

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Music- Middle School Band**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>Unit 1</b>  <b>Foundations</b>  <b>3 Weeks</b>	<p>2a. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.</p> <p>2b. Perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.</p> <p>5a. Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve.</p> <p>5b. Read at sight simple melodies in both the treble and bass clefs.</p> <p>5c. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.</p> <p>5e. <i>Students who participate in a performing ensemble or class will, in addition, sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.</i></p>	<p>-Count, clap, and play a variety of rhythmic patterns.</p> <p>-Identify and define music notation symbols in band literature and on written exams.</p> <p>-Sight read short exercises and songs from Standard of Excellence book and Grade 2 band literature.</p> <p>-Individually perform prepared scales and exercises with appropriate technical accuracy and expression.</p>	<p>Continuous visual and aural assessment of individual, small group, and ensemble performance.</p> <p>Individual playing assessment, graded with a scoring rubric.</p> <p>Written rhythm/notation test.</p>	<p><i>Rhythm Masters Book 1- Moon</i></p> <p><i>Tone Builders for the Young Band- Curnow</i></p> <p>Grade 2 band literature for sight reading</p> <p>Written rhythm assessments</p> <p>Playing assessment rubric</p> <p><i>Standard of Excellence Book 2</i></p>

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<p><b>Unit 2</b></p> <p><b>Introducing Winter Concert Repertoire</b></p> <p><b>2 Weeks</b></p>	<p>6a. Describe specific music events in a given aural example, using appropriate terminology.</p> <p>6b. Analyze the uses of elements of music in aural examples representing diverse genres and cultures.</p> <p>6c. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.</p> <p>9a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p>	<p>-Define the specific musical elements that make up the Winter Concert repertoire.</p> <p>-Analyze how the use of specific musical elements in each piece enhance the effectiveness of the piece.</p> <p>-Describe the historical and cultural background of each piece and its composer.</p>	<p>Individual aural responses to guided questions about the recordings.</p> <p>Written worksheets with guided responses to the listening examples.</p> <p>Short written quizzes.</p>	<p>Professional recordings (Hard copy, YouTube, and JWPepper.com) of Winter Concert repertoire</p> <p>Winter Concert repertoire (Gr 2-3)</p> <p>Handouts about composers and musical styles (as needed)</p> <p>Written response worksheets</p>

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<p><b>Unit 3</b></p> <p><b>Rehearse Winter Concert Repertoire</b></p> <p><b>9 Weeks</b></p>	<p>2a. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.</p> <p>2c. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>2e. <i>Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.</i></p> <p>5a. Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.</p>	<p>-Perform grade 2-3 repertoire with proper technical accuracy.</p> <p>-Perform grade 2-3 repertoire with proper expression; including dynamics, phrasing, and articulation.</p> <p>-Read and perform rhythms in grade 2-3 repertoire.</p>	<p>Continuous visual and aural assessment of individual, small group, and ensemble performance.</p> <p>Formal individual playing test of technically demanding passages from Winter Concert repertoire, graded with a scoring rubric.</p> <p>Daily rhythm reading exercises, assessed aurally in small groups.</p> <p>Formal written rhythm reading quizzes.</p>	<p>Winter Concert repertoire (Gr 2-3)</p> <p><i>Rhythm Masters Book 1- Moon</i></p> <p>Written rhythm quizzes</p> <p>Daily rhythmic examples written on white board</p> <p>Playing assessment rubric</p>

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<p><b>Unit 4</b></p> <p><b>Evaluate Winter Concert</b></p> <p><b>2 Weeks</b></p>	<p>7a. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.</p> <p>7b. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.</p>	<p>-Objectively self-evaluate individual and group performance at the Winter Concert.</p> <p>-Create and respond to specific criteria for evaluating the performance; including dynamics, phrasing, intonation, rhythm, tone, interpretation, and note accuracy.</p>	<p>Written self-evaluation response sheets.</p> <p>Individual aural responses to the recording of the Winter Concert.</p> <p>Individual aural responses to guided self-evaluation questions after listening to the recording of the Winter Concert.</p>	<p>Digital Recorder</p> <p>Recording of Winter Concert performance</p> <p>Self-evaluation response worksheets</p>

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<p><b>Unit 5</b></p> <p><b>Supplemental Skills</b></p> <p><b>4 Weeks</b></p>	<p>3c. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.</p> <p>4a. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.</p> <p>5a. Use standard notation to record their musical ideas and the musical ideas of others.</p>	<p>-Create short call and response melodies based on the first five notes of a major scale.</p> <p>-Compose a short melody based on a theme of his/her choosing.</p> <p>-Utilize elements of expression including dynamics, articulations, and phrasing to convey emotions relating to the theme of the original composition. (Ex. Soft, short, separated notes followed by a loud, accent note would create a surprise; as in <i>The Surprise Symphony</i> by Haydn.)</p> <p>-Transcribe compositions using accurate standard music notation.</p>	<p>Aural assessment of metric and pitch accuracy of short improvisations.</p> <p>Written worksheet-composition proposal, which prompts students to justify how their compositional choices will help convey the emotion of the theme they have chosen.</p> <p>Final written compositions.</p> <p>Playing assessment of final composition, graded with a scoring rubric.</p>	<p>Self-created written composition proposal worksheet</p> <p>Staff paper or <i>Finale</i> software for final composition</p> <p>Composition performance scoring rubric</p>

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<p><b>Unit 6</b></p> <p><b>Introduce Spring Concert Repertoire</b></p> <p><b>2 Weeks</b></p>	<p>6a. Describe specific music events in a given aural example, using appropriate terminology.</p> <p>6b. Analyze the uses of elements of music in aural examples representing diverse genres and cultures.</p> <p>6c. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.</p> <p>9a. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p>	<p>-Define the specific musical elements that make up the Spring Concert repertoire.</p> <p>-Analyze how the use of specific musical elements in each piece enhance the effectiveness of the piece.</p> <p>-Describe the historical and cultural background of each piece and its composer.</p>	<p>Individual aural responses to guided questions about the recording.</p> <p>Written worksheets with guided responses to the listening examples.</p> <p>Short written quizzes.</p>	<p>YouTube and JWPepper.com recordings of Winter Concert repertoire</p> <p>Spring Concert repertoire (Gr 3)</p> <p>Handouts about composers and musical styles (as needed)</p> <p>Written response worksheets</p>

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<p><b>Unit 7</b></p> <p><b>Rehearse Spring Concert Repertoire</b></p> <p><b>10 Weeks</b></p>	<p>2a. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.</p> <p>2c. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>2e. <i>Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.</i></p> <p>5a. Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.</p>	<p>-Perform grade 3 repertoire with proper technical accuracy.</p> <p>-Perform grade 3 repertoire with proper expression; including dynamics, phrasing, and articulation.</p> <p>-Read and perform rhythms in grade 3 repertoire.</p>	<p>Continuous visual and aural assessment of individual, small group, and ensemble performance.</p> <p>Formal individual playing test of technically demanding passages from Spring Concert repertoire, graded with a scoring rubric.</p> <p>Daily rhythm reading exercises, assessed aurally in small groups.</p> <p>Formal written rhythm reading quizzes.</p>	<p>Spring Concert repertoire (Gr 3)</p> <p><i>Rhythm Masters Book 1- Moon</i></p> <p>Written rhythm quizzes</p> <p>Daily rhythmic examples written on white board</p> <p>Playing test scoring rubric</p>

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<p><b>Unit 8</b></p> <p><b>Evaluate Spring Concert/ Competition Performances</b></p> <p><b>2 Weeks</b></p>	<p>7a. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.</p> <p>7b. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.</p>	<p>-Objectively self-evaluate individual and group performance at the Spring Concert.</p> <p>-Create and respond to specific criteria for evaluating the performance; including dynamics, phrasing, intonation, rhythm, tone, interpretation, and note accuracy.</p> <p>-Interpret comments and feedback from judges on our competition performance.</p> <p>-Apply feedback from judges to future rehearsals/performances.</p>	<p>Written self-evaluation response sheets.</p> <p>Individual aural responses to the recording of the Spring Concert.</p> <p>Individual aural responses to guided self-evaluation questions after listening to the recording of the Spring Concert.</p> <p>Written responses to judge feedback from music competition.</p>	<p>Digital Recorder</p> <p>Recording of Spring Concert performance</p> <p>Self-evaluation response worksheets</p> <p>Recordings of judge feedback from music competition</p>

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<p><b>Unit 9</b></p> <p><b>Marching Band Skills</b></p> <p><b>4 Weeks</b></p>	<p>2a. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.</p> <p>2c. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>2e. <i>Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.</i></p> <p>8c. Identify a variety of music-related careers.</p> <p>9c. Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.</p>	<p>-Perform grade 2-3 music while marching in a parade formation.</p> <p>-Play and march with proper posture, accuracy, and formation.</p> <p>-Compare the function of modern marching bands to the function of early marching bands.</p>	<p>Constant visual and aural assessment of marching and playing accuracy as an ensemble, in small groups, and individually.</p> <p>Formal written research paper.</p>	<p><i>Service Song Sets</i></p> <p><i>Star Spangled Banner</i></p> <p>Marching equipment (lyres/flip folders/marching percussion)</p> <p>Online resources on the history of marching bands (researched by students)</p> <p>Research paper assignment</p>

LHS-Middle School Band

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>Unit 10</b>  <b>Reflection</b>  <b>1 Week</b>	7b. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.	-Evaluate their individual growth and the growth of the ensemble over the course of the year.  -Set goals and make suggestions for improvement individually and for the ensemble for the following school year.	Aural assessment of individual verbal responses in group discussion.  Written reflection/course evaluation form.	Written reflection/course evaluation form.