance</p> <p>G1. Concert performance</p>
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G4. Perform a solo or small ensemble for a live audience.

G4. I can perform a solo or small ensemble for a live audience.

G2. Visual observation of etiquette during our performance
G3. Performance
G4. Performance


February

Content	Skills	Learning Targets	Standards	Assessment
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures.</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique</p>

<p>E. Technique</p> <p>E1. Hand position E2. Embouchure E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance</p> <p>G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble G5. Performance for an adjudicator at large-group contest</p>	<p>E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly. E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. E7. Accurately play all scales in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance</p> <p>G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a February contest and a public performance in late February. G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. Perform a concert for a live audience outside the school day. G4. Perform a solo or small</p>	<p>embouchure. E3. I can take deep breaths and support my sound from my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play all scales in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. I can describe the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance</p> <p>G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by late February. G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. I can perform a concert for a live audience outside the school day. G4. I can perform a solo or small</p>	<p>E1. Visual observations. E2. Visual and aural observations E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals. E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. A paper about one of our pieces.</p> <p>G. Performance G1. Concert performance</p>
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	ensemble for a live audience. G5. Perform at state large-group contest for an adjudicator.	ensemble for a live audience. G5. I can perform at state large-group contest for an adjudicator.		G2. Visual observation of etiquette during our performance G3. Performance G4. Performance G5. Performance
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March

Content	Skills	Learning Targets	Standards	Assessment
 <p><i>UEQ: How do we read rhythms?</i></p> <p>A. Rhythm Rhythms including eighth and sixteenth notes, cut-time and 3/8 meters.</p> <p><i>UEQ: How do we listen to determine balances within the ensemble?</i></p> <p>B. Melody B1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>C. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>D. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p>	<p>A. Rhythm A1. Accurately perform rhythms including eighth and sixteenth notes, cut-time and 3/8 meters.</p> <p>B. Melody B1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>C. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>E. Harmony Play warm-ups including sustained</p>	<p>A. Rhythm A1. I can perform rhythms including eighth and sixteenth notes, cut-time and 3/8 meters.</p> <p>B. Melody B1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>C. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>E. Harmony I can recognize I, IV, and V</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Rhythm A1. Performance of rhythm in full band and lessons.</p> <p>B. Melody B1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>C. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>D. Expression Continuous listening and feedback in lessons and large group</p>

E. Harmony

E1. I, IV, V Chords

*UEQ: What are the skills we need to properly play instruments?***F. Technique**

- F1. Hand position
- F2. Embouchure
- F3. Proper breath support
- F4. Articulation
- F5. Tuning
- F6. Proper warm-ups
- F7. Scales

*UEQ: What is the historical and cultural significance of the music we play?***G. Music history and music from other cultures***UEQ: What is involved in the preparation and performance of a concert?***H. Performance**

- H1. Preparation of concert literature
- H2. Concert Etiquette
- H3. Performance for a live audience
- H4. Performance of a solo and/or ensemble
- H5. Self-evaluation of performance

chords on I, IV, and V of various keys.

F. Technique

- F1. Use proper hand position.
- F2. Play with correct embouchures.
- F3. Take deep breaths and support their sound from their diaphragms.
- F4. Articulate correctly.
- F5. Hear pitch problems and are able to adjust their playing and instrument accordingly.
- F6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets.
- F7. Accurately play all scales in eighth notes at quarter note = 100 beats per minute.

G. Music History and music from other cultures.

Learn about the historical background of at least one piece and composer from our concert music.

H. Performance

- H1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a May performance.
- H2. Learn about proper concert etiquette, including appropriate

chords of various keys in our warm ups.

F. Technique

- F1. I can use proper hand position.
- F2. I can play with correct embouchure.
- F3. I can take deep breaths and support my sound from my diaphragm.
- F4. I can articulate correctly.
- F5. I can hear pitch problems and am able to adjust my playing and instrument accordingly.
- F6. I can play warm-ups appropriate to my instrument.
- F7. I can play all scales in eighth notes at quarter note = 100 beats per minute.

G. Music History and music from other cultures.

I can describe the historical background of at least one piece and composer from our concert music.

H. Performance

- H1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid May.
- H2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage,

rehearsals.

E. Harmony

Listening in large-group rehearsals.


F. Technique

- F1. Visual observations.
- F2. Visual and aural observations
- F3. Continuous listening and feedback in lessons and large group rehearsals.
- F4. Continuous listening and feedback in lessons and large group rehearsals.
- F5. Continuous listening and feedback in lessons and large group rehearsals.
- F6. Continuous listening and feedback in lessons and large group rehearsals.
- F7. Continuous listening and feedback in lessons and large group rehearsals.

G. Music History and music from other

	<p>dress, conduct on stage, and audience conduct and response. H3. Perform a concert for a live audience outside the school day. H4. Perform a solo or small ensemble for a live audience. H5. Fill-out MSHSL form as they listen to a recording of themselves.</p>	<p>and audience conduct and response. H3. I can perform a concert for a live audience outside the school day. H4. I can perform a solo or small ensemble for a live audience. H5. I can thoughtfully assess my band's performance.</p>	<p>cultures. A paper about one of our pieces.</p> <p>H. Performance H1. Concert performance H2. Visual observation of etiquette during our performance H3. Performance H4. Performance H5. Completed MSHSL form</p>
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April

Content	Skills	Learning Targets	Standards	Assessment
<p> <i>UEQ: How do we read rhythms?</i> A. Rhythm Rhythms including 6/8 meter, triplets, syncopation, and 9/8 meter.</p> <p><i>UEQ: How do we listen to determine balances within the ensemble?</i> B. Melody B1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p>	<p>A. Rhythm A1. Accurately perform rhythms including 6/8 meter, triplets, syncopation, and 9/8 meter.</p> <p>B. Melody B1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>C. Form Recognize the form of at least one piece of music from our concert preparations.</p>	<p>A. Rhythm A1. I can perform rhythms including 6/8 meter, triplets, syncopation and 9/8 meter.</p> <p>B. Melody B1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>C. Form I can recognize the form of at least one piece of music from our concert preparations.</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Rhythm A1. Performance of rhythm in full band and lessons.</p> <p>B. Melody B1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>C. Form</p>

C. Form

UEQ: How do we play expressively and with emotion?

D. Expression

UEQ: What is harmony? How do we tune chords?

E. Harmony

E1. I, IV, V Chords

UEQ: What are the skills we need to properly play instruments?

F. Technique

- F1. Hand position
- F2. Embouchure
- F3. Proper breath support
- F4. Articulation
- F5. Tuning
- F6. Proper warm-ups
- F7. Scales
- F8. Multiple Articulation

UEQ: What is the historical and cultural significance of the music we play?

G. Music history and music from other cultures

UEQ: What is involved in the preparation and performance of a concert?

H. Performance**D. Expression**

Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.

E. Harmony

Play warm-ups including sustained chords on I, IV, and V of various keys.

F. Technique

- F1. Use proper hand position.
- F2. Play with correct embouchures.
- F3. Take deep breaths and support their sound from their diaphragms.
- F4. Articulate correctly.
- F5. Hear pitch problems and are able to adjust their playing and instrument accordingly.
- F6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets.
- F7. Accurately play all scales in eighth notes at quarter note = 100 beats per minute.
- F8. Play various rhythms using Koo-Too syllables on one pitch and on I-IV-V arpeggios in the key of Bb.

D. Expression

I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.

E. Harmony

I can recognize I, IV, and V chords of various keys in our warm ups.

F. Technique

- F1. I can use proper hand position.
- F2. I can play with correct embouchure.
- F3. I can take deep breaths and support my sound from my diaphragm.
- F4. I can articulate correctly.
- F5. I can hear pitch problems and am able to adjust my playing and instrument accordingly.
- F6. I can play warm-ups appropriate to my instrument.
- F7. I can play all scales in eighth notes at quarter note = 100 beats per minute.
- F8. I can play various rhythms using Koo-Too syllables on one pitch and on I-IV-V arpeggios in the key of Bb.

Students mark their parts in pencil with letters labeling formal sections of the piece.

D. Expression

Continuous listening and feedback in lessons and large group rehearsals.

E. Harmony


Listening in large-group rehearsals.

F. Technique

- F1. Visual observations.
- F2. Visual and aural observations
- F3. Continuous listening and feedback in lessons and large group rehearsals.
- F4. Continuous listening and feedback in lessons and large group rehearsals.
- F5. Continuous listening and feedback in lessons and large group rehearsals.
- F6. Continuous listening and feedback in lessons

<p>H1. Preparation of concert literature H2. Concert Etiquette H3. Performance for a live audience H4. Performance of a solo and/or ensemble</p>	<p>G. Music History and music from other cultures. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>H. Performance H1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a May performance. H2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. H3. Perform a concert for a live audience outside the school day. H4. Perform a solo or small ensemble for a live audience.</p>	<p>G. Music History and music from other cultures. I can describe the historical background of at least one piece and composer from our concert music.</p> <p>H. Performance H1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid May. H2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. H3. I can perform a concert for a live audience outside the school day. H4. I can perform a solo or small ensemble for a live audience.</p>	<p>and large group rehearsals. F7. Continuous listening and feedback in lessons and large group rehearsals. F8. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>G. Music History and music from other cultures. A paper about one of our pieces.</p> <p>H. Performance H1. Concert performance H2. Visual observation of etiquette during our performance H3. Performance H4. Performance</p>
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May

Content	Skills	Learning Targets	Standards	Assessment
 <p><i>UEQ: How do we read rhythms?</i></p>	<p>A. Rhythm A1. Accurately perform rhythms</p>	<p>A. Rhythm A1. I can perform rhythms</p>	<p>9.1.1.3.1 9.1.1.3.2</p>	<p>A. Rhythm A1. Performance of</p>

<p>A. Rhythm Rhythms including 12/8 and mixed meters.</p> <p><i>UEQ: How do we listen to determine balances within the ensemble?</i></p> <p>B. Melody B1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>C. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>D. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>E. Harmony E1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need to properly play instruments?</i></p> <p>F. Technique F1. Hand position F2. Embouchure F3. Proper breath support F4. Articulation F5. Tuning F6. Proper warm-ups</p>	<p>including 12/8 and mixed meters.</p> <p>B. Melody B1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>C. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>E. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>F. Technique F1. Use proper hand position. F2. Play with correct embouchures. F3. Take deep breaths and support their sound from their diaphragms. F4. Articulate correctly. F5. Hear pitch problems and are able to adjust their playing and instrument accordingly.</p>	<p>including 12/8 and mixed meters.</p> <p>B. Melody B1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>C. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>E. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>F. Technique F1. I can use proper hand position. F2. I can play with correct embouchure. F3. I can take deep breaths and support my sound from my diaphragm. F4. I can articulate correctly. F5. I can hear pitch problems and</p>	<p>9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>rhythm in full band and lessons.</p> <p>B. Melody B1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>C. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>D. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>E. Harmony Listening in large-group rehearsals.</p> <p>F. Technique F1. Visual</p>
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<p>F7. Scales F8. Multiple Articulation F9. Vibrato</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>G. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>H. Performance H1. Preparation of concert literature H2. Concert Etiquette H3. Performance for a live audience H4. Performance of a solo and/or ensemble</p> <p><i>UEQ: How are enharmonic notes related to one another?</i></p> <p>I. Enharmonics</p> <p>UEQ: What is the circle of fifths? How do we use the formula for determining key signatures of major scales?</p> <p>J. Key Signatures J1. Circle of Fifths J2. Order of Sharps and Flats J3. Formula for figuring out key signatures for keys</p>	<p>F6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. F7. Accurately play all scales in eighth notes at quarter note = 100 beats per minute. F8. Play various rhythms using Koo-Too syllables on one pitch and on I-IV-V arpeggios in the key of Bb. F9. Develop vibrato skills by playing eighth note, triplet, and sixteenth note frequencies on whole notes, gradually shrinking the amplitude.</p> <p>G. Music History and music from other cultures. Learns about the music of three world cultures: Indonesian Gamelan, Korean, and Native American, including Sioux.</p> <p>H. Performance H1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a May performance. H2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p>	<p>am able to adjust my playing and instrument accordingly. F6. I can play warm-ups appropriate to my instrument. F7. I can play all scales in eighth notes at quarter note = 100 beats per minute. F8. I can play various rhythms using Koo-Too syllables on one pitch and on I-IV-V arpeggios in the key of Bb. F9. I can develop my vibrato skills by playing eighth note, triplet, and sixteenth note frequencies on whole notes, gradually shrinking the amplitude.</p> <p>G. Music History and music from other cultures. I can describe the music of three world cultures: Indonesian Gamelan, Korean, and Native American, including Sioux.</p> <p>H. Performance H1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid May. H2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. H3. I can perform a concert for a</p>	<p>observations. F2. Visual and aural observations F3. Continuous listening and feedback in lessons and large group rehearsals. F4. Continuous listening and feedback in lessons and large group rehearsals. F5. Continuous listening and feedback in lessons and large group rehearsals. F6. Continuous listening and feedback in lessons and large group rehearsals. F7. Continuous listening and feedback in lessons and large group rehearsals. F8. Continuous listening and feedback in lessons and large group rehearsals.</p>
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UEQ: What is the pattern for major scale construction?

K. Major Scales

Pattern of whole steps and half steps that creates a major scale

H3. Perform a concert for a live audience outside the school day.
H4. Perform a solo or small ensemble for a live audience.

I. Enharmonics

Understand the concept of enharmonics, will be able to identify them, and will be able to write the enharmonic equivalent for each of the 12 chromatic pitches.

J. Key Signatures

J1. Understand the concept of the circle of fifths.

J2. Memorize and know the order of sharps and flats in key signatures.

J3. Use the order of sharps and flats and key signature formula to determine the key signature for any major scale. Given a key signature, be able to determine the tonic note for the corresponding major scale.

K. Major Scales

Use the pattern of whole steps and half steps to write any major scale.

live audience outside the school day.

H4. I can perform a solo or small ensemble for a live audience.

I. Enharmonics

I can describe the concept of enharmonics, identify them, and write the enharmonic equivalent for each of the 12 chromatic pitches.

J. Key Signatures

J1. I can describe the concept of the circle of fifths.

J2. I can state the order of sharps and flats in key signatures.

J3. I can use the order of sharps and flats and key signature formula to determine the key signature for any major scale. Given a key signature, I can determine the tonic note for the corresponding major scale.

K. Major Scales

I can use the pattern of whole steps and half steps to write any major scale.

F9. Continuous listening and feedback in lessons and large group rehearsals.

G. Music History and music from other cultures.

A test on the cultures we study.

H. Performance

H1. Concert performance

H2. Visual observation of etiquette during our performance

H3. Performance

H4. Performance

I. Enharmonics Worksheets 103, 104, 105, and 107

J. Key Signatures

J1. Worksheets 108, 110

J2. Worksheets 108, 110

J3. Worksheets 108, 110

				K. Major Scales Worksheets 110 and 111
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