



# Band Scope and Sequence Grade 6 - 12

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The units provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

## Music Standards

**Standard 1:** *Learners will sing or play on instruments, alone or with others, a varied repertoire of music.*

**Standard 2:** *Learners will demonstrate the ability to read and notate music.*

**Standard 3:** *Learners will respond to music by listening, analyzing, and describing.*

**Standard 4:** *Learners will create music within specified guidelines.*



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**\*Please note:** Band is offered as an elective for the duration of one year.

*In Middle School, all Grade 6 students join Band 1. Grade 7 students may join Band 1 (beginners), Band 2 (intermediate) or Band 3 (advanced). Grade 8 students may join Band 2 (intermediate) or Band 3 (advanced).*

*In High School, all students join HS Band.*

*The Units shown below are the current offerings for Grades 6 – 12 Band.*

## Grade 6-12 Band Units

Unit 1	Unit 2	Unit 3
Instrumental Technique	Musical Literacy	Performance Skills and Artistic Awareness

Standard 1: Learners will sing or play on instruments, alone or with others, a varied repertoire of music				
Benchmarks	Performance Indicators			
	Band 1	Band 2	Band 3	HS Band
<b>1.1 Perform with appropriate technique on instrument or with voice accurately and independently, alone and in large ensembles</b>				
<b>a.</b> Perform on instrument with good posture and good playing position	<ul style="list-style-type: none"> <li>- Demonstrate ability to correctly assemble and clean instrument</li> <li>- Demonstrate proper care for instrument and accessories</li> <li>- Use proper sitting/standing posture</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate ability to correctly assemble and clean instrument</li> <li>- Demonstrate proper care for instrument and accessories</li> <li>- Use proper sitting/standing posture and support instrument correctly (woodwind) or use proper hand grip (percussion)</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate ability to correctly assemble and clean instrument</li> <li>- Demonstrate proper care for instrument and accessories</li> <li>- Use proper posture for whole body as well as arm and hand mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate ability to correctly assemble and clean instrument</li> <li>- Demonstrate proper care for instrument and accessories</li> <li>- Use proper posture for whole body as well as arm and hand mechanisms</li> </ul>
<b>b.</b> Demonstrate good breath or stick control	<ul style="list-style-type: none"> <li>- Demonstrate good breathing technique</li> <li>- Use proper grip/playing position for snare drum and xylophone</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate good breathing technique</li> <li>- Use proper grip/playing position for snare drum, xylophone, timpani and cymbals</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate good breathing technique</li> <li>- Use proper grip/playing position for all percussion instruments as needed</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate good breathing technique</li> <li>- Use proper grip/playing position for all percussion instruments as needed</li> </ul>
<b>c.</b> Demonstrate appropriate embouchure and tone quality	<ul style="list-style-type: none"> <li>- Play with appropriate embouchure and tone quality at <i>forte</i> and <i>piano</i> dynamic levels</li> </ul>	<ul style="list-style-type: none"> <li>- Play with appropriate embouchure and tone quality at all dynamic levels</li> </ul>	<ul style="list-style-type: none"> <li>- Play with appropriate embouchure and tone quality at all dynamic levels</li> </ul>	<ul style="list-style-type: none"> <li>- Use embouchure changes to vary tone quality at different dynamic levels</li> </ul>

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<b>d.</b> Demonstrate an understanding of articulation	- Show how to tongue and slur appropriately	- Show how to tongue, slur and play staccato	- Show how to tongue, slur, and play staccatos and accents	- Show ability to play all articulation markings accurately
<b>e.</b> Demonstrate the ability to perform within an age appropriate pitch range	- Produce good tone quality over a range of an octave (wind instruments)	- Produce good tone quality over a range of two octaves (wind instruments)	- Produce good tone quality over a range of at least two octaves	- Show awareness of techniques to improve tone quality in different registers of their instrument

Standard 2: Learners will demonstrate the ability to read and notate music				
Benchmarks	Performance Indicators			
	Band 1	Band 2	Band 3	HS Band
<b>2.1 Read rhythms and pitch separately and in conjunction with each other</b>				
<b>a.</b> Read whole, half, quarter, eighth, sixteenth, dotted notes, tuplets and rests in simple and compound meter signatures	- Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4 and 4/4 time	- Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4 and 4/4 time	- Read whole, half, quarter, eighth, sixteenth, dotted notes and tuplets in 2/4, 3/4, 4/4 and 6/8 time	- Read whole, half, quarter, eighth, sixteenth, dotted notes and tuplets in all time signatures
<b>b.</b> Read and produce pitch with accuracy within major and minor keys	- Read and perform accurately F, Bb, Eb, Ab majors	- Read and perform accurately F, Bb, Eb, Ab, Db, C and G majors	- Read and perform accurately all major scales	- Read and perform accurately all major and minor scales

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<b>c.</b> Read and produce rhythm and pitch with a steady beat	- Perform accurately repertoire of Grade 0.5-1 level	- Perform accurately repertoire of Grade 1-2 level	- Perform accurately repertoire of Grade 1.5-2.5 level	- Perform accurately repertoire of Grade 2-4 level
<b>2.2 Identify symbols and traditional music terms referring to dynamics, tempo, articulation, and expression and interpret them correctly when performing</b>				
<b>a.</b> Can name or define musical terms, symbols and abbreviations	- Define and name notes of the treble and/or bass clef, sharps, flats and naturals, repeat signs, 1 <sup>st</sup> and 2 <sup>nd</sup> endings, multibar rests and D.C. al Fine	- Define and name (in addition to Band 1 indicators) <i>D.S. al Fine</i> , <i>staccato</i> , <i>tenuto</i> , <i>legato</i> , <i>D.C. al Coda</i> and <i>Allegro</i>	- Define and name (in addition to Band 2 indicators) common/cut time, chord, solo, tutti, unison, <i>Andante</i> , <i>Moderato</i> and <i>rallentando</i>	- Define and name (in addition to Band 3 indicators) syncopation, grace note, trill, <i>dolce</i> , <i>sostenuto</i> and <i>cantabile</i>
<b>b.</b> Can illustrate convincingly the meaning of musical terms, symbols and abbreviations by means of performance	- Correctly perform accidentals in the keys of F, Bb and Eb majors, and symbols used in music of Grade 0.5-1 level	- Correctly perform accidentals in the keys of F, Bb, Eb, Ab and C majors, and symbols used in music of Grade 1-2 level	- Correctly perform accidentals in the keys of F, Bb, Eb, Ab and C majors, and symbols used in music of Grade 1.5-2.5 level	- Correctly perform accidentals in all major keys, and symbols used in music of Grade 2-4 level
<b>2.3 Use standard symbols to notate meter, rhythm, pitch and dynamics</b>				
<b>a.</b> Use standard notation to record their musical ideas and the musical ideas of others	- Use rhythm notation to record musical ideas	- Use rhythm and pitch notation to record musical ideas	- Add dynamic markings to their notated compositions	- Add tempo, expression and dynamic markings to their notated compositions

<b>Standard 3:</b> Learners will respond to music by listening, analyzing, and describing				
<b>Benchmarks</b>	<b>Performance Indicators</b>			
	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>HS Band</b>
<b>3.1 Use appropriate terminology to describe specific musical events</b>				
<b>a.</b> Recognize and demonstrate understanding of the use of melody	- Play correct pitches in melodies	- Breath appropriately according to the melodic line	- Add dynamic shaping to melodic lines	- Add dynamic and expressive shaping to melodic lines
<b>b.</b> Recognize and demonstrate understanding of the use of rhythm and meter	- Play correct rhythms	- Perform rhythms accurately in a variety of different meters	- Show sensitivity to metrical pulse	- Show sensitivity to metrical pulse and syncopation
<b>3.2 Analyze the use of elements of music in aural examples representing diverse genres and cultures</b>				
<b>a.</b> Recognize various musical styles	- Perform music from a wide range of musical styles	- Perform music from a wide range of musical styles	- Perform music from a wide range of musical styles	- Perform music from a wide range of musical styles
<b>b.</b> Recognize the medium, form, melody, rhythm, texture and setting of music from different cultures	- Perform music from a wide range of musical cultures	- Perform music from a wide range of musical cultures	- Perform music from a wide range of musical cultures	- Perform music from a wide range of musical cultures

Standard 4: Learners will create music within specified guidelines				
Benchmarks	Performance Indicators			
	Grade 6	Grade 7	Grade 8	Grade 9
<b>4.1 Create and arrange music within specified guidelines</b>				
<b>a.</b> Use current notation skills to create original musical ideas	- Create original musical ideas based on simple rhythm and pitch shapes	- Create original musical ideas based on longer rhythm and pitch shapes	- Explore simple harmonies in their composition work	- Explore more complex harmonic functions and timbres in their composition work
<b>b.</b> Arrange simple pieces for voices and instruments other than those for which the pieces were written	- Work out simple melodies on their instruments	- Work out longer melodies on their instruments	- Make simple arrangements of pieces in two parts	- Make more complex arrangements of pieces involving more than one instrument
<b>4.2 Use a variety of sound sources when composing</b>				
<b>a.</b> Are able to incorporate a variety of traditional and nontraditional sounds and electronic media in their creations	- Incorporate rhythmic ostinato sounds in their creations	- Incorporate rhythmic and/or melodic ostinato sounds in their creations	- Incorporate a wider range of sounds in their creations	- Incorporate a range of acoustic and/or electronic sounds in their creations
<b>4.3 Improvise within specified guidelines</b>				
<b>a.</b> Improvise “answers” in the same style to given rhythmic and melodic phrases	- Improvise one-bar answers in an appropriate style	- Improvise two-bar answers in an appropriate style	- Improvise four-bar answers in an appropriate style	- Improvise 4-8 bar answers in an appropriate style

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<b>b.</b> Improvise rhythmic and melodic ostinato accompaniments	- Improvise one-bar ostinato patterns	- Improvise one-bar ostinato patterns with greater rhythmic and melodic complexity	- Improvise two-bar ostinato patterns	- Improvise two-bar ostinato patterns with greater rhythmic and melodic complexity
<b>c.</b> Improvise rhythmic variations and melodic embellishments on familiar melodies	- Improvise simple rhythmic variations on familiar melodies	- Improvise more complex rhythmic variations on familiar melodies	- Improvise simple melodic embellishments on familiar melodies	- Improvise more complex melodic embellishments on familiar melodies