



Developing Band Scope and Sequence



Curriculum Map



Sequence



Supports



Feedback

Course M/J Band 2 (Developing Band)

[M/J Band 2 CPALMS Course Description](#)

Method books are at the teacher's discretion; use supplemental materials. Literature goals at end of year: play 1.0+ grade level.

Quarter	Unit	IG	Topic Name	Standards	Assessment	Weeks
First Quarter	Review of Basic Music Literacy & Fundamentals	1	Review Basic Music Literacy	MU.68.S.3.3 LAFS.68.RST.2.4		On Going
		1	For those switching Instruments - Instrument Assembly, Care, and Maintenance, and Posture/Instrument Carriage	MU.68.S.3.2		First 2 weeks
		1	Breathing and Embouchure & Tone Production	MU.68.S.3.2		On Going
		1	Review 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		On Going
	Rehearsal/Instrument Strategies & Expressive Elements of Performance	2	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
		2	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
2		Phrasing (listening & applying)	MU.68.C.1.1 MU.68.C.2.1 MU.68.S.2.2 MU.68.S.3.1		On Going	
Second Quarter	Expanding skills	3	B flat and Ab Concert scales Full scales for range expansion - adding other concert scales.	MU.68.S.3.2 MU.68.S.3.4		Week 4 and On Going
		3	Introduction to Crossing the break on CLT (Checking embouchure, tone, covering holes)	MU.68.S.3.2		As Applicable
		3	Review of Rhythmic Expansion (Ties, Dotted quarter, Triple Meter)	MU.68.S.1.3 LAFS.68.RST.2.4		On Going
	Applying expanded performance skills	4	Blend of Instrumentation to convey a musical emotion, thought or idea	MU.68.O.3.1 MU.68.C.2.2		On Going
		4	Apply basics of Tuning	MU.68.C.2.2		On Going
		4	Sight reading	MU.68.S.3.3 MU.68.S.3.4		On Going
4		Rehearsal Strategies/Concert Preparation	MU.68.S.3.6 MU.68.O.3.2 DA.68.S.2.1		Week 1	
4	Aural Comprehension - Simple rhythmic dictation (quarter notes/rests, eighth notes) with assistance	MU.68.S.3.5		As applicable		
Third Quarter	Extended Development of Personal Instrumental Musicianship	5	Long Tones and Chromatic Scales	MU.68.S.3.2		On Going
		5	Extended Rhythmic accuracy and steady beat - Use of Metronomes	MU.68.S.3.4		On Going
		5	Error Detection: comparing written notation to aural examples	MU.68.S.3.4		On Going
		6	Performing by ear (with support)	MU.68.S.1.4		As Applicable



	Extended Development & Identifying Connections	6	Self Improvement/reflection: critiques	MU.68.C.2.2		On Going
		6	Extended Sight Reading Ensemble literature	MU.68.S.3.3		On Going
		6	Music History: Using method book literature to supplement performance.	MU.68.H.2.3 MU.68.H.1.2 MU.68.H.1.3 MU.68.H.3.1		As Applicable
		6	Aural Comprehension - Intermediate rhythmic dictation (add whole notes/rests, half notes/rests) with limited assistance. Beginning rhythmic error detection (swapped values, note/rest swap)	MU.68.S.3.4 MU.68.S.3.5		As Applicable
Fourth Quarter	Applying expanded performance and expression skills	7	Music Performance preparation	MU.68.S.3.6 MU.68.O.3.2 DA.68.S.2.1 MU.68.S.1.5		As Applicable
		7	Transfer Performance techniques moving from familiar band book to unfamiliar ensemble literature.	MU.68.S.2.2		On Going
		7	Introduction to Cut Time	MU.68.S.2.2 MU.68.S.3.2 MU.68.S.3.3		As Applicable
		7	Aural Comprehension - Intermediate -Simple Melodic Dictation - Stepwise, limited range. Intermediate rhythmic error detection, Beginning melodic error detection (stepwise/unison)	MU.68.S.3.4 MU.68.S.3.5		As Applicable
Ongoing Skills	Embed throughout the course		<p style="text-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.

