

Band 7-9 Scope and Sequence

Title/Concept	Essential Questions 1. Recur throughout life 2. Are key inquiries within the discipline 3. Help students make sense of the core content	Standard: Strand, indicator, or benchmark	Student Outcomes (Objectives/Skills)	Key Vocabulary	Evidence of Learning		Resources/Texts
					Instructional Activities	Common Formative Assessment(s)/Date	

Tone	How can I play my best?	<p>Playing Instruments: (2.0) Students perform a varied repertoire of music on instruments in small and large ensembles.</p> <p>Listening and Evaluation: (6.0-7.0) Students will listen to, analyze and describe music while evaluating a musical performance.</p>	Play with correct tone including beauty, blend, and control.	Beauty Blend Control	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Playing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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Intonation	Why is it important to play in tune?	<p>Playing Instruments: (2.0) Students perform a varied repertoire of music on instruments in small and large ensembles.</p> <p>Listening: (6.0) Students listen to, analyze, and describe music.</p> <p>Evaluation: (7.0) Students evaluate music and musical performances.</p>	Playing chords, melodic lines, tutti within their section and within the band.	Section Band Chords Melodic Line Tutti	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Playing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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Technique	How can I play my best?	<p>Playing Instruments: (2.0) Students perform a varied repertoire of music on instruments in small and large ensembles.</p> <p>Reading: (5.0) Students read and notate music using simple to complex rhythms in a variety of time signatures.</p>	Playing with correct articulation, facility, precision, and rhythm.	Articulation Facility Precision Rhythm	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Playing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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Balance	What is the relationship between the different parts and sections in the band?	<p>Playing Instruments: (2.0) Students perform a varied repertoire of music on instruments in small and large ensembles.</p> <p>Listening: (6.0) Students listen to, analyze, and describe music.</p> <p>Evaluation: (7.0) Students evaluate music and musical performances.</p>	Playing with correct technique within their section and ensemble.	Sections Ensemble	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Playing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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Musical Effect	What did I do well and what could I have done better?	<p>Playing Instruments: (2.0) Students perform a varied repertoire of music on instruments in small and large ensembles.</p> <p>Reading: (5.0) Students read and notate music using simple to complex rhythms in a variety of time signatures</p>	Playing with correct artistry, fluency, attacks, and releases.	Artistry Fluency Attacks & Releases	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Playing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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General Effect	What did I do well and what could I have done better?	<p>Playing Instruments: (2.0) Students perform a varied repertoire of music on instruments in small and large ensembles.</p> <p>Evaluation: (7.0) Students evaluate music and musical performances.</p> <p>Cross-curricular: (10.0) Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.</p>	Playing with correct attitude, communication, confidence, energy, appearance, and stage presence.	<p>Attitude</p> <p>Communication</p> <p>Confidence</p> <p>Energy</p> <p>Appearance</p> <p>Stage Presence</p>	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Playing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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Interpretation	<p>How do I read and interpret music? How is music used to help tell a story?</p>	<p>Playing Instruments: (2.0) Students perform a varied repertoire of music on instruments in small and large ensembles.</p> <p>Reading: (5.0) Students read and notate music using simple to complex musical symbols.</p> <p>Evaluation: (7.0) Students evaluate music and musical performances.</p>	<p>Playing with correct tempo, dynamics, articulation, sensitivity, and phrasing.</p>	<p>Tempo Dynamics Articulation Sensitivity Phrasing</p>	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Playing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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Other Factors	How does music vary from composers, genres, and time periods?	<p>Application to Life: (8.0) Students demonstrate relationships between music, the other arts, and disciplines outside the arts.</p> <p>Cultural and Historical Connections: (9.0) Students demonstrate knowledge of the historical periods and cultural diversity of music.</p>	Playing a variety of repertoires, difficulties, and quality.	Variety Difficulty Quality	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Playing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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