

## Guthrie Public Schools

**Teacher/Course:** Blackburn-HS Band

**Grade Level:** 9 - 12

| Month  | Pass Standard/Course Objectives  | Pass Skills | Assessments   | Activities/Resources  | Specialized Vocabulary   |
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| Aug-October<br>(Marching Band)<br><br>Also:<br>April- June | Practice March Technique:<br>-step style<br>-step size<br>-horn carriage<br>-posture<br>Practice Musical Technique<br>-correct/representational tone<br>-correct rhythms<br>-correct tempos<br>-correct pitches<br>-correct intonation- individual<br>-correct intonation- chordal<br>-correct style representational to the music<br>-memorization<br>Discuss Concert Etiquette<br>Composer Recognition<br>Genre Recognition<br>Instrumental Lessons<br>-sight reading<br>-help on areas of musical concern<br>-general improvement of musical techniques | 1,2,3,4     | :Daily assessment of marching technique through observation<br>:Daily assessment of musical tech. through observation<br>:Performance at:<br>-parades<br>-field marching competitions<br>-half-time performances<br>-Football stand performances<br>-indoor concert | Fussell Book (entire book)<br>Sheet Music<br>-Marches-Ballads-Overtures<br>Writing on the student's music<br>-subdivisions-part adjustments<br>Scale reference<br>-Varied music selection and scores<br>Listening Examples<br>Aural presentations of each musical selections performed<br>Audio/musical examples<br>Contest Pieces-marches-concert<br>Literature on said composer/musical section/show concept<br>Watch Conductor Chorales<br>Tuning/Warm-up exercises<br>Video and Audio performances of exemplary ensembles<br>IGR (Instructor Generated Materials) | Tone<br>Intonation<br>Pitch<br>Rhythm<br>Articulation<br>Temp<br>Blend<br>Balance<br>Dynamics<br>Style<br>Projection<br>Posture/Body Line<br>Breathing<br><br>Roll step (glide-step)<br>Forward/Backward marching<br>Slides (horizontal marching)<br>Step size (8:5 and adjusted step) |

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| <p>November-December<br/>(Concert Band)</p> <p>Also:<br/>April-May</p> | <p><b>Practice Musical Technique</b></p> <ul style="list-style-type: none"> <li>-correct/representational tone</li> <li>-correct rhythms</li> <li>-correct tempos</li> <li>-correct pitches</li> <li>-correct intonation- individual</li> <li>-correct intonation- chordal</li> <li>-correct style representational to the music</li> <li>-memorization</li> </ul> <p>Discuss Concert Etiquette<br/>Composer Recognition<br/>Genre Recognition<br/>Instrumental Lessons</p> <ul style="list-style-type: none"> <li>-sight reading</li> <li>-help on areas of musical concern</li> <li>-general improvement of musical techniques</li> </ul> | <p>1,2,3,4</p> | <p><b>Daily assessment of musical technique through observation</b></p> <p>Performances at:<br/>--holiday concert</p> <p>Writing assignment<br/>Chair Test<br/>Tape Test</p> | <p>Fussell Book (entire book)<br/>Sheet Music<br/>Writing on the student's music</p> <ul style="list-style-type: none"> <li>-subdivisions-part adjustments</li> <li>Scale reference</li> <li>-Varied music selection and scores</li> <li>Listening Examples</li> <li>Aural presentations of each musical selections performed</li> <li>Audio/musical examples</li> <li>Contest Pieces-marches-concert</li> <li>Literature on said composer/musical section/show concept</li> <li>Watch Conductor Chorales</li> <li>Tuning/Warm-up exercises</li> <li>Video and Audio performances of exemplary ensembles</li> <li>IGR (Instructor Generated Materials)</li> </ul> | <p>Tone<br/>Intonation<br/>Pitch<br/>Rhythm<br/>Articulation<br/>Temp<br/>Blend<br/>Balance<br/>Dynamics<br/>Style<br/>Projection<br/>Posture/Body Line<br/>Breathing</p> |
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| <p>January-<br/>April<br/>(Stage<br/>Contest<br/>Band)</p> | <p>Practice Musical Technique<br/>         -correct/representational tone<br/>         -correct rhythms<br/>         -correct tempos<br/>         -correct pitches<br/>         -correct intonation- individual<br/>         -correct intonation- chordal<br/>         -correct style representational<br/>         to the music<br/>         -memorization<br/>         Discuss Concert Etiquette<br/>         Composer Recognition<br/>         Genre Recognition<br/>         Sight Reading Practice<br/>         Instrumental Lessons<br/>         -sight reading<br/>         -help on areas of musical<br/>         concern<br/>         -general improvement of<br/>         musical techniques</p> | <p>1,2,3,4</p> | <p>Daily assessment<br/>         of musical<br/>         technique<br/>         through<br/>         observation<br/>         Performances at:<br/>         --Contest Concert<br/>         --State Contest<br/>         Writing assignment<br/>         Chair Test<br/>         Tape Test</p> | <p>Fussell Book (entire<br/>         book)<br/>         Sheet Music<br/>         Writing on the student's<br/>         music<br/>         -subdivisions-part<br/>         adjustments<br/>         Scale reference<br/>         -Varied music selection<br/>         and scores<br/>         Listening Examples<br/>         Aural presentations of<br/>         each musical selections<br/>         performed<br/>         Audio/musical examples<br/>         Contest Pieces-marches-<br/>         concert<br/>         Literature on said<br/>         composer/musical<br/>         section/show concept<br/>         Watch Conductor<br/>         Chorales<br/>         Tuning/Warm-up<br/>         exercises<br/>         Video and Audio<br/>         performances of<br/>         exemplary ensembles<br/>         IGR (Instructor<br/>         Generated Materials)</p> | <p>Tone<br/>         Intonation<br/>         Pitch<br/>         Rhythm<br/>         Articulation<br/>         Temp<br/>         Blend<br/>         Balance<br/>         Dynamics<br/>         Style<br/>         Projection<br/>         Posture/Body Line<br/>         Breathing</p> |
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| <p>January-March<br/>(Solo and Ensemble)</p> | <p>Practice Musical Technique<br/>         -correct/representational tone<br/>         -correct rhythms<br/>         -correct tempos<br/>         -correct pitches<br/>         -correct intonation- individual<br/>         -correct intonation- chordal<br/>         -correct style representational to the music<br/>         -memorization<br/>         Discuss Concert Etiquette</p> | <p>1,2,3,4</p> | <p>Daily assessment of musical technique through observation<br/>         Performances at:<br/>         --District Solo/Ensemble contest<br/>         --State Solo/Ensemble contest (if qualify)</p> | <p>Fussell Book (entire book)<br/>         Sheet Music<br/>         Writing on the student's music<br/>         -subdivisions-part adjustments<br/>         Scale reference<br/>         -Varied music selection and scores<br/>         Listening Examples<br/>         Aural presentations of each musical selections performed<br/>         Audio/musical examples<br/>         Contest Pieces-marches-concert<br/>         Literature on said composer/musical section/show concept<br/>         Tuning/Warm-up exercises<br/>         Video and Audio performances of exemplary ensembles<br/>         IGR (Instructor Generated Materials)</p> | <p>Tone<br/>         Intonation<br/>         Pitch<br/>         Rhythm<br/>         Articulation<br/>         Temp<br/>         Blend<br/>         Balance<br/>         Dynamics<br/>         Style<br/>         Projection<br/>         Posture/Body Line<br/>         Breathing</p> |
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