

Unit / Course:
6th GRADE BAND
Beginning band student / 1st year instruction

Time Line: One Academic Year

6th Grade Teacher Timeline for the Year

January	Recruit visit #1
February	Recruit visit #2
March	Mouthpiece testing, instrument selection
May	Orientation, beginner band meeting, instrument selection
June & July	Summer lessons
September	Recruiting, large group experience
December	Winter concert
February & March	Solo performance experience
April & May	Spring concert
April & May	Developmental testing

Subunits:

LITERACY – *Students will be able to read and understand music.*

PERFORMANCE – *Students will be able to perform with instruments, alone and with others, a variety of music.*

EVALUATION – *Students will be able to evaluate musical performance, both their own and others.*

APPRECIATION – *Students will recognize the importance of music in their lives and music's intrinsic value.*

CORE VALUES – *Students will support the core values of the School District of La Crosse through the unique learning experiences in band.*

Sub unit: LITERACY - *Students will be able to read and understand music.*

Wisconsin Standards: E.1.8, E.2.8, E.3.8, E.4.8, E.5.8, B.1.8, D.1.8, F.2.8

Outcomes: (for more detail please refer to Instrumental Developmental Performance Record for Winds and Percussion)

- Read note values and rests
 - Understand the rhythmic values of the following notes and rests: whole, half, quarter, eighth, dotted values and tied notes.

- Identify and define standard notation symbols
 - Correctly identify the names of lines and spaces in a clef relative to their instrument.
 - Identify terms and symbols: sharp, flat, natural, bar line, measure, double bar, repeat sign, clefs, time signature, key signature, fermata, 1st and 2nd endings, accent and tie.
 - Interpret basic key signatures and accidentals: Keys of Bb, & Eb.
 - Understand and demonstrate different meters: 4/4 (common), 3/4 and 2/4
 - Understand tempo markings: allegro, moderato, and andante.
 - Understand dynamic markings: forte, mezzo forte, piano, mezzo piano, crescendo, decrescendo.

- Use standard written notation when necessary
 - Simple written exercises

- Identify non-traditional notation

- Identify parts of the instrument and correct assembly

Strategies:

- Method book
- Band literature
- Music theory content
- Rhythm exercises (write, count, clap and say)
- Amplified metronome use

Suggested Assessment:

- Developmental Records (Band)
- Music checks
- Worksheets
- Rhythm Assessment

Sub unit: PERFORMANCE – *Students will be able to perform with instruments, alone and with others, a variety of music.*

Wisconsin Standards: B.1.8, B.2.8, B.3.8, B.4.8, E.1.8, E.2.8, E.3.8, E.4.8, E.5.8

Outcomes:

- Perform at appropriate developmental stage, accurately and independently
 - Winds:
 - Assemble instrument correctly
 - Properly maintain their instrument and reeds
 - Demonstrate correct fingerings/position of notes
 - Demonstrate correct posture or stance
 - Demonstrate appropriate embouchure
 - Achieve a characteristic sound relative to level of development
 - Understand proper breathing
 - Demonstrate fundamental articulation techniques, including basic tonguing and slurring
 - Percussion:
 - Assemble and demonstrate care for basic instruments: snare drum, bass drum, cymbals, bells, xylophone, timpani
 - Demonstrate proper grip, proper stroke and rebound
 - Execute the following rudiments: flam, multiple bounce roll, 5 stroke and 9 stroke rolls
 - Locate notes on a mallet instrument and strike in correct playing area
 - Demonstrate correct posture or stance with playing position, hand position and proper height of equipment
 - Achieve a characteristic sound relative to level of development
- Perform on pitch and in rhythm, with appropriate dynamics and timbres, maintaining a steady tempo and using good phrasing.
 - Develop an awareness of pitch (match pitch-brass, correct octave-flute, appropriate octave-mallets)
 - Demonstrate an awareness of the beat
- Perform literature of increasing difficulty with technical accuracy and expression, phrasing and interpretation.
- Perform in small and large ensembles
 - Blending instrumental timbre, balance and blend
 - Recognize and match dynamic levels
 - Responding to the cues of a conductor
 - Recognize and follow tempo markings
 - Understand and follow conducting patterns in four, three, and two
 - Using breath to phrase appropriately

- Perform music representing diverse genre and cultures with expression and appropriate for the work being performed.
- Regular attendance and participation
 - Rehearsals
 - Lessons
 - Performances
 - Student will come prepared with music, instrument/supplies, and pencil
 - Students will wear appropriate attire for performances
- Perform and read music at sight
 - Demonstrate the appropriate developmental level sight reading exercise
 - STARS sight reading

Strategies:

- Concerts
- Presentations to a variety of audiences
- Solo performances
- Ensemble performances
- Observation during rehearsal
- Observation during lessons

Suggested Assessment:

- Developmental Records (Band)
- Music Checks
- Smart Music
- Performance Rubric (WSMA)

Sub unit: EVALUATION – *Students will be able to evaluate musical performance, both their own and others.*

Wisconsin Standards: G.1.8, G.2.8, F.1.8, F.2.8, F.3.8, F.4.8

Outcomes:

- Identify outstanding performances
- Identify characteristic tone on all instruments
- Reflect/evaluate on own performances

Strategies:

- Recording of own performance
- Smart music
- Performance Rubric (WSMA)
- Listening to outstanding examples of music

Assessment:

- Teacher generated rubric for solos, ensembles, and concert band
- Written or verbal student reflections following a performance

Sub unit: APPRECIATION – *Students will recognize the importance of music in their lives and music's intrinsic value.*

Wisconsin Standards: I.1.8, I.2.8, I.3.8

Outcomes:

- Students will become life-long consumers of music
- Students will gain understanding of music from various styles
- Students will be able to demonstrate appropriate concert etiquette

Strategies:

- Attend performances by other organizations
- Take advantage of professional performances in the area

Subunit: CORE VALUES – *Students will support the core values of the School District of La Crosse through the unique learning experiences in band.*

Outcomes:

- Demonstrate proper performance and audience etiquette

List core values/how they are realized in band

- Respect
 - Demonstrate a positive attitude
 - Demonstrate respect for all people and property
- Responsibility
 - Attend individual or small group lessons
 - Be on time for all events
 - Awareness of personal role in ensemble
 - Practice Daily
- Perseverance
 - Student will learn to set short and long range goals
 - With teacher guidance students will set a plan for success
- Honesty
 - Student will assume responsibility for being truthful
- Giving/Compassion
 - Students will help one another
 - Students will learn about their role in a learning community

Strategies:

- Directing students to be compassionate to others
- Attend other school events
- Students will support/show encouragement for fellow class members
- Teach respect for school property and fellow class members

Unit / Course:
7th & 8th GRADE BAND
Intermediate band student / 2nd and 3rd year instruction

Time Line: One Academic Year

7th and 8th Grade Teacher Timeline for the Year

September	Marching unit
October	WSMA Convention and WSMA Middle Level Honors Project
November	Band extravaganza (odd years)
December	Winter concert
January	WNBA Convention and NBA All State Band
January	Director assists with recruiting beginners
February	(WSMA) Solo & Ensemble
March	Tri-state honors band
April	WSMA Middle Level Honors Project Auditions
April	(WSMA) Large group festival
April & May	Spring concert
May	Marching unit
May	Developmental level testing
May	Memorial Day Performance
June & July	Summer lessons

Subunits:

LITERACY – *Students will be able to read and understand music.*

PERFORMANCE – *Students will be able to perform with instruments, alone and with others, a variety of music.*

EVALUATION – *Students will be able to evaluate musical performance, both their own and others.*

APPRECIATION – *Students will recognize the importance of music in their lives and music's intrinsic value.*

CORE VALUES – *Students will support the core values of the School District of La Crosse through the unique learning experiences in band.*

Sub unit: LITERACY - *Students will be able to read and understand music.*

Wisconsin Standards: E.1.8, E.2.8, E.3.8, E.4.8, E.5.8, B.1.8, D.1.8, F.2.8

Outcomes: (for more detail please refer to Instrumental Developmental Performance Record for Winds and Percussion)

- Read note values and rests
 - Understand the rhythmic values of the following notes and rests: sixteenth note patterns, 6/8 rhythm patterns, triplet patterns, varied dotted rhythms, syncopation, and cut time.

- Identify and define standard notation symbols
 - Correctly identify the names of lines and spaces in a clef relative to their instrument.
 - Identify terms and symbols as appropriate in method book and literature
 - Interpret basic key signatures and accidentals: Keys of Bb, Eb, F & Ab concert keys.
 - Understand and demonstrate different meters: 4/4, 3/4, 2/4, 6/8, 3/8 and cut time
 - Understand tempo markings: allegro, moderato, andante, accelerando, ritardando and other markings as indicated in method books and or literature.
 - Understand notational terms: Repeats, D.C. Al fine, D.S. Coda, 1st and 2nd endings, accent, slur, tie, staccato, tenuto, and fermata.
 - Understand dynamic markings in method books and literature
 - Understand all musical terms and symbols as introduced in appropriate method books and literature

- Use standard written notation when necessary
 - Written exercises

- Identify non-traditional notation

Strategies:

- Method book
- Band literature
- Music theory content
- Rhythm exercises (write, count, clap and say)
- Amplified metronome use

Suggested Assessment:

- Developmental Records (Band)
- Music checks

- Worksheets
- Rhythm Assessment

Sub unit: PERFORMANCE – *Students will be able to perform with instruments, alone and with others, a variety of music.*

Wisconsin Standards: B.1.8, B.2.8, B.3.8, B.4.8, E.1.8, E.2.8, E.3.8, E.4.8, E.5.8

Outcomes:

- Perform at appropriate developmental stage, accurately and independently
 - Winds:
 - Assemble instrument correctly
 - Properly maintain their instrument and reeds
 - Demonstrate correct fingerings/position of notes
 - Demonstrate correct posture or stance
 - Demonstrate appropriate embouchure
 - Achieve a characteristic sound relative to level of development
 - Understand proper breathing
 - Demonstrate fundamental articulation techniques, including basic tonguing and slurring
 - Demonstrate scales, including chromatic
 - Continued progress through method book
 - Perform a SDLAX “Developmental Etude” with characteristic tone, correct phrasing and dynamics
 - Begin instrumental specific techniques (lip slurs-brass, trills-woodwinds, etc.)
 - Participate in WSMA Solo/Ensemble or similar experience
 - Percussion:
 - Assemble and demonstrate care for basic instruments: snare drum, bass drum, cymbals, bells, xylophone, timpani
 - Demonstrate proper grip, proper stroke and rebound
 - Execute the following rudiments: single paradiddle, drag, ruff, 6/8 rudiments
 - Match pitch and tune timpani
 - Locate notes on a mallet instrument and strike in correct playing area
 - Demonstrate correct posture or stance with playing position, hand position and proper height of equipment
 - Achieve a characteristic sound relative to level of development
 - Demonstrate scales, including chromatic
 - Continued progress through method book
 - Perform a SDLAX “Developmental Etude”
 - Participate in WSMA Solo/Ensemble or similar experience

- Perform on pitch and in rhythm, with appropriate dynamics and timbres, maintaining a steady tempo and using good phrasing.
 - Develop ear training for intonation
 - Demonstrate an awareness of the beat and internalization of pulse
 - Demonstrate ability to subdivide the beat

- Perform literature of increasing difficulty with technical accuracy and expression, phrasing and interpretation.

- Perform in ensembles
 - Blending instrumental timbre, balance and blend
 - Recognize and match dynamic levels
 - Responding to the cues of a conductor.
 - Recognize and follow tempo markings
 - Understand and follow conducting patterns in one, six and cut time
 - Using breath to phrase appropriately
 - Perform literature from the WSMA middle school and class C concert band lists
 - Perform literature from the WSMA solo and ensemble list

- Perform music representing diverse genre and cultures with expression and appropriate for the work being performed.

- Regular attendance and participation
 - Rehearsals
 - Lessons
 - Performances
 - Student will come prepared with music, instrument/supplies, and pencil
 - Students will wear appropriate attire for performances

- Perform and read music at sight
 - Demonstrate the appropriate developmental level sight reading exercise
 - STARS sight reading

Strategies:

- Concerts
- Presentations to a variety of audiences
- Solo performances
- Ensemble performances
- Observation during rehearsal
- Observation during lessons

Suggested Assessment:

- Developmental Records (Band)
- Music Checks
- Smart Music

- Performance rubric

Sub unit: EVALUATION – *Students will be able to evaluate musical performance, both their own and others.*

Wisconsin Standards: G.1.8, G.2.8, F.1.8, F.2.8, F.3.8, F.4.8

Outcomes:

- Identify outstanding performances
- Identify characteristic tone on all instruments
- Reflect/evaluate on own performances

Strategies:

- Recording of own performance
- Smart music
- Performance Rubric (WSMA)
- Listening to outstanding examples of music

Assessment:

- Teacher generated rubric for solos, ensembles, and concert band
- Written or verbal student reflections following a performance

Sub unit: APPRECIATION – *Students will recognize the importance of music in their lives and music's intrinsic value.*

Wisconsin Standards: I.1.8, I.2.8, I.3.8

Outcomes:

- Students will become life-long consumers of music
- Students will gain understanding of music from various styles
- Students will be able to demonstrate appropriate concert etiquette

Strategies:

- Attend performances by other organizations
- Take advantage of professional performances in the area

Subunit: CORE VALUES – *Students will support the core values of the School District of La Crosse through the unique learning experiences in band.*

Outcomes:

- Demonstrate proper performance and audience etiquette

List core values/how they are realized in band

- Respect
 - Demonstrate a positive attitude
 - Demonstrate respect for all people and property
- Responsibility
 - Attend individual or small group lessons
 - Be on time for all events
 - Awareness of personal role in ensemble
 - Practice Daily
- Perseverance
 - Student will learn to set short and long range goals
 - With teacher guidance students will set a plan for success
- Honesty
 - Student will assume responsibility for being truthful
- Giving/Compassion
 - Students will help one another
 - Students will learn about their role in a learning community

Strategies:

- Directing students to be compassionate to others
- Attend other school events
- Students will support/show encouragement for fellow class members
- Teach respect for school property and fellow class members

Unit / Course:
HIGH SCHOOL BAND
Intermediate & Advanced band student / 4+ years of instruction

Time Line: One Academic Year

High School Teacher Timeline for the Year

August	Band Camp rehearsals
September & October	Marching unit
October	WSMA Convention and Honors Concerts, Marching Band Concert
November	Band extravaganza (odd years)
December	Winter concert
January	WNBA Convention and High School All-State Band
January	Director assists with recruiting beginners
February	(WSMA) Solo & Ensemble, WSMA Honors Auditions, Mid-Winter Concert
April	(WSMA) Large group festival
April & May	Spring concert
May	Marching unit
May & June	Service Performances (Memorial Day, Graduation, others)
June & July	Summer lessons
Yearly	Developmental Level Assessments

Subunits:

LITERACY – *Students will be able to read and understand music.*

PERFORMANCE – *Students will be able to perform with instruments, alone and with others, a variety of music.*

EVALUATION – *Students will be able to evaluate musical performance, both their own and others.*

APPRECIATION – *Students will recognize the importance of music in their lives and music's intrinsic value.*

CORE VALUES – *Students will support the core values of the School District of La Crosse through the unique learning experiences in band.*

Sub unit: LITERACY - *Students will be able to read and understand music.*

Wisconsin Standards: E.1.12, E.2.12, E.3.12, E.4.12, E.5.12, B.1.12, D.1.12, F.2.12

Outcomes: (for more detail please refer to Instrumental Developmental Performance Record for Winds and Percussion)

- Read note values and rests
 - Understand the rhythmic values of the following notes and rests: advanced dotted rhythms, advanced sixteenth note patterns, 6/8 rhythm patterns, triplet patterns, syncopation and cut time

- Identify and define standard notation symbols
 - Correctly identify the names of lines and spaces in a clef relative to their instrument.
 - Identify terms and symbols as appropriate in method book and literature
 - Interpret basic key signatures and accidentals for all major and minor key signatures.
 - Interpret all major, minor and chromatic scales.
 - Understand different meters: 4/4, 3/4, 2/4, 6/8, 3/8, cut time, and asymmetric meters.
 - Understand tempo markings: allegro, moderato, andante, accelerando, ritardando and other markings as indicated in method books and or literature.
 - Repeats, D.C. Al fine, D.S. Coda, 1st and 2nd endings, accent, slur, tie, staccato, tenuto, and fermata.
 - Understand dynamic markings in method books and literature

- Use standard written notation when necessary
 - Written exercises

- Identify non-traditional notation

Strategies:

- Method book
- Band literature
- Music theory content
- Rhythm exercises (write, count, clap and say)
- Amplified metronome use

Suggested Assessment:

- Developmental Records (Band)
- Music checks

- Worksheets
- Rhythm assessment

Sub unit: PERFORMANCE – *Students will be able to perform with instruments, alone and with others, a variety of music.*

Wisconsin Standards: B.1.12, B.2.12, B.3.12, B.4.12, E.1.12, E.2.12, E.3.12, E.4.12, E.5.12

Outcomes:

- Perform at appropriate developmental stage, accurately and independently
 - Winds:
 - Assemble instrument correctly
 - Properly maintain their instrument and reeds
 - Demonstrate correct fingerings/position of notes
 - Demonstrate correct posture or stance
 - Demonstrate appropriate embouchure
 - Achieve a characteristic sound relative to level of development
 - Understand proper breathing
 - Demonstrate fundamental articulation techniques, including basic tonguing and slurring
 - Demonstrate major and minor scales, including chromatic
 - Continued progress through method book
 - Perform a SDLAX “Developmental Etude” with characteristic tone, correct phrasing and dynamics
 - Understand and begin performance of advanced instrumental specific techniques, i.e. double/triple tonguing, trills and ornamentation, etc.
 - Participate in WSMA Solo/Ensemble or similar experience
 - Percussion:
 - Assemble and demonstrate care for basic instruments: snare drum, bass drum, cymbals, bells, xylophone, timpani
 - Demonstrate proper grip, proper stroke and rebound
 - Perform the PAS rudiments
 - Match pitch and tune timpani
 - Locate notes on a mallet instrument and strike in correct playing area
 - Demonstrate correct posture or stance with playing position, hand position and proper height of equipment
 - Achieve a characteristic sound relative to level of development
 - Demonstrate major and minor scales, including chromatic
 - Continued progress through method book
 - Perform a SDLAX “Developmental Etude”
 - Understand and begin performance of advanced instrumental techniques: i.e. four-hand marimba
 - Participate in WSMA Solo/Ensemble or similar experience
- Perform on pitch and in rhythm, with appropriate dynamics and timbres, maintaining a steady tempo and using good phrasing.

- Develop ear training for intonation
- Demonstrate an awareness of the beat and internalization of pulse
- Demonstrate ability to subdivide the beat
- Perform literature of increasing difficulty with technical accuracy and expression, phrasing and interpretation.
- Perform in ensembles
 - Blending instrumental timbre, balance and blend
 - Recognize and match dynamic levels
 - Responding to the cues of a conductor.
 - Recognize and follow tempo markings
 - Understand and follow conducting patterns in one, six and cut time
 - Using breath to phrase appropriately
 - Perform literature from the WSMA class C, B and A concert and solo and ensemble lists
- Perform music representing diverse genre and cultures with expression and appropriate for the work being performed.
- Regular attendance and participation
 - Rehearsals
 - Lessons
 - Performances
 - Student will come prepared with music, instrument/supplies, and pencil
 - Students will wear appropriate attire for performances
- Perform and read music at sight
 - Demonstrate the appropriate developmental level sight reading exercise
 - STARS sight reading

Strategies:

- Concerts
- Presentations to a variety of audiences
- Solo performances
- Ensemble performances
- Observation during rehearsal
- Observation during lessons

Suggested Assessment:

- Developmental Records (Band)
- Music Checks
- Smart Music
- Performance rubric

Sub unit: EVALUATION – *Students will be able to evaluate musical performance, both their own and others.*

Wisconsin Standards: G.1.12, G.2.12, F.1.12, F.2.12, F.3.12, F.4.12

Outcomes:

- Identify outstanding performances
- Identify characteristic tone on all instruments
- Reflect/evaluate on own performances

Strategies:

- Recording of own performance
- Smart music
- Performance Rubric (WSMA)
- Listening to outstanding examples of music

Assessment:

- Teacher generated rubric for solos, ensembles, and concert band
- Written or verbal student reflections following a performance

Sub unit: APPRECIATION – *Students will recognize the importance of music in their lives and music's intrinsic value.*

Wisconsin Standards: I.1.12, I.2.12, I.3.12

Outcomes:

- Students will become life-long consumers of music
- Students will gain understanding of music from various styles
- Students will be able to demonstrate appropriate concert etiquette

Strategies:

- Attend performances by other organizations
- Take advantage of professional performances in the area

Subunit: CORE VALUES – *Students will support the core values of the School District of La Crosse through the unique learning experiences in band.*

Outcomes:

- Demonstrate proper performance and audience etiquette

List core values/how they are realized in band

- Respect
 - Demonstrate a positive attitude
 - Demonstrate respect for all people and property
- Responsibility
 - Attend individual or small group lessons
 - Be on time for all events
 - Awareness of personal role in ensemble
 - Practice Daily
- Perseverance
 - Student will learn to set short and long range goals
 - With teacher guidance students will set a plan for success
- Honesty
 - Student will assume responsibility for being truthful
- Giving/Compassion
 - Students will help one another
 - Students will learn about their role in a learning community

Strategies:

- Directing students to be compassionate to others
- Attend other school events
- Students will support/show encouragement for fellow class members
- Teach respect for school property and fellow class members