



Beginning Band 1 Scope and Sequence



Curriculum Map



Sequence



Supports



Feedback

Course M/J Band 1 (Beginning Band)

[M/J Band 1 CPALMS Course Description](#)

Method books are at the teacher's discretion. Literature goals at end of year: play 0.5 grade level.

Quarter	Unit	IG	Topic Name	Standards	Assessment	Weeks and/or Frequency
First Quarter	Instrument Placement and Basic Music Literacy	1	Instrument Families Instrument Selection	MU.5.C.1.3		2 weeks
		2	Introduction to Basic Music Literacy (Note reading)	MU.68.S.3.3 LAFS.68.RST.2.4		On Going
		3	Instrument Assembly, Care, and Maintenance	MU.68.S.3.2		2 Weeks
		4	Posture and Instrument Carriage	MU.68.S.3.2		On Going
	Development of Personal and Instrumental Musicianship	5	Breathing, Embouchure & Tone Production	MU.68.S.3.2		On Going
		6	First 5 Notes	MU.68.S.3.2		4-6 weeks
		7	Expand and apply music literacy (key sig, time sig, note and rest application, pitch)	MU.68.S.3.3 DA.68.S.2.1 LAFS.68.RST.2.4		Intro week 7 and on going
Second Quarter	Rehearsal/Instrument Strategies	8	Breathing Techniques, Fingerings (First 5 notes +)	MU.68.S.3.2		On going
		9	Fundamental Tone Production	MU.68.S.3.1		On Going
		10	Proper Articulation	MU.68.S.3.2		On Going
		11	Introduce Eighth Notes & Duple Meter	MU.68.S.3.3		Week 3/Q 2
	Introduce Genre and Interdisciplinary Music and Styles	12	Introduction to Music History (Sousa, Mozart, Beethoven, Marches Etc from the method books)	MU.68.H.1.2		As applicable
		13	Time Periods & Genres	MU.68.H.3.1		As Applicable
Third Quarter	Expressive Elements of Performance	14	Styles of Articulation: Slurring and Tonguing (listening & applying)	MU.68.C.1.1 MU.68.C.2.1 MU.68.S.2.2 MU.68.S.3.1		On Going
		15	Balance and Blend (listening & applying)	MU.68.C.1.1 MU.68.C.2.1 MU.68.S.2.2 MU.68.S.3.1		On Going
		16	Phrasing and dynamics (listening & applying)	MU.68.C.1.1 MU.68.C.2.1 MU.68.S.2.2 MU.68.S.3.1		On Going
	Expanding Skills	17	B flat and Ab Concert Scales (Split for CLT and others)	MU.68.S.3.2 MU.68.S.3.4		Week 5/Q3
		18	Introduction to Crossing "The Break" on CLT (Checking embouchure, tone, covering holes)	MU.68.S.3.2		Week 6/Q3
		19	Rhythmic Expansion (Ties, Dotted quarter, Triple Meter)	MU.68.S.1.3 LAFS.68.RST.2.4		Week 8/Q3
Fourth Quarter	Applying Expanded	20	Blend of Instrumentation to Convey a Musical Emotion, Thought or Idea	MU.68.0.3.1 MU.68.C.2.2		On Going



	Performance Skills	21	Apply Basics of Tuning	MU.68.C.2.2		Week 2/On Going
		22	Sight Reading	MU.68.S.3.3 MU.68.S.3.4		As Applicable
		23	Rehearsal Strategies/Concert Preparation	MU.68.S.3.6 MU.68.O.3.2		Week 1-8
Ongoing Skills	Embed Throughout the Course	N/A	<p align="center">(See Next Page)</p> <p align="center">Supporting Standards:</p> <ul style="list-style-type: none"> • DA.68.S.2.1 Sustain focus attention, respect & discipline during classes and performances • LAFS.68.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases... • LAFS.68.WHST.3.9 Draw evidence from informational text to support analysis, reflection, and research. • LAFS.6.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners... • LAFS.6.SL.1.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. • LAFS.6.SL.1.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. • LAFS.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. • MAFS.K12.MP.5.1 Use appropriate tools strategically. • MAFS.K12.MP.6.1 Attend to precision. • MAFS.K12.MP.7.1 Look for and make use of structure. • ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. 			

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.*

