



# Wind Ensemble (Advanced Band Level) 2023-2024 Scope and Sequence

Course #1302320,1302330 Honors #1302340, 1302350

[Band 3](#)

[Band 4](#)

[Band 5 Honors](#)

[Band 6 Honors](#)

Course Yearly Progression GOALS					
<ol style="list-style-type: none"> <li>1. Develop an advanced level of instrumental performance skills to include performance through traditional music notation.</li> <li>2. Develop criteria for evaluating and critiquing musical work using traditional music vocabulary.</li> <li>3. Read, write, improvise, compose and describe varied types of musical repertoire to demonstrate an advanced level of music literacy.</li> <li>4. Demonstrate sight-reading abilities at an advanced level of complexity at least to the level found in the literature chosen for performance.</li> </ol>					
Quarter	Unit	IG	Instructional Topic	Standards	Assessment
First Quarter	Development of Personal and instrumental musicianship/ All State Preparation	1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.	MU.912.S.2.1	Formative (Teacher Observation,Playing Tests,Pass-Offs,Structured Experience)
		2	Transfer expressive elements and performance techniques from one piece of music to another.	MU.912.S.2.2	
		3	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.	MU.912.S.3.1	
		4	Analyze and describe how music offers opportunities to continue after high school.	MU.912.F.3.1	
		5	Reviewing all simple and compound meters.	MU.912.S.3.1	
Second Quarter	Developing Individual Musicianship	6	Develop listening techniques and self-assessment/practice skills on a high-level as an independent musician.	MU.912.F.3.4	Summative ( Florida Bandmasters Association Music Performance Assessment)
		7	Students should have a functional range of 1, 2, or 3 octaves (when applicable) for all 12 major scales in FBA All-State scale pattern ( <b>refer to IG for Instrument limitations</b> ) <ul style="list-style-type: none"> <li>• In addition to scales on mallets, percussionists should develop more advanced mallet techniques (double lateral strokes, single alternating strokes).</li> </ul>	MU.912.S.2.1	
		8	Begin to develop understanding of uncommon time signatures such as 5/4, 3/8, 5/8, 9/8, 12/8	MU.912.S.3.1	
	Composition and Structure	9	Apply knowledge of how to identify melody, harmony, and rhythm and how it affects an instrument's role in an ensemble.	MU.912.O.1.1	
Third Quarter	Individual and/or Ensemble Performance	10	Evaluate and make appropriate adjustments to personal performance in solos and ensembles.	MU.912.C.2.1	Summative ( Florida Bandmasters Association Music Performance Assessment)
		11	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance demonstrating skills for use in the workplace.	MU.912.F.3.3	
		12	Students should have a functional range of 2 octaves (if possible) in B-flat/E-Flat/F/Ab/C in FBA All-State scale pattern ( <b>refer to IG for Instrument limitations</b> )	MU.912.S.2.1	Formative (Teacher Observation,Playing Tests,Pass-Offs,Structured Experience)
		13	Demonstrate knowledge and performance of sight-reading simple and compound time signatures.	MU.912.S.3.1	



Fourth Quarter	Musical Composers, Culture, and Society	14	Students will be exposed to and discuss topics on a wide-range of composers of all genres, musical eras, styles, and performance mediums.	MU.912.H.1.2	Formative (Teacher Observation, Playing Tests, Pass-Offs, Structured Experience)
		15	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.	MU.912.C.1.1	
		16	Evaluate the social impact of music on specific historical periods and cultures.	MU.912.H.2.1	
	Individual and/or Ensemble Performance	17	Students should have an understanding of how to play and identify a natural minor scale.	MU.912.S.2.1	

\*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.

