

# STRATFORD PUBLIC SCHOOLS

## Music Department – Concert Band, Sectional Band and Wind Ensemble

### Curriculum Scope and Sequence

	Concept/Units	Application - Students will:
<b>HIGH SCHOOL</b>	The Art of Reading and Interpreting Music Notation	<ul style="list-style-type: none"><li>• Identify and define interpretive symbols and musical terms appropriate to music being performed.</li><li>• Identify all key signatures and demonstrate understanding of the circle of fifths.</li><li>• Identify all pitches on the staff appropriate to specific instrument.</li><li>• Count rhythms with even and odd subdivisions in simple, compound, and unequal meters using Stratford's district counting system.</li><li>• Demonstrate articulations appropriate to music being performed.</li><li>• Interpret dynamic and tempo markings appropriate to music being performed.</li><li>• Demonstrate understanding of a musical map including 1st and 2nd endings, Da capo, Dal Segno, codas, abbreviations, etc.</li><li>• Demonstrate a knowledge of percussion notation in music being performed as well as standard rudiments (percussionists only).</li></ul>
	Performing Music Independently and With Others	<ul style="list-style-type: none"><li>• Demonstrate correct fingerings within a practical range of their chosen instrument.</li><li>• Perform all major scales and three forms of minor scales.</li><li>• Perform chromatic scale and other scales that are appropriate to the music being performed.</li><li>• Identify and correctly respond to conducting patterns and cues.</li><li>• Demonstrate a tone quality that is appropriate for ones chosen instrument.</li><li>• Adjust pitch so as to play in tune with fellow musicians.</li><li>• Demonstrate appropriate playing posture and embouchure.</li><li>• Perform musical works from various time periods and various styles from band literature at a grade level of 3-5.</li><li>• Demonstrate proper care for the instrument.</li><li>• Play as an ensemble with refined volume, blend, balance, and tone quality.</li><li>• Demonstrate the ability to tune timpani to various intervals by ear (percussion only).</li><li>• Demonstrate proper rolls on snare drum, timpani, and mallets (percussion only).</li><li>• Demonstrate facility in playing the 26 standard drum rudiments (percussion only).</li></ul>

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Describing, Analyzing and Creating Music	<ul style="list-style-type: none"><li>• Describe musical performances using musical terms such as melody, harmony, rhythm, tempo, intonation, blend, balance, dynamics, and timbre.</li><li>• Describe the basic forms of the music being studied (see vocabulary above).</li><li>• Identify aurally and from music notation triad quality.</li><li>• Identify aurally and from music notation the differences between natural, harmonic, and melodic minor.</li><li>• Improvise a short melody based on a blues and/or pentatonic scale.</li></ul>
Evaluating Music Using Critical Thinking and Listening Skills	<ul style="list-style-type: none"><li>• Aurally identify correct performance of given rhythmic notation in various simple and compound meters.</li><li>• Name the key signatures in the order of the circle of fifths.</li><li>• Match pitch to a standard given note.</li><li>• Aurally and visually identify articulations.</li><li>• Demonstrate an understanding of conducting patterns.</li><li>• Evaluate (verbally and in written form) individual and ensemble performances/rehearsals.</li><li>• Aurally discriminate among various instrumental timbres.</li><li>• Compare own performance to other ensembles performing the same music.</li></ul>
Music History and Cultural Heritage	<ul style="list-style-type: none"><li>• Observe and describe live and/or video recorded performances by professional players and/or composers.</li><li>• Participate in adjudication festivals with professional musician clinicians.</li><li>• Perform music in a variety of styles and periods of composition. This includes a four year cycle of repertoire.</li><li>• Demonstrate self/group confidence, discipline, and acceptable performance and rehearsal decorum.</li><li>• Select and listen to quality music.</li></ul>

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Participating in the cultural/musical life of the community through involvement in local and regional music/arts opportunities	<ul style="list-style-type: none"><li>• Participate in solo and ensemble performances.</li><li>• Participate in public performances at school and within the community.</li><li>• Identify opportunities for music performances in the community.</li><li>• Attend live performances by professional musicians.</li></ul>