

Performing Technique	Musicianship	Listening	Musical Elements & Notation (Tonality, Rhythm, Timbre, Form, Harmony, Dynamics)	History/Culture/Style	Creating (Improvisation & Composition)
<p>Maintain appropriate playing position</p> <p>Ensemble: rhythmic and melodic patterns in concert (all 12 keys)</p> <p>Solo literature: seven major scales one octave, from memory, moderate speed, ascending &amp; descending</p> <p>Brass: wider range of lip slur</p> <p>Introduce double horn technique</p> <p>Embouchure refinement to enhance tone quality and intonation</p> <p>Exercises to enhance air management (breath support)</p> <p>Expand use of alternate and trill fingerings</p>	<p>Respond to interpretive gestures of the conductor</p> <p>Student conducts 2/4, 3/4, 4/4 and 6/8 patterns. Introduce compound meters: 5/4, 5/8, 7/4, 7/8</p> <p>Refine lesson/ensemble etiquette</p> <p>Evaluate self and others in order to improve performance</p> <p>Independently manage practice, lesson, and rehearsal time</p> <p>Introduce intonation tendencies of student instrument with teacher directed correction</p> <p>Maintain own part within ensemble</p> <p>Perform NYSSMA® Level III solo</p>	<p>Assess solo and ensemble performance using musical terminology</p> <p>Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills</p> <p>Recordings of professional performers</p> <p>Tuning instrument by ear, and/or by using electronic device</p> <p>Recognize if own pitch is sharp or flat, and how to appropriately adjust</p> <p>Under teacher guidance, adjust intonation to blend with section</p> <p>Introduce aural recognition of basic intervals and M / m scales</p>	<p><b>Tonality:</b> All 12 major concert scales Introduce arpeggios Bb chromatic scale, one octave relative harmonic minor Continued work on Bb and F Blues scales Continued work on: whole/half steps, and enharmonics</p> <p><b>Rhythm:</b> intro 5/4, 9/8, 3/8, 6/8 (in '2' feel)</p> <p><b>Timbre:</b> use of percussion accessories (3 timpani, xylophone, marimba, vibraphone, drum set) Introduce expanded, non-traditional sounds (pencil tap, feet stomp, singing, etc.)</p> <p><b>Form:</b> Overture Chorale</p> <p><b>Notation:</b> forte piano (fp) caesura tenuto order of sharps &amp; flats</p>	<p>Swing (American jazz art form)</p> <p>Careers in music</p> <p>Aleatoric (chance)</p> <p>Medley of show tunes</p>	<p><b>Improvising:</b> Basic improvisation within Bb and F Blues scales</p> <p><b>Composing:</b> Complete an 8-measure melody using variety, repetition, or contrast</p>

<p>Use knowledge of enharmonics to determine fingerings</p> <p>SD: long roll—open-closed-open</p> <p>Tune timpani to M 3rd &amp; M 6th intervals</p>	<p>Perform NYSSMA® Level II / III ensemble literature</p> <p>Perform warm-ups with a variety of expressive elements (articulation, dynamics, balance)</p> <p>Perform ensemble literature with key, time, tempo and style changes</p> <p>Student writes in music (using pencil) to improve performance</p> <p>Use available resources to locate musical information (fingerings, history, composer, definitions, symbols, etc.)</p> <p>Realize mechanical problems of instrument, and seek teacher assistance.</p> <p>Clean and maintain instrument regularly</p> <p>Participate in teacher led chamber ensemble</p>	<p>Tune timpani to M 3rd &amp; M 6th intervals</p>			
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