

**CURRICULUM MAP
HIGH SCHOOL BAND**

August/September	October	November	December
<p>1) A flat Scale</p> <p>Creative Expression and Communication 9.7 Identify and/or notate concert pitch major scales [i.e., Band: C, F, B , E , A ; Strings: A, D, G, C, F; Vocal/Choral: A, D, G, C, F, B , E].</p> <p>1) Introduce proper marching techniques</p> <p>Creative Expression and Communication 9.1 Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.</p> <p>1) Respond to advanced conducting patterns.</p> <p>Analyzing and Responding 10.3 Respond to conducting patterns and gestures to interpret selected pieces musically.</p>	<p>1) D Scale</p> <p>Creative Expression and Communication 11.6 Identify and/or notate concert pitch major scales [i.e., Band: D, G, C, F, B , E , A ; Strings: E, A, D, G, C, F, B ; Vocal/Choral: B, E, A, D, G, C, F, B , E , A , D].</p> <p>1) Perform dotted • eighth and 16th note rhythms in double, triple, and compound meters.</p> <p>Creative Expression and Communication 9.9 Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters.</p> <p>1) Demonstrate proper technique while running a sectional rehearsal.</p> <p>Creative Expression and Communication 12.1 Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p>	<p>1) A Scale</p> <p>Creative Expression and Communication 11.6 Identify and/or notate concert pitch major scales [i.e., Band: D, G, C, F, B , E , A ; Strings: E, A, D, G, C, F, B ; Vocal/Choral: B, E, A, D, G, C, F, B , E , A , D].</p> <p>1) Improvise a simple melody over chord progressions.</p> <p>Creative Expression and Communication 12.3 Improvise over given chord progressions and symbols</p> <p>1) Advanced tonal concepts.</p> <p>Creative Expression and Communication 11.3 Demonstrate advanced tonal concepts in singing or playing an instrument.</p>	<p>1) E Scale</p> <p>Creative Expression and Communication 12.5 Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B , E , A , D , G ; Strings: E, A, D, G, C, F, B , E , A ; Vocal/Choral: C♯, F♯, B, E, A, D, G, C, F, B , E , A , D , G , C].</p> <p>1) Interpret articulations, expressive symbols and terms when performing.</p> <p>Creative Expression and Communication 11.10. Interpret articulations, expressive symbols and terms when performing.</p>

**CURRICULUM MAP
HIGH SCHOOL BAND**

January	February	March/April	May
<p>1) Chromatic Scale</p> <p>Creative Expression and Communication 9.8 Read, perform and/or notate a one-octave chromatic scale, ascending and descending.</p> <p>1) Complex rhythms in mixed meters.</p> <p>Creative Expression and Communication 10.8 Read complex rhythms in mixed meter.</p> <p>1) Increase complexity of music.</p> <p>Creative Expression and Communication 9.1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures. 9.2 Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control.</p>	<p>1) 2 Octaves Chromatic Scale</p> <p>Creative Expression and Communication 11.3 Demonstrate advanced tonal concepts in singing or playing an instrument.</p> <p>1) Develop Sight Reading Skills.</p> <p>Creative Expression and Communication 10.9. Incorporate expressive symbols and terms when sight-reading.</p>	<p>1) Practical Range</p> <p>Creative Expression and Communication 11.3 Demonstrate advanced tonal concepts in singing or playing an instrument.</p> <p>1) Respond to the aesthetic qualities of a performance intellectually using music terminology.</p> <p>Valuing Music/Aesthetic Reflection 12.1 Respond to aesthetic qualities of a performance intellectually using music terminology.</p>	<p>1) Form a personal philosophy of music.</p> <p>Valuing Music/Aesthetic Reflection 12.2 Form a personal philosophy about the purpose of music.</p> <p>1) Evaluate your own performance of music.</p> <p>Analyzing and Responding 9.6 Develop and apply criteria for evaluating quality and effectiveness of their performances and compositions and those of others.</p> <p>10.5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.</p> <p>11.5 Evaluate a selected performance of a specific music work based on selected criteria and musical interpretation.</p> <p>12.4 Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.</p> <p style="text-align: right;">10/20/06</p>