

Wind Ensemble

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><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</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</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 acknowledgment 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</p>	<p>Foundations for Superior Performance by Jeff King and Richard Williams</p> <p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p> <p>Sound recording apps</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><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>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. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. Prepares</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. 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</p>		<p>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 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</p>	
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	<p>approximately four pieces of full band music of grade level 3-5 difficulty, with the goal of an October performance.</p> <p>G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. Perform a concert for a live audience outside the school day.</p> <p>G4. Perform a solo or small ensemble for a live audience.</p>	<p>level 3-5 difficulty, by late October.</p> <p>G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. I can perform a concert for a live audience outside the school day.</p> <p>G4. I can perform a solo or small ensemble for a live audience.</p>		<p>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

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</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</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</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</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p>	<p>Foundations for Superior Performance by Jeff King and Richard Williams</p> <p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p>

<p><i>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><i>UEQ: What is involved in the preparation and performance</i></p>	<p>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 for brass and interval studies for woodwinds and</p>	<p>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 instrument. E7. I can play Ab, C, Db</p>	<p>9.4.1.3.1 9.4.1.3.2</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 listening and feedback in</p>	<p>Sound recording apps</p>
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<p><i>of a concert?</i></p> <p>G. Performance</p> <p>G1. Preparation of concert literature</p> <p>G2. Concert Etiquette</p> <p>G3. Performance for a live audience</p> <p>G4. Performance of a solo and/or ensemble</p>	<p>mallets.</p> <p>E7. Accurately play Ab, C, Db, and Gb 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 our concert music.</p> <p>G. Performance</p> <p>G1. Prepares approximately four pieces of full band music of grade level 3-5 difficulty, with the goal of October and December performances.</p> <p>G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. Perform a concert for a live audience outside the school day.</p> <p>G4. Perform a solo or small ensemble for a live audience.</p>	<p>and Gb 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>G. Performance</p> <p>G1. I can play approximately four pieces of full band music of grade level 3-5 difficulty, by late October and again in December.</p> <p>G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. I can perform a concert for a live audience outside the school day.</p> <p>G4. I can perform a solo or small ensemble for a live audience.</p>	<p>lessons and large group rehearsals.</p> <p>E5. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>E6. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures.</p> <p>A paper about one of our pieces.</p> <p>G. Performance</p> <p>G1. Concert performance</p> <p>G2. Visual observation of etiquette during our performance</p> <p>G3. Performance</p> <p>G4. Performance</p>	
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November

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><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position</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 embouchure.</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 acknowledgment 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>Foundations for Superior Performance by Jeff King and Richard Williams</p> <p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p> <p>Sound recording apps</p>

<p>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 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 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 3-5 difficulty, with the goal of a December</p>	<p>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 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 3-5 difficulty, by mid-December. G2. I can demonstrate proper concert etiquette,</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 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</p>
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	<p>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>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>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 G3. Performance G4. Performance</p>	
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December

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><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position</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 embouchure.</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 acknowledgment 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>Foundations for Superior Performance by Jeff King and Richard Williams</p> <p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p> <p>Sound recording apps</p>

<p>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 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 Ettiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble G5. Self-evaluation of performance</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 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</p>	<p>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 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</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 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</p>
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	<p>G1. Prepares approximately four pieces of full band music of grade level 3-5 difficulty, with the goal of a December performance.</p> <p>G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. Perform a concert for a live audience outside the school day.</p> <p>G4. Perform a solo or small ensemble for a live audience.</p> <p>G5. Fill out MSHSL forms as they listen to recordings of themselves.</p>	<p>approximately four pieces of full band music of grade level 3-5 difficulty, by mid-December.</p> <p>G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. I can perform a concert for a live audience outside the school day.</p> <p>G4. I can perform a solo or small ensemble for a live audience.</p> <p>G5. I can thoughtfully assess my band's performance.</p>		<p>lessons and large group rehearsals.</p> <p>E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures.</p> <p>F1. A paper about one of our pieces.</p> <p>F2. Quizzes on the content.</p> <p>G. Performance</p> <p>G1. Concert performance</p> <p>G2. Visual observation of etiquette during our performance</p> <p>G3. Performance</p>	
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January

Standards					
Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i> A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i> B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i> C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i> D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills</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>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>	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>A. Melody A1. Verbal acknowledgment 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</p>	Foundations for Superior Performance by Jeff King and Richard Williams Concert Music Scales BYOD Google Classroom Sound recording apps

<p><i>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><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>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 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>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 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 G1. I can play approximately four pieces</p>		<p>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 listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous</p>	
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	<p>G1. Prepares approximately four pieces of full band music of grade level 3-5 difficulty, with the goal of a February contest and a public performance in February.</p> <p>G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. Perform a concert for a live audience outside the school day.</p> <p>G4. Perform a solo or small ensemble for a live audience.</p>	<p>of full band music of grade level 3-5 difficulty, by late February.</p> <p>G2. I can demonstrate proper concert ettiquette, incuding appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. I can perform a concert for a live audience outside the school day.</p> <p>G4. I can perform a solo or small ensemble for a live audience.</p>	<p>listening and feedback in lessons and large group rehearsals.</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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February

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><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position</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 embouchure.</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 acknowledgment 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</p>	<p>Foundations for Superior Performance by Jeff King and Richard Williams</p> <p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p> <p>Sound recording apps</p>

<p>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 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 G1. Prepares approximately four pieces of full band music of grade level 3-5 difficulty, with the goal of a February</p>	<p>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 G1. I can play approximately four pieces of full band music of grade level 3-5 difficulty, by late February. G2. I can demonstrate proper concert etiquette, including appropriate dress,</p>		<p>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 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>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. G4. Perform a solo or small ensemble for a live audience. G5. Perform at state large-group contest for an adjudicator.</p>	<p>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. G5. I can perform at state large-group contest for an adjudicator.</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 G5. Performance</p>	
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March

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
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 <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>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</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 chords on I, IV, and V of various keys.</p> <p>F. Technique F1. Use proper hand</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 chords of various keys in our warm ups.</p> <p>F. Technique F1. I can use proper hand</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 acknowledgment 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>	<p>Foundations for Superior Performance by Jeff King and Richard Williams</p> <p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p> <p>Sound recording apps</p>
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<p>F2. Embouchure F3. Proper breath support F4. Articulation F5. Tuning F6. Proper warm-ups F7. Scales</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 H5. Self-evaluation of performance</p>	<p>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.</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</p>	<p>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.</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 3-5 difficulty, by mid May.</p>		<p>rehearsals.</p> <p>E. Harmony Listening in large-group rehearsals.</p> <p>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</p>	
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	<p>of full band music of grade level 3-5 difficulty, with the goal of a May performance.</p> <p>H2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>H3. Perform a concert for a live audience outside the school day.</p> <p>H4. Perform a solo or small ensemble for a live audience.</p> <p>H5. Fill-out MSHSL form as they listen to a recording of themselves.</p>	<p>H2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>H3. I can perform a concert for a live audience outside the school day.</p> <p>H4. I can perform a solo or small ensemble for a live audience.</p> <p>H5. I can thoughtfully assess my band's performance.</p>		<p>feedback in lessons and large group rehearsals.</p> <p>F7. 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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				H5. Completed MSHSL form
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April

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
 <p>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></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>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>D. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>E. Harmony Play warm-ups including</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>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</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 acknowledgment 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</p>	<p>Foundations for Superior Performance by Jeff King and Richard Williams</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 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 F7. Scales F8. Multiple Articulation</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>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. 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.</p> <p>G. Music History and music from other cultures.</p>	<p>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 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.</p> <p>G. Music History and music from other cultures. I can describe the historical</p>		<p>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 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</p>	
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	<p>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 3-5 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>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 3-5 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>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> <p>G. Music History and music from other cultures. A paper about one of our pieces.</p> <p>H. Performance H1. Concert performance</p>	
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				H2. Visual observation of etiquette during our performance H3. Performance H4. Performance	
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May

			Standards		
Content	Skills	Learning Targets		Assessment	Resources & Technology
 <p><i>UEQ: How do we read rhythms?</i> A. Rhythm Rhythms including 12/8 and mixed meters.</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> C. Form</p> <p><i>UEQ: How do we play expressively and with</i></p>	<p>A. Rhythm A1. Accurately perform rhythms 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</p>	<p>A. Rhythm A1. I can perform rhythms 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</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 acknowledgment of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>C. Form</p>	<p>Foundations for Superior Performance by Jeff King and Richard Williams</p> <p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p> <p>Sound recording apps</p>

<p><i>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 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</p>	<p>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. 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.</p>	<p>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 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</p>		<p>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 observations. F2. Visual and aural observations F3. Continuous listening and feedback in lessons and large group rehearsals. F4. Continuous</p>	
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<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>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. Learn 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 3-5 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</p>	<p>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 3-5 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.</p>	<p>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. F9. Continuous listening and feedback in lessons and</p>	
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	<p>live audience outside the school day. H4. Perform a solo or small ensemble for a live audience.</p>	<p>H4. I can perform a solo or small ensemble for a live audience.</p>	<p>large group rehearsals.</p> <p>G. Music History and music from other cultures. An Informative/Explanatory writing exam on one of the cultures we study, also helping to fulfill common core writing standards</p> <p>H. Performance H1. Concert performance H2. Visual observation of etiquette during our performance H3. Performance H4. Performance</p>	
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