

GHASB Band Scope and Sequence

	<u>Beginner Band</u>	<u>Junior High Level</u>	<u>HS Concert Band 1-2</u>	<u>HS Symphonic/Wind Ensemble/</u>	<u>Marching Band</u>	<u>Jazz Ensemble</u>
Playing Experience	1st and 2nd Year	3rd and 4 th Year	5 th Year	> Than 5 years	3 rd thru 5 th Year	
Music Difficulty	.5 - 1.5	1.5- 2.5	2.5 to 4	3 to 4.5	2.5 to 4	2.5 to 4.5
EXPECTATIONS	Students should know how to reference the fingering chart in their method book (provided resource).	Students will demonstrate knowledge of fingerings for all notes and selected alternate fingerings for intonation purposes on their instrument from memory.	Students should know the fingerings for all notes and selected alternate fingerings for intonation purposes on their instrument from memory.	Students should know the fingerings for all notes on their instrument from memory, including alternate technical fingerings for intonation purposes.	Students should know the fingerings for all notes and selected alternate fingerings for intonation purposes on their instrument from memory.	Students should know the fingerings for all notes on their instrument from memory, including alternate technical fingerings for intonation purposes.
	Students will perform simple rhythmic and melodic examples in call-and-response styles.	Students will be able to perform major scales up to and including 4 flats, 3 sharps, and C.	Students will use vibrato when characteristic for their instrument, alternate fingerings, trills, and grace notes when performing on wind instruments.	Students should recognize and perform musical ornaments (i.e. trills, grace notes, glissando, etc.)	Students will use vibrato when characteristic for their instrument, alternate fingerings, trills, and grace notes when performing on wind instruments.	Students should recognize and perform musical ornaments (i.e. trills, grace notes, glissando, etc.)
	Students will maintain attendance with required materials.	Students will be able to perform a 1 to 2 octave chromatic scale.	Students will maintain attendance with required materials	Students will use vibrato when characteristic for their instrument, alternate fingerings, trills, and grace notes when performing on wind instruments.	Students will maintain attendance with required materials	Students will use vibrato when characteristic for their instrument, alternate fingerings, trills, and grace notes when performing on wind instruments.
	Students will demonstrate completion of assignments and/or practice.	Students will maintain attendance with required materials	Students will demonstrate completion of assignments and/or practice.	Students will maintain attendance with required materials	Students will demonstrate completion of assignments and/or practice.	Students will maintain attendance with required materials
		Students will demonstrate completion of assignments and/or practice.				
POSTURE	Students will demonstrate proper posture, embouchure, hand position, and playing position.	Students will demonstrate proper posture, embouchure, hand position, and playing position.	Students will demonstrate proper posture, embouchure, hand position, and playing position.	Students will demonstrate proper posture, embouchure, hand position, and playing position.	Students will demonstrate proper posture, embouchure, hand position, and playing position.	Students will demonstrate proper posture, embouchure, hand position, and playing position.
-tone	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.
INTONATION	Students will recognize the concept of flat or sharp in regard to intonation.	Students will recognize the concept of flat or sharp in regard to intonation.	Students will recognize the concept of flat or sharp in regard to intonation.	Students will recognize the concept of flat or sharp in regard to intonation.	Students will recognize the concept of flat or sharp in regard to intonation.	Students will recognize the concept of flat or sharp in regard to intonation.
		Student will be able to tune tympani from a generated pitch	Student will be able to tune tympani from a generated pitch	Student will be able to tune tympani from a generated pitch	Student will be able to tune tympani from a generated pitch	Student will be able to tune tympani from a generated pitch

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Playing Experience	1st and 2nd Year	3rd and 4 th Year	5 th Year	> Than 5 years	3 rd thru 5 th Year	
Music Difficulty	.5 - 1.5	1.5- 2.5	2.5 to 4	3 to 4.5	2.5 to 4	2.5 to 4.5
			Students will demonstrate knowledge of all fingerings by memory including alternate fingerings for intonation purposes	Students will demonstrate knowledge of all fingerings by memory including alternate fingerings for intonation purposes	Students will demonstrate knowledge of all fingerings by memory including alternate fingerings for intonation purposes	Students will demonstrate knowledge of all fingerings by memory including alternate fingerings for intonation purposes
TEMPO	Students will demonstrate steady tempo while performing materials being studied.	Students will perform tempo changes and a variety of rhythms and meters through materials being studied.	Students will perform tempo changes and a variety of rhythms and meters through materials being studied.	Students will perform tempo changes and a variety of rhythms and meters through materials being studied.	Students will perform tempo changes and a variety of rhythms and meters through materials being studied.	Students will perform tempo changes and a variety of rhythms and meters through materials being studied.
ARTICULATION	Students will demonstrate tonguing and slurring techniques.	Students will demonstrate staccato, legato tongue, accent, marcato, and tenuto on wind instruments.	Students will demonstrate staccato, legato tongue, accent, marcato, and tenuto on wind instruments.	Students will demonstrate a variety of articulations including double-tongue and breath attacks if applicable for the instrument.	Students will perform all articulations in materials being studied, including double-tongue, triple-tongue, and breath attacks if applicable for the instrument.	Students will demonstrate staccato, legato tongue, accent, marcato, and tenuto on wind instruments.
		Students will select the appropriate implement with which to demonstrate these styles.	Students will select the appropriate implement with which to demonstrate these styles.			Students will select the appropriate implement with which to demonstrate these styles.
MUSICALITY: Dynamic Contrast, Phrasing, and Expression	Students will use dynamic contrast as a means of expression, including f, p, mp, mf, crescendo, decrescendo, and diminuendo.	Students will use dynamic contrast and technical skills as means of expression.	Students will use dynamic contrast and technical skills as means of expression.	Students will use dynamic contrast and technical skills as a means of expression.	Students will use dynamic contrast and technical skills as a means of expression.	Students will use dynamic contrast and technical skills as means of expression.
	Students will articulate four consecutive notes in one breath. They will demonstrate phrasing through the use of melodic contour, natural accents, and proper use of breath.	Students will perform four bar phrases in common time in one breath.	Students will perform four bar phrases in common time in one breath.	Students will use vibrato, alternate fingerings, trills, and grace notes on wind instruments.	Students will use vibrato, alternate fingerings, trills, and grace notes on wind instruments.	Students will perform four bar phrases in common time in one breath.
		Students will demonstrate phrasing through the use of dynamics, tempo, and melodic contour.	Students will demonstrate phrasing through the use of dynamics, tempo, and melodic contour.	Students will perform eight bar phrases in common time in one breath.	Students will perform eight bar phrases in common time in one breath.	Students will demonstrate phrasing through the use of dynamics, tempo, and melodic contour.
				Students will demonstrate musical phrasing through dynamic emphasis and tempo modification.	Students will demonstrate musical phrasing through dynamic emphasis and tempo modification.	

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							9th - 12th Grade
Playing Experience	1st and 2nd Year	3rd and 4 th Year	5 th Year	> Than 5 years	3 rd thru 5 th Year		
Music Difficulty	.5 - 1.5	1.5- 2.5	2.5 to 4	3 to 4.5	2.5 to 4	2.5 to 4.5	2.5 to 4.5
ENSEMBLE SKILLS	Students will blend instrumental timbres, match dynamics, style, intonation, and respond to conducting gestures in 2/4 3/4 and 4/4	Students will blend instrumental timbres, match dynamics, style, intonation, and respond to conducting gestures in simple and compound meter.	Students will blend instrumental timbres, match dynamics, style, intonation, and respond to conducting gestures in simple and compound meter.	Students will blend instrumental timbres, match dynamic levels, style, intonation, and respond to and use conducting gestures.	Students will blend instrumental timbres, match dynamic levels, style, intonation, and respond to and use conducting gestures.	Students will blend instrumental timbres, match dynamics, style, intonation, and respond to conducting gestures in simple and compound meter.	Students will blend instrumental timbres, match dynamic levels, style, intonation, and respond to and use conducting gestures.
SCALES AND RUDIMENTS	Students will play the concert F, B-flat, E-flat, and A-flat scales, one octave.	Students will perform the E, A, D, G, C, F, Bb, Eb, and Ab scales (not transposed) on wind instruments, two octaves (when appropriate), in quarter-eighth-eighth rhythm at M.M. quarter note = 100.	Students will perform the E, A, D, G, C, F, B-flat, E-flat, and A-flat scales (not transposed) on wind instruments, two octaves (when appropriate), in quarter-eighth-eighth rhythm at M.M. quarter note = 100.	Students will perform all major scales in the full range of the instrument, and all one-octave harmonic minor scales, with one-octave tonic arpeggios, ascending and descending, in quarter-eighth-eighth rhythm (M.M. quarter note = 100).	The student will perform all major and minor scales, ascending and descending, in a variety of rhythmic patterns and articulations.	Students will perform the E, A, D, G, C, F, B-flat, E-flat, and A-flat scales (not transposed) on wind instruments, two octaves (when appropriate), in quarter-eighth-eighth rhythm at M.M. quarter note = 100.	Students will perform all major scales in the full range of the instrument, and all one-octave harmonic minor scales, with one-octave tonic arpeggios, ascending and descending, in quarter-eighth-eighth rhythm (M.M. quarter note = 100).
	Students should be able to play a one-octave chromatic scale, ascending and descending.	Students will perform the D-flat, G-flat/F-sharp, and B scales, one octave, in quarter-eighth-eighth rhythm at M.M. quarter note = 72.	Students will perform the D-flat, G-flat/F-sharp, and B scales, one octave, in quarter-eighth-eighth rhythm at M.M. quarter note = 72.	The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M. M. quarter note = 96 or faster) throughout the practical range of the instrument.	The student will perform a chromatic scale, ascending and descending, using the ABODA state audition tempo and range requirements for the instrument.	Students will perform the D-flat, G-flat/F-sharp, and B scales, one octave, in quarter-eighth-eighth rhythm at M.M. quarter note = 72.	The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M. M. quarter note = 96 or faster) throughout the practical range of the instrument.
		Students will perform a chromatic scale, ascending and descending, two octaves in eighth notes at M.M. quarter note = 72.	Students will perform a chromatic scale, ascending and descending, two octaves in eighth notes at M.M. quarter note = 72.			Students will perform a chromatic scale, ascending and descending, two octaves in eighth notes at M.M. quarter note = 72.	
DECODING	Students will use a syllable, number, or letter system to read and write simple pitch notation.	Students will use a syllable, number or letter system to read and write simple melodies in the appropriate clef individually and in large ensembles.	Students will use a syllable, number or letter system to read and write simple melodies in the appropriate clef individually and in large ensembles.			Students will use a syllable, number or letter system to read and write simple melodies in the appropriate clef individually and in large ensembles.	
	Students will use a rhythmic notation system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes and rests in simple meter. Percussionists should also be able to read and notate sixteenth note patterns.	Students will use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes and rests, dotted notes and rests, and triplets in simple and compound meters.	Students will use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes and rests, dotted notes and rests, and triplets in simple and compound meters.	Students will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision.	Students will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision.	Students will use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes and rests, dotted notes and rests, and triplets in simple and compound meters.	Students will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with ABODA Level III-IV.

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MUSIC THEORY	Students will compose/improvise a two- to four-measure melody	Students will embellish four to eight measures of a folk song by creating rhythmic and melodic variations.	Students will improvise a short melody within teacher specified parameters.	Students will improvise a short melody within teacher specified parameters.	Students will improvise a melody to a chord progression.	Students will improvise a short melody within teacher specified parameters.	
		Students will compose an eight-measure melody, using available technology, within teacher-specified parameters.	Students will arrange accompanying harmonies or countermelodies to a given melody.	Students will arrange accompanying harmonies or countermelodies to a given melody.	Students will arrange a selection for two or more instruments, using available technology.	Students will arrange accompanying harmonies or countermelodies to a given melody.	Students will diagnose and correct personal performance errors.
					Students will analyze a specific work and discuss how the music elements are used to create expression.		Students will articulate expressive qualities of music.
OUTSIDE CONNECTIONS	Students will identify career options in music.	Students will identify career and avocational options in music.	Students will research career and avocational options in music, using available technology.	Students will research career and avocational options in music, using available technology.	Students will research career and avocational options in music using available technology.	Students will research career and avocational options in music, using available technology.	
	Students will associate terminology common to music with other fine arts and other disciplines.	Students will identify, define, and apply music terms and symbols from materials being studied.	Students will identify, define, and apply music terms and symbols from materials being studied.	Students will identify, define, and apply music terms and symbols from materials being studied.	Students will identify, define, and apply music terms and symbols from materials being studied.	Students will identify, define, and apply music terms and symbols from materials being studied.	