



Concert Band Entry Level Band 2023-2024 Scope and Sequence

Band 1 (#1302300)
Band 2 (#1302310)
Band 3 (#1302320)
Band 4 (#1302330)

Course Yearly Progression GOALS					
1. Develop foundational instrumental performance skills to include performance through traditional music notation. 2. Develop criteria for evaluating and critiquing musical work using traditional music vocabulary. 3. Read, write, improvise, compose and describe varied types of musical repertoire to demonstrate a foundational level of music literacy. 4. Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.					
Quarter	Unit	IG	Instructional Topic	Standards	Assessment
First Quarter	Development of Personal and instrumental musicianship	1	Instrumental Techniques Students should be able to demonstrate correct instrumental posture and breathe support.	MU.912.S.3.5	Formative (Teacher Observation, Playing Tests, Pass-Offs, Structured Experience)
		2	Tone Building and Development Students should be able to produce a characteristic sound and tone on their instrument(s).		
		3	Instrument Care and Procedures Students should understand and demonstrate proper maintenance and care of their instrument(s).	MU.912.S.2.2	
		4	Sequential Skills Students should have a functional range of 2 octaves (where applicable) in B-flat/E-Flat/F in FBA All-State scale pattern <ul style="list-style-type: none"> In addition to scales on mallets, percussionists should be introduced to rudimental elements: Single Stroke rolls/Multiple Bounce Rolls/Buzz roll Percussionists should also be introduced to instrument techniques on snare drum, bass drum, and crash cymbal 	MU.912.S.2.1	
		5	Rhythmic Literacy Students should be able to read rhythm patterns containing whole, half, quarter, eighth, and sixteenth notes, and rests.	MU.912.S.3.1	
	Music Evaluation	6	Listening Skills Develop and apply listening strategies to a variety of musical rep.	MU.912.C.1.1	
		7	Cultural Implications Investigate and discuss how a culture's traditions are reflected through its music.	MU.912.H.1.1	
Second Quarter	Expressive Elements	8	Dynamics and Tempo Expressive elements should include, but are not limited to dynamic markings, crescendos, decrescendos, and tempo changes.	MU.912.S.2.2	Summative (Florida Bandmasters Association Music Performance Assessment)
		9	Musical Genre Students should have exposure to multiple	MU.912.O.3.2	

	Development of Personal and instrumental musicianship		elements of performance practice of several genres (e.g., marches, overtures).			
		10	Articulations and Accents Students should be able to demonstrate and identify both staccato and legato articulations.	MU.912.O.1.1		
		11	Develop Evaluative Language Evaluate performance quality in recorded and/or live performances. Use FBA MPA Concert Rubric as an example	MU.912.C.2.2		
		12	Sequential Skills Students should have a functional range of 2 octaves (where applicable) in Ab/C/one-octave chromatic scale in FBA All-State scale pattern <ul style="list-style-type: none"> In addition to scales on mallets, percussionists should be introduced to rudimental elements: Single Paradiddle/Double Stroke Roll (Open) Percussionists should also be introduced to instrument techniques on timpani (tuning, note ranges, etc.) 	MU.912.S.2.1	Formative (Teacher Observation, Playing Tests, Pass-Offs, Structured Experience)	
13	Rhythmic Literacy Develop rhythmic literacy to include dotted rhythms and rests.	MU.912.S.3.1				
Third Quarter	Solo Performance	14	Individual Musicianship Evaluate and make appropriate adjustments to personal performance in solo and ensembles. Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively. Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.	MU.912.C.2.1 MU.912.C.2.3 MU.912.F.3.3		Summative (Florida Bandmasters Association Music Performance Assessment)
		15				
		16				
Development of Personal and instrumental musicianship	17	Sequential Skills Students should have a functional range of 2 octaves (where applicable) in Db/G in FBA All-State scale pattern <ul style="list-style-type: none"> In addition to scales on mallets, percussionists should be introduced to rudimental elements: Flam/Drag/Numbered Rolls (5,7,9,17) Percussionists should also be introduced to instrument techniques on auxiliary instruments 	MU.912.S.2.1	Formative (Teacher Observation, Playing Tests, Pass-Offs, Structured Experience)		
	18	Rhythmic Literacy Develop rhythmic literacy to including triplets	MU.912.S.3.1			
Fourth Quarter	Music History	19	Music in Relation to History/Genre Students should begin to develop an understanding of historical events and periods in both Western and world cultures. Discussions regarding the impact of music may cover topics including (but not limited to) religion, literature, war, politics, education, fashion, and culture. Research studies regarding the impact of music on society may be helpful in this course.	MU.912.H.2.1:	Formative (Teacher Observation, Playing Tests, Pass-Offs, Structured Experience)	

		20	Students should be exposed to multiple music genres may include (but are not limited to) rock, blues, R&B, hip-hop, pop, country, contemporary, and electronic music.	MU.912.H.2.3
	Arranging	21	Ear Training Show development of notational and aural skills.	MU.912.S.3.3
	Composers and Mediums	22 23	Composition Skills Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. Compare two or more works of a composer across performance media.	MU.912.H.1.2 MU.912.H.1.3
	Development of Personal and instrumental musicianship	24	Meter Develop knowledge of time signatures that include 4/4, 2/4, 3/4, and 6/8	MU.912.O.1.1

The days provided for each unit/topic is an estimate that may be adjusted by subject-level PLCs based on student achievement data. The days are based upon **every other day scheduling and should be adjusted, if necessary, based upon a daily format. The recommended days shown are less than the actual days for each quarter to allow for additional time for routines, testing, absences, remediation and outside considerations.*