


Concert Band

Teacher: Adam Sroka


September 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p>	9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p>	3D Band Book by James Ployhar Bach and Before for Band by David Newell The Addition System for Teaching and Learning Rhythm by Gary Corcoran Concert Music Scales BYOD Google Classroom Sound Recording Apps

<p>E. Technique E1. Hand position E2. Embouchure E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble</p>	<p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly. E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. E7. Accurately play Bb, Eb, and F concert major in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance</p>	<p>E. Technique E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play Bb, Eb, and F concert major in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. I can describe the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. I can play approximately four pieces</p>		<p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique E1. Visual observations. E2. Visual and aural observations E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals. E7. Continuous listening and feedback in</p>	
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	<p>G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of an October performance.</p> <p>G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. Perform a concert for a live audience outside the school day.</p> <p>G4. Perform a solo or small ensemble for a live audience.</p>	<p>of full band music of grade level 2-3 difficulty, by late October.</p> <p>G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>G3. I can perform a concert for a live audience outside the school day.</p> <p>G4. I can perform a solo or small ensemble for a live audience.</p>		<p>lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. A paper about one of our pieces.</p> <p>G. Performance G1. Concert performance G2. Visual observation of etiquette during our performance G3. Performance G4. Performance</p>	
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October

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p></p> <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form</p>	<p>3D Band Book by James Ployhar</p> <p>Bach and Before for Band by David Newell</p> <p>The Addition System for Teaching and Learning Rhythm by Gary Corcoran</p>

<p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position E2. Embouchure E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance</p>	<p>preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly. E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets.</p>	<p>preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play Ab, C, Db and Gb concert major in</p>	<p>9.4.1.3.2</p>	<p>Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique E1. Visual observations. E2. Visual and aural observations E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous listening and feedback in lessons and large</p>	<p>Concert Music Scales</p> <p>BYOD</p> <p>Google Classroom</p> <p>Sound Recording Apps</p>
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<p>G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble</p>	<p>E7. Accurately play Ab, C, Db, and Gb concert major in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of October and December performances. G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. Perform a concert for a live audience outside the school day. G4. Perform a solo or small ensemble for a live audience.</p>	<p>eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. I can describe the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by late October and again in December. G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. I can perform a concert for a live audience outside the school day. G4. I can perform a solo or small ensemble for a live audience.</p>		<p>group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals. E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. A paper about one of our pieces.</p> <p>G. Performance G1. Concert performance G2. Visual observation of etiquette during our performance G3. Performance G4. Performance</p>	
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November

Content	Skills	Learning Targets	Standards	Assessment
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position E2. Embouchure E3. Proper breath support E4. Articulation E5. Tuning</p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly. E5. Hear pitch problems and are able to adjust their playing and instrument accordingly.</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique E1. Visual observations. E2. Visual and aural observations E3. Continuous listening and feedback in lessons and large group</p>

<p>E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance</p> <p>G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble</p>	<p>E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. E7. Accurately play G, D, and A concert major in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance</p> <p>G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a December performance. G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. Perform a concert for a live audience outside the school day. G4. Perform a solo or small ensemble for a live audience.</p>	<p>am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play G, D, and A concert major in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. I can describe the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance</p> <p>G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid-December. G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. I can perform a concert for a live audience outside the school day. G4. I can perform a solo or small ensemble for a live audience.</p>	<p>rehearsals. E4. Continuous listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals. E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. A paper about one of our pieces.</p> <p>G. Performance</p> <p>G1. Concert performance G2. Visual observation of etiquette during our performance G3. Performance G4. Performance</p>
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December

Content	Skills	Learning Targets	Standards	Assessment
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position E2. Embouchure E3. Proper breath support E4. Articulation E5. Tuning</p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly. E5. Hear pitch problems and are able to adjust their playing and instrument accordingly.</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique E1. Visual observations. E2. Visual and aural observations E3. Continuous listening and feedback in lessons and large group</p>

E6. Proper warm-ups
 E7. Scales

UEQ: What is the historical and cultural significance of the music we play?

F. Music history and music from other cultures
 F1. Concert Literature
 F2. Music History/Listening

UEQ: What is involved in the preparation and performance of a concert?

G. Performance
 G1. Preparation of concert literature
 G2. Concert Etiquette
 G3. Performance for a live audience
 G4. Performance of a solo and/or ensemble
 G5. Self-evaluation of performance

E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets.
 E7. Accurately play g and c concert minor in eighth notes at quarter note = 100 beats per minute.

F. Music History and music from other cultures.
 F1. Learn about the historical background of at least one piece and composer from our concert music.
 F2. Learn about composers and compositions from various periods in western music history.

G. Performance
 G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a December performance.
 G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.
 G3. Perform a concert for a live audience outside the school day.
 G4. Perform a solo or small ensemble for a live audience.
 G5. Fill out MSHSL forms as they listen to recordings of themselves.

am able to adjust my playing and instrument accordingly.
 E6. I can play warm-ups appropriate to my instrument.
 E7. I can play g and c concert minor in eighth notes at quarter note = 100 beats per minute.

F. Music History and music from other cultures.
 F1. I can describe the historical background of at least one piece and composer from our concert music.
 F2. I can discuss and describe composers and compositions from various periods in western music history.

G. Performance
 G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid-December.
 G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.
 G3. I can perform a concert for a live audience outside the school day.
 G4. I can perform a solo or small ensemble for a live audience.

rehearsals.
 E4. Continuous listening and feedback in lessons and large group rehearsals.
 E5. Continuous listening and feedback in lessons and large group rehearsals.
 E6. Continuous listening and feedback in lessons and large group rehearsals.
 E7. Continuous listening and feedback in lessons and large group rehearsals.


F. Music History and music from other cultures.
 F1. A paper about one of our pieces.
 F2. Quizzes on the content.

G. Performance
 G1. Concert performance
 G2. Visual observation of etiquette during our performance
 G3. Performance
 G4. Performance

G5. I can thoughtfully assess my band's performance.

G5. Completed MSHSL form


January

Content	Skills	Learning Targets	Standards	Assessment
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position E2. Embouchure</p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly.</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique E1. Visual observations. E2. Visual and aural observations</p>

<p>E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble</p>	<p>E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. E7. Accurately play d, f, and a concert minor in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a February contest and a public performance in February. G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. Perform a concert for a live audience outside the school day. G4. Perform a solo or small ensemble for a live audience.</p>	<p>my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play d, f, and a concert minor in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. I can describe the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by late February. G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. I can perform a concert for a live audience outside the school day. G4. I can perform a solo or small ensemble for a live audience.</p>	<p>E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals. E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. A paper about one of our pieces.</p> <p>G. Performance G1. Concert performance G2. Visual observation of etiquette during our performance</p>
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G3. Performance
G4. Performance

February


Content	Skills	Learning Targets	Standards	Assessment
 <p><i>UEQ: How do we listen in rehearsals to determine balances in the ensemble?</i></p> <p>A. Melody A1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>B. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>C. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>D. Harmony D1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need in order to properly play our instruments?</i></p> <p>E. Technique E1. Hand position E2. Embouchure</p>	<p>A. Melody A1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>B. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>D. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>E. Technique E1. Use proper hand position. E2. Play with correct embouchures. E3. Take deep breaths and support their sound from their diaphragms. E4. Articulate correctly.</p>	<p>A. Melody A1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>B. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>C. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>D. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>E. Technique E1. I can use proper hand position. E2. I can play with correct embouchure. E3. I can take deep breaths and support my sound from</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Melody A1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>B. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>C. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>D. Harmony Listening in large-group rehearsals.</p> <p>E. Technique E1. Visual observations. E2. Visual and aural observations</p>

<p>E3. Proper breath support E4. Articulation E5. Tuning E6. Proper warm-ups E7. Scales</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>F. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>G. Performance G1. Preparation of concert literature G2. Concert Etiquette G3. Performance for a live audience G4. Performance of a solo and/or ensemble G5. Performance for an adjudicator at large-group contest</p>	<p>E5. Hear pitch problems and are able to adjust their playing and instrument accordingly. E6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. E7. Accurately play all scales in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. Learn about the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a February contest and a public performance in late February. G2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. Perform a concert for a live audience outside the school day. G4. Perform a solo or small ensemble for a live audience. G5. Perform at state large-group contest for an adjudicator.</p>	<p>my diaphragm. E4. I can articulate correctly. E5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. E6. I can play warm-ups appropriate to my instrument. E7. I can play all scales in eighth notes at quarter note = 100 beats per minute.</p> <p>F. Music History and music from other cultures. I can describe the historical background of at least one piece and composer from our concert music.</p> <p>G. Performance G1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by late February. G2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. G3. I can perform a concert for a live audience outside the school day. G4. I can perform a solo or small ensemble for a live audience. G5. I can perform at state</p>	<p>E3. Continuous listening and feedback in lessons and large group rehearsals. E4. Continuous listening and feedback in lessons and large group rehearsals. E5. Continuous listening and feedback in lessons and large group rehearsals. E6. Continuous listening and feedback in lessons and large group rehearsals. E7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F. Music History and music from other cultures. A paper about one of our pieces.</p> <p>G. Performance G1. Concert performance G2. Visual observation of etiquette during our performance</p>
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large-group contest for an adjudicator.

G3. Performance
G4. Performance
G5. Performance

March

Content	Skills	Learning Targets	Standards	Assessment
<p> <i>UEQ: How do we read rhythms?</i></p> <p>A. Rhythm Rhythms including eighth and sixteenth notes, cut-time and 3/8 meters.</p> <p><i>UEQ: How do we listen to determine balances within the ensemble?</i></p> <p>B. Melody B1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>C. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>D. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>E. Harmony E1. I, IV, V Chords</p>	<p>A. Rhythm A1. Accurately perform rhythms including eighth and sixteenth notes, cut-time and 3/8 meters.</p> <p>B. Melody B1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>C. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>E. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p>	<p>A. Rhythm A1. I can perform rhythms including eighth and sixteenth notes, cut-time and 3/8 meters.</p> <p>B. Melody B1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>C. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>E. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Rhythm A1. Performance of rhythm in full band and lessons.</p> <p>B. Melody B1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>C. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>D. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>E. Harmony</p>

UEQ: What are the skills we need to properly play instruments?

F. Technique

- F1. Hand position
- F2. Embouchure
- F3. Proper breath support
- F4. Articulation
- F5. Tuning
- F6. Proper warm-ups
- F7. Scales

UEQ: What is the historical and cultural significance of the music we play?

G. Music history and music from other cultures

UEQ: What is involved in the preparation and performance of a concert?

H. Performance

- H1. Preparation of concert literature
- H2. Concert Etiquette
- H3. Performance for a live audience
- H4. Performance of a solo and/or ensemble
- H5. Self-evaluation of performance

F. Technique

- F1. Use proper hand position.
- F2. Play with correct embouchures.
- F3. Take deep breaths and support their sound from their diaphragms.
- F4. Articulate correctly.
- F5. Hear pitch problems and are able to adjust their playing and instrument accordingly.
- F6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets.
- F7. Accurately play all scales in eighth notes at quarter note = 100 beats per minute.

G. Music History and music from other cultures.

Learn about the historical background of at least one piece and composer from our concert music.

H. Performance

- H1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a May performance.
- H2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.
- H3. Perform a concert for a live

F. Technique

- F1. I can use proper hand position.
- F2. I can play with correct embouchure.
- F3. I can take deep breaths and support my sound from my diaphragm.
- F4. I can articulate correctly.
- F5. I can hear pitch problems and am able to adjust my playing and instrument accordingly.
- F6. I can play warm-ups appropriate to my instrument.
- F7. I can play all scales in eighth notes at quarter note = 100 beats per minute.

G. Music History and music from other cultures.

I can describe the historical background of at least one piece and composer from our concert music.

H. Performance

- H1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid May.
- H2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.
- H3. I can perform a concert for a live audience outside the school

Listening in large-group rehearsals.

F. Technique


- F1. Visual observations.
- F2. Visual and aural observations
- F3. Continuous listening and feedback in lessons and large group rehearsals.
- F4. Continuous listening and feedback in lessons and large group rehearsals.
- F5. Continuous listening and feedback in lessons and large group rehearsals.
- F6. Continuous listening and feedback in lessons and large group rehearsals.
- F7. Continuous listening and feedback in lessons and large group rehearsals.

G. Music History and music from other cultures.

A paper about one of our pieces.

	<p>audience outside the school day. H4. Perform a solo or small ensemble for a live audience. H5. Fill-out MSHSL form as they listen to a recording of themselves.</p>	<p>day. H4. I can perform a solo or small ensemble for a live audience. H5. I can thoughtfully assess my band's performance.</p>	<p>H. Performance H1. Concert performance H2. Visual observation of etiquette during our performance H3. Performance H4. Performance H5. Completed MSHSL form</p>
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April

Content	Skills	Learning Targets	Standards	Assessment
<p> <i>UEQ: How do we read rhythms?</i> A. Rhythm Rhythms including 6/8 meter, triplets, syncopation, and 9/8 meter.</p> <p><i>UEQ: How do we listen to determine balances within the ensemble?</i> B. Melody B1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i> C. Form</p> <p><i>UEQ: How do we play expressively</i></p>	<p>A. Rhythm A1. Accurately perform rhythms including 6/8 meter, triplets, syncopation, and 9/8 meter.</p> <p>B. Melody B1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>C. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression Perform music including various</p>	<p>A. Rhythm A1. I can perform rhythms including 6/8 meter, triplets, syncopation and 9/8 meter.</p> <p>B. Melody B1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>C. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression I can use various dynamic levels,</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2 9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>A. Rhythm A1. Performance of rhythm in full band and lessons.</p> <p>B. Melody B1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>C. Form Students mark their parts in pencil with letters labeling formal</p>

<p><i>and with emotion?</i></p> <p>D. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>E. Harmony E1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need to properly play instruments?</i></p> <p>F. Technique F1. Hand position F2. Embouchure F3. Proper breath support F4. Articulation F5. Tuning F6. Proper warm-ups F7. Scales F8. Multiple Articulation</p> <p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>G. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>H. Performance H1. Preparation of concert literature H2. Concert Etiquette H3. Performance for a live audience</p>	<p>dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>E. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>F. Technique F1. Use proper hand position. F2. Play with correct embouchures. F3. Take deep breaths and support their sound from their diaphragms. F4. Articulate correctly. F5. Hear pitch problems and are able to adjust their playing and instrument accordingly. F6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies for woodwinds and mallets. F7. Accurately play all scales in eighth notes at quarter note = 100 beats per minute. F8. Play various rhythms using Koo-Too syllables on one pitch and on I-IV-V arpeggios in the key of Bb.</p> <p>G. Music History and music from other cultures. Learn about the historical</p>	<p>crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>E. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>F. Technique F1. I can use proper hand position. F2. I can play with correct embouchure. F3. I can take deep breaths and support my sound from my diaphragm. F4. I can articulate correctly. F5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. F6. I can play warm-ups appropriate to my instrument. F7. I can play all scales in eighth notes at quarter note = 100 beats per minute. F8. I can play various rhythms using Koo-Too syllables on one pitch and on I-IV-V arpeggios in the key of Bb.</p> <p>G. Music History and music from other cultures. I can describe the historical</p>	<p>sections of the piece.</p> <p>D. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>E. Harmony Listening in large-group rehearsals.</p> <p>F. Technique F1. Visual observations. F2. Visual and aural observations F3. Continuous listening and feedback in lessons and large group rehearsals. F4. Continuous listening and feedback in lessons and large group rehearsals. F5. Continuous listening and feedback in lessons and large group rehearsals. F6. Continuous listening and feedback in lessons and large group rehearsals. F7. Continuous listening</p>
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<p>H4. Performance of a solo and/or ensemble</p>	<p>background of at least one piece and composer from our concert music.</p> <p>H. Performance H1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a May performance. H2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. H3. Perform a concert for a live audience outside the school day. H4. Perform a solo or small ensemble for a live audience.</p>	<p>background of at least one piece and composer from our concert music.</p> <p>H. Performance H1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid May. H2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response. H3. I can perform a concert for a live audience outside the school day. H4. I can perform a solo or small ensemble for a live audience.</p>		<p>and feedback in lessons and large group rehearsals. F8.Continuous listening and feedback in lessons and large group rehearsals.</p> <p>G. Music History and music from other cultures. A paper about one of our pieces.</p> <p>H. Performance H1. Concert performance H2. Visual observation of etiquette during our performance H3. Performance H4. Performance</p>
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May

Content	Skills	Learning Targets	Standards	Assessment
<p> <i>UEQ: How do we read rhythms?</i> A. Rhythm Rhythms including 12/8 and mixed meters.</p>	<p>A. Rhythm A1. Accurately perform rhythms including 12/8 and mixed meters.</p> <p>B. Melody</p>	<p>A. Rhythm A1. I can perform rhythms including 12/8 and mixed meters.</p> <p>B. Melody</p>	<p>9.1.1.3.1 9.1.1.3.2 9.1.1.3.3 9.1.2.3.1 9.1.2.3.2</p>	<p>A. Rhythm A1. Performance of rhythm in full band and lessons.</p>

<p><i>UEQ: How do we listen to determine balances within the ensemble?</i></p> <p>B. Melody B1. Melody/Accompaniment Balance</p> <p><i>UEQ: How are compositions put together?</i></p> <p>C. Form</p> <p><i>UEQ: How do we play expressively and with emotion?</i></p> <p>D. Expression</p> <p><i>UEQ: What is harmony? How do we tune chords?</i></p> <p>E. Harmony E1. I, IV, V Chords</p> <p><i>UEQ: What are the skills we need to properly play instruments?</i></p> <p>F. Technique F1. Hand position F2. Embouchure F3. Proper breath support F4. Articulation F5. Tuning F6. Proper warm-ups F7. Scales F8. Multiple Articulation F9. Vibrato</p>	<p>B1. Recognize the difference between melody and accompaniment, and adjust balances within the band accordingly.</p> <p>C. Form Recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression Perform music including various dynamic levels, crescendos and decrescendos, as well as tempo changes.</p> <p>E. Harmony Play warm-ups including sustained chords on I, IV, and V of various keys.</p> <p>F. Technique F1. Use proper hand position. F2. Play with correct embouchures. F3. Take deep breaths and support their sound from their diaphragms. F4. Articulate correctly. F5. Hear pitch problems and are able to adjust their playing and instrument accordingly. F6. Learn and play warm-ups appropriate to their instruments - lip slurs for brass and interval studies</p>	<p>B1. I can recognize the difference between melody and accompaniment, and adjust my balance accordingly.</p> <p>C. Form I can recognize the form of at least one piece of music from our concert preparations.</p> <p>D. Expression I can use various dynamic levels, crescendos and decrescendos, as well as tempo changes when I perform.</p> <p>E. Harmony I can recognize I, IV, and V chords of various keys in our warm ups.</p> <p>F. Technique F1. I can use proper hand position. F2. I can play with correct embouchure. F3. I can take deep breaths and support my sound from my diaphragm. F4. I can articulate correctly. F5. I can hear pitch problems and am able to adjust my playing and instrument accordingly. F6. I can play warm-ups appropriate</p>	<p>9.1.3.3.1 9.1.3.3.2 9.3.1.3.1 9.3.1.3.2 9.3.1.3.3 9.4.1.3.1 9.4.1.3.2</p>	<p>B. Melody B1. Verbal acknowledgement of melody vs. accompaniment; bringing out of melody over accompaniment in performance</p> <p>C. Form Students mark their parts in pencil with letters labeling formal sections of the piece.</p> <p>D. Expression Continuous listening and feedback in lessons and large group rehearsals.</p> <p>E. Harmony Listening in large-group rehearsals.</p> <p>F. Technique F1. Visual observations. F2. Visual and aural observations</p>
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<p><i>UEQ: What is the historical and cultural significance of the music we play?</i></p> <p>G. Music history and music from other cultures</p> <p><i>UEQ: What is involved in the preparation and performance of a concert?</i></p> <p>H. Performance</p> <p>H1. Preparation of concert literature H2. Concert Etiquette H3. Performance for a live audience H4. Performance of a solo and/or ensemble</p> <p><i>UEQ: How are enharmonic notes related to one another?</i></p> <p>I. Enharmonics</p> <p>UEQ: What is the circle of fifths? How do we use the formula for determining key signatures of major scales?</p> <p>J. Key Signatures</p> <p>J1. Circle of Fifths J2. Order of Sharps and Flats J3. Formula for figuring out key signatures for keys</p> <p>UEQ: What is the pattern for major scale construction?</p>	<p>for woodwinds and mallets.</p> <p>F7. Accurately play all scales in eighth notes at quarter note = 100 beats per minute.</p> <p>F8. Play various rhythms using Koo-Too syllables on one pitch and on I-IV-V arpeggios in the key of Bb.</p> <p>F9. Develop vibrato skills by playing eighth note, triplet, and sixteenth note frequencies on whole notes, gradually shrinking the amplitude.</p> <p>G. Music History and music from other cultures.</p> <p>Learns about the music of three world cultures: Indonesian Gamelan, Korean, and Native American, including Sioux.</p> <p>H. Performance</p> <p>H1. Prepares approximately four pieces of full band music of grade level 2-3 difficulty, with the goal of a May performance.</p> <p>H2. Learn about proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>H3. Perform a concert for a live audience outside the school day.</p> <p>H4. Perform a solo or small</p>	<p>to my instrument.</p> <p>F7. I can play all scales in eighth notes at quarter note = 100 beats per minute.</p> <p>F8. I can play various rhythms using Koo-Too syllables on one pitch and on I-IV-V arpeggios in the key of Bb.</p> <p>F9. I can develop my vibrato skills by playing eighth note, triplet, and sixteenth note frequencies on whole notes, gradually shrinking the amplitude.</p> <p>G. Music History and music from other cultures.</p> <p>I can describe the music of three world cultures: Indonesian Gamelan, Korean, and Native American, including Sioux.</p> <p>H. Performance</p> <p>H1. I can play approximately four pieces of full band music of grade level 2-3 difficulty, by mid May.</p> <p>H2. I can demonstrate proper concert etiquette, including appropriate dress, conduct on stage, and audience conduct and response.</p> <p>H3. I can perform a concert for a live audience outside the school day.</p> <p>H4. I can perform a solo or small</p>	<p>F3. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F4. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F5. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F6. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F7. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F8. Continuous listening and feedback in lessons and large group rehearsals.</p> <p>F9. Continuous listening and feedback in lessons</p>
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K. Major Scales
Pattern of whole steps and half steps that creates a major scale

ensemble for a live audience.

I. Enharmonics

Understand the concept of enharmonics, will be able to identify them, and will be able to write the enharmonic equivalent for each of the 12 chromatic pitches.

J. Key Signatures

J1. Understand the concept of the circle of fifths.

J2. Memorize and know the order of sharps and flats in key signatures.

J3. Use the order of sharps and flats and key signature formula to determine the key signature for any major scale. Given a key signature, be able to determine the tonic note for the corresponding major scale.

K. Major Scales

Use the pattern of whole steps and half steps to write any major scale.

ensemble for a live audience.

I. Enharmonics

I can describe the concept of enharmonics, identify them, and write the enharmonic equivalent for each of the 12 chromatic pitches.

J. Key Signatures

J1. I can describe the concept of the circle of fifths.

J2. I can state the order of sharps and flats in key signatures.

J3. I can use the order of sharps and flats and key signature formula to determine the key signature for any major scale. Given a key signature, I can determine the tonic note for the corresponding major scale.

K. Major Scales

I can use the pattern of whole steps and half steps to write any major scale.

and large group rehearsals.

G. Music History and music from other cultures.

A test on the cultures we study.

H. Performance

H1. Concert performance

H2. Visual observation of etiquette during our performance

H3. Performance

H4. Performance

I. Enharmonics Worksheets 103, 104, 105, and 107

J. Key Signatures

J1. Worksheets 108, 110

J2. Worksheets 108, 110

J3. Worksheets 108, 110

K. Major Scales Worksheets 110

Sroka

Concert Band

St. Michael-Albertville High School

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