

**Band Curriculum Map 2016-2018**

		August	September	October	November	December	January	February	March	April	May	
<b>Concert Band</b>		<b>Cycle 1 - Grades 1.5-2.5 Band Literature</b>			<b>Cycle 2 - Grades 1.5-3 Band Literature</b>			<b>Cycle 3 - Grades 1.5-3 Literature</b>				
	<b>Unit</b>	<b>Posture/Instrument Position</b>	<b>Sound Production</b>	<b>Tone Quality</b>	<b>Posture/Instrument Position</b>	<b>Sound Production</b>	<b>Tone Quality</b>	<b>Posture/Instrument Position</b>	<b>Sound Production</b>	<b>Tone Quality</b>	<b>Articulation</b>	
	<b>Content Topics</b>	sit up straight, feet flat on floor, sitting on front edge of chair, instrument position, hand position	Winds: embouchure, air; Brass: lip slurs; Percussion: hand position (fulcrum, flytrap, palms down)	Characteristic tone	sit up straight, feet flat on floor, sitting on front edge of chair, instrument position, hand position	Winds: embouchure, air; Brass: lip slurs; Percussion: hand position (fulcrum, flytrap, palms down)	Characteristic tone	sit up straight, feet flat on floor, sitting on front edge of chair, instrument position, hand position	Winds: embouchure, air; Brass: lip slurs; Percussion: hand position (fulcrum, flytrap, palms down)	Characteristic tone	as needed	
	<b>State Standards</b>	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8a
	<b>Unit</b>	<b>Articulation</b>	<b>Note reading and fingerings/positions/stickings</b>	<b>Music Notation and Usage</b>	<b>Articulation</b>	<b>Note reading and fingerings/positions/stickings</b>	<b>Music Notation and Usage</b>	<b>Note reading and fingerings/positions/stickings</b>	<b>Music Notation and Usage</b>	<b>Beat Patterns</b>	<b>Terminology</b>	
	<b>Content Topics</b>	marcato, others as needed	as needed	Dotted eighth note/sixteenth note, others as needed	as needed	as needed	as needed	as needed	as needed	as needed	as needed	
	<b>State Standards</b>	MU: PR 6.1.6, 7, 8 a	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: PR 6.1.6, 7, 8a	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b
	<b>Unit</b>	<b>Beat Patterns</b>	<b>Terminology</b>	<b>Dynamics</b>	<b>Beat Patterns</b>	<b>Terminology</b>	<b>Dynamics</b>	<b>Dynamics</b>	<b>Intonation</b>	<b>Performance Responsibilities</b>	<b>Critical Listening/Evaluation</b>	
	<b>Content Topics</b>	cut time, others as needed	as needed	as needed	as needed	as needed	as needed	as needed	use of tuner, listening and making adjustments, instrument tendencies, just vs. equal	concert etiquette, evaluate performance and determine goals	ensemble listening - blend and balance, assesment of performance(s)	
	<b>State Standards</b>	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: PR 4.1.6, 7, 8d MU:Re 8.1.6, 7, 8	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: Pr 4.1.6, 7, 8b MU: Pr 4.1.6, 7, 8c MU: Re 7.1.6, 7, 8b	MU: PR 4.1.6, 7, 8 d MU:Re 8.1.6, 7, 8	MU: PR 4.1.6, 7, 8 d MU:Re 8.1.6, 7, 8	MU: PR 6.1.6, 7, 8 a	MU: Pr 6.1.6, 7, 8a MU: Pr 5.1.6, 7, 8	MU: Re 9.1.6, 7, 8 MU: Pr 6.1.6, 7, 8a	
	<b>Unit</b>	<b>Intonation</b>	<b>Performance Responsibilities</b>	<b>Critical Listening/Evaluation</b>	<b>Intonation</b>	<b>Performance Responsibilities</b>	<b>Critical Listening/Evaluation</b>	<b>Music History</b>				
	<b>Content Topics</b>	use of tuner, listening and making adjustments, instrument tendencies	concert etiquette, evaluate performance and determine goals	ensemble listening - blend and balance, assesment of performance(s)	use of tuner, listening and making adjustments, instrument tendencies, just vs. equal	concert etiquette, evaluate performance and determine goals	ensemble listening - blend and balance, assesment of performance(s)	historical background on pieces being performed				
	<b>State Standards</b>	MU: PR 6.1.6, 7, 8 a	MU: Pr 6.1.6, 7, 8 a MU: Pr 5.1.6, 7, 8	MU: Re 9.1.6, 7, 8 MU: Pr 6.1.6, 7, 8a	MU: PR 6.1.6, 7, 8 a	MU: Pr 6.1.6, 7, 8a MU: Pr 5.1.6, 7, 8	MU: Re 9.1.6, 7, 8 MU: Pr 6.1.6, 7, 8a	MU: Cn11.1.6, 7, 8				
	<b>Unit</b>	<b>Music History</b>			<b>Music History</b>							
	<b>Content Topics</b>	historical background on pieces being performed			historical background on pieces being performed							
<b>State Standards</b>	MU: Cn11.1.6, 7, 8			MU: Cn11.1.6, 7, 8								