

## Scope and Sequence

<b>Unit #/Title</b>		<b># of Days</b>
Unit I:	Band Guidelines and Expectations	2 Days
Unit II:	Reading and Performing Notes and Rhythms in Marching Band Style	9 Days
Unit III:	Reading and Performing Articulations, Symbols and Dynamics	4 Days
Unit IV:	Marching Style and Technique	4 Days
Unit V:	Improving Musical Performance	6 Days
Unit VI:	Critique and Reflection	6 Days
Unit VII:	Sight Reading and Performance of Holiday Music	15 Days
Unit VIII:	Reading and Performing Pitches and Rhythms	14 Days
Unit IX:	Scales	1 Day
Unit X:	Midterm: Review and Exam	2 Days
Unit XI:	Reading and Performing Spring Concert Music	14 Days
Unit XII:	Reading and Performing Patriotic Parade Music	6 Days
Unit XIII:	Developing Sight Reading	5 Days
Unit XIV:	Final: Review and Exam	2 Days
	<b>Total Number of Days</b>	<b>90 Days</b>

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course :** Band I, II, III, IV

**Unit I: Band Guidelines and Expectations**

**Essential Question:** Why is structure and expectations important?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>1 day</b>	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1	<p><b>Lesson 1:</b> Instrument Contract, Maintenance, and Expectations</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Read and explain what is expected of them as members of the ensemble pertaining to class rules and expectations, performance responsibilities, behavior, rehearsals, events and performances by teacher explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Instrument and Performance Contracts</li> <li>Chosen Instrument</li> <li>Class Expectations and Guidelines Handout</li> </ul>	<p>Oral</p> <p>Aural</p> <p>Visual</p> <p>Self Assessment</p> <p>Instant Feedback</p> <p>Teacher Developed</p> <p>Written Assessment</p>
<b>1 day</b>	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1	<p><b>Lesson 2:</b> Review and Assessment</p> <p><b>Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>Review and accurately demonstrate the care and simple maintenance necessary to play their chosen instrument by reading the handout and watching the DVD.</li> <li>Demonstrate proper care and maintenance required for outside use of their instrument by reading handout and peer explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Instrument and Performance Contracts</li> <li>Chosen Instrument</li> <li>Class Expectations and Guidelines Handout</li> <li>Instrument Assessment</li> </ul>	<p>Oral</p> <p>Aural</p> <p>Visual</p> <p>Self Assessment</p> <p>Instant Feedback</p> <p>Teacher Developed</p> <p>Written Assessment</p>

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit II:** Reading and Performing Notes and Rhythms in Marching Band Style  
**Essential Question:** How are the characteristics of music reflected in the movement and pictures of the field show?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>8 days</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.2	<p><b>Lesson 1:</b> Pitch and Rhythm in Marching Band Style</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Play correct pitches and rhythms to marching band field show music with correct note durations by practicing alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Music Stands and Proper Chairs</li> <li>• Marching Music</li> <li>• Lyres</li> <li>• Flip Folders</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Aural</li> <li>• Visual</li> <li>• Self Assessment</li> <li>• Instant Feedback</li> <li>• Teacher Developed</li> <li>• Written Assessment</li> </ul>
<b>1 day</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.2	<p><b>Lesson 2:</b> Concert B flat Scale/Proper Posture and Breathing.</p> <p><b>Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper breathing technique required for wind instruments by proper posture, and correct embouchure.</li> <li>• Demonstrate the ability to play concert B flat scale in selected rhythmic patterns as an ensemble by practicing alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Music Stands and Proper Chairs</li> <li>• Marching Music</li> <li>• Lyres</li> <li>• Flip Folders</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Aural</li> <li>• Visual</li> <li>• Self Assessment</li> <li>• Instant Feedback</li> <li>• Teacher Developed</li> <li>• Written Assessment</li> </ul>

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit III:** Reading and Performing Articulations, Symbols and Dynamics  
**Essential Question:** How is mood expressed in music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 1:</b> Incorporating Musician Skills</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to read, and perform basic musicianship skills by performing articulations as dictated by method book and marching music, including staccato, legato, marcato, slurred, and accented, dynamic markings including pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, diminuendo and sforzando and incorporate musicianship skills of dynamics and articulation with learned scales, and rhythmic patterns in music.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Music Stands and Proper Chairs</li> <li>Marching Music</li> <li>First Division Method Series</li> <li>Rubank Method Series</li> <li>Lyres</li> <li>Flip Folders</li> </ul>	Oral Aural Visual Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit IV: Marching Style and Technique**

**Essential Question:** What is proper marching style?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 1:</b> Proper body posture , instrument positions, and marching technique</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Understand and demonstrate proper body posture and instrument position including ready, attention, and playing position by modeling the demonstration and practicing alone and with others.</li> <li>• Understand and demonstrate proper marching technique, including but not limited to rolling of the feet forward and backward movement, turns, flanks, and obliques by modeling the demonstration and practicing alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Marching Music</li> <li>• Lyres</li> <li>• Flip Folders</li> <li>• Field Markers</li> <li>• Lined Practice Field</li> </ul>	Oral Visual Self Assessment Instant Feedback March Offs Marching Assessment

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit V:** Improving Musical Performance

**Essential Question:** How does good marching form improve overall musical performance?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>2 days</b>	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 1:</b> Horn Placement, Review Body Posture, and Individual Marching</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Understand, and demonstrate elements of proper showmanship to enhance their performance by improving timing, tempo, phrasing, horn placement, body posture, and execution of drill movements.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Marching Music</li> <li>Recorded Performances</li> <li>Lyres</li> <li>Flip Folders</li> <li>Field Markers</li> <li>Lined Practice Field</li> </ul>	<p>Oral Visual Self Assessment Instant Feedback Total Performance Test</p>
<b>4 days</b>	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 2:</b> Sectional Balance and Blend, Line Phrasing</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Demonstrate sectional balance and phrasing, by adding energy needed to improve their performance.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Marching Music</li> <li>Recorded Performances</li> <li>Lyres</li> <li>Flip Folders</li> <li>Field Markers</li> <li>Lined Practice Field</li> </ul>	<p>Oral Visual Self Assessment Instant Feedback Total Performance Test</p>

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit VI: Critique and Reflection**

**Essential Question:** How can critique improve your show?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
6 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.2 1.4.12.B.1 1.4.12.B.2	<b>Lesson 1:</b> Judges Critique and Review  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Listen to judges' critiques both written and aurally, by reflecting on the various aspects of the musical performance, and compare/contrast performances to improve future presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Marching Music</li> <li>• Recorded Performances</li> <li>• Lyres</li> <li>• Flip Folders</li> <li>• Field Markers</li> <li>• Lined Practice Field</li> <li>• Judges Tapes and Critique Sheets</li> </ul>	Oral Visual Written Self Assessment Instant Feedback Total Performance Test

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Essential Question:** How is music used in celebration?

**Unit VII: Sight Reading and Performance of Holiday Music**

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 1:</b> Correct Performance of Pitch</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to read and perform pitches by practicing in scalar and non-scalar patterns in several major keys, in ranges appropriate for instrument and ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Concert Repertoire</li> <li>• Concert Folders</li> <li>• Music Stands and Proper Chairs</li> </ul>	<p>Oral Aural Visual Self Assessment Performance Playing Test Instant Feedback</p>
3 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 2:</b> Correct Performance of Rhythm</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Perform rhythms and rhythm patterns with note durations including, but not limited to whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, triplets and their corresponding rests by practicing alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Concert Repertoire</li> <li>• Concert Folders</li> <li>• Music Stands and Proper Chairs</li> </ul>	<p>Oral Aural Visual Self Assessment Performance Playing Test Instant Feedback</p>



TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
7 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 3: Concert Preparations</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Review all information, vocabulary, and music learned, by recalling care of instrument, class expectations, proper posture, bowing and playing position, sight-reading and the performance of required scales.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Concert Repertoire</li> <li>Concert Folders</li> <li>Music Stands and Proper Chairs</li> </ul>	Oral Aural Visual Self Assessment Teacher Observation Instant Feedback
1 day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 4: Concert Performance</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Perform learned music at the holiday concert by playing for family, peers, and faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Concert Repertoire</li> <li>Concert Folders</li> <li>Music Stands and Proper Chairs</li> </ul>	Oral Aural Visual Self Assessment Performance Playing Test Instant Feedback
1 Day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 5: Performance Critique</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Reflect on the various aspects of the musical performance, by compare/contrast performances to improve future presentations</li> </ul>	<ul style="list-style-type: none"> <li>Television</li> <li>VCR</li> <li>Tape of Concert</li> <li>Paper and Pen</li> </ul>	Oral Written

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit VIII: Reading and Performing Pitches and Rhythms**

**Essential Question:** How is the development of the individual musician/ensemble shown in the performance of the music?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>3 days</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 1: Correct Performance of Pitch</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to read and perform pitches by practicing in scalar and non-scalar patterns in several major keys, in ranges appropriate for instrument and ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Music Stands and Proper Chairs</li> </ul>	<p>Oral Aural Visual Self Assessment Instant Feedback</p>
<b>3 day</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 2: Correct Performance of Rhythm</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Perform rhythms and rhythm patterns by practicing alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Music Stands and Proper Chairs</li> </ul>	<p>Oral Aural Visual Self Assessment Playing Quiz Instant Feedback</p>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
7 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	Lesson 3: Concert Preparations  <b>Objective: SWBAT</b> • Review all information, vocabulary, and music learned, including but not limited to: care of instrument, class expectations, proper posture, bowing and playing position, sight-reading and the performance of required scales.	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Music Stands and Proper Chairs</li> </ul>	Oral Aural Visual Self Assessment Teacher Observation Instant Feedback
1 day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	Lesson 4: Concert Performance  <b>Objective: SWBAT</b> • Perform learned music at the holiday concert.	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Music Stands and Proper Chairs</li> </ul>	Oral Aural Visual Self Assessment Teacher Observation Instant Feedback

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit IX:** Scales

**Essential Question:** Why are scales important?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 1:</b> Playing Scales, Format/Theory, and Practice</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to perform scales by practicing as an individual and in an ensemble, perform the scales at a minimum of two octaves with the number of scales required increasing in tempo and difficulty each year. Band I will be able to perform E, A, D, G, C, F, Bb, Eb, Ab, and a one octave chromatic scale, Band II will be able to perform B, F#, and C# and will perform an octave and a half chromatic scale. Band III will perform Db, Gb and Cb and perform a two octave chromatic scale, Band IV will be able to play all scales at an increased tempo and will perform a two octave chromatic scale the full range of the instrument in quarter note rhythm pattern with a metronome.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Book</li> <li>• Music Stand</li> <li>• Proper Chairs</li> <li>• Metronome</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Visual</li> <li>• Written</li> <li>• Self Assessment</li> <li>• Instant Feedback</li> <li>• Playing Performance</li> <li>• Test</li> </ul>

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit X: Midterm: Review and Exam**

**Essential Question:** How does historical background and information influence the music?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>1 day</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 1: Midterm Review</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Review all information, vocabulary, and music learned by studying the review sheet given to them in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Music Stands and Proper Chairs</li> <li>• Midterm Review</li> </ul>	Oral Aural Visual Teacher Observation Instant Feedback
<b>1 day</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 2: Midterm Exam</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Complete midterm exam by answering all questions after studying the review sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Music Stands and Proper Chairs</li> <li>• Exam</li> <li>• Pencils</li> </ul>	Oral Aural Visual Teacher Observation Instant Feedback Written and Performance Exam

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit XI: Reading and Performing Spring Concert Music**

**Essential Question:** How has the music changed since the beginning of the school year?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>3 days</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.3	<p><b>Lesson 1: Correct Performance of Pitch</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to read and perform pitches by practicing in scalar and non-scalar patterns in several major keys, in ranges appropriate for instrument and ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Concert Folders</li> <li>• Music Stands and Proper Chairs</li> </ul>	<p>Oral Aural Visual Self Assessment Teacher Observation Instant Feedback Playing Quiz</p>
<b>3 day</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.3	<p><b>Lesson 2: Correct Performance of Rhythm</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Perform rhythms and rhythm patterns with note durations including, but not limited to whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted eighth-sixteenth notes, triplets and their corresponding rests by practicing alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Concert Folders</li> <li>• Music Stands and Proper Chairs</li> </ul>	<p>Oral Aural Visual Self Assessment Teacher Observation Instant Feedback Playing Quiz</p>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
7 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.3	<b>Lesson 3: Concert Preparations</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Review all information, vocabulary, and music learned, by recalling care of instrument, class expectations, proper posture, bowing and playing position, sight-reading and the performance of required scales.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Concert Folders</li> <li>Music Stands and Proper Chairs</li> </ul>	Oral Aural Visual Self Assessment Teacher Observation Instant Feedback Playing Quiz
1 day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.3	<b>Lesson 4: Concert Performance</b> <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Perform learned music at the Spring Concert by playing for family, peers, and faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Concert Folders</li> <li>Music Stands and Proper Chairs</li> </ul>	Oral Aural Visual Self Assessment Teacher Observation Instant Feedback

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit XII: Reading and Performing Patriotic Parade Music**

**Essential Question:** How do you select which music to play in a parade?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
2 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 1:</b> Correct Performance of Pitch</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to read and perform pitches in scalar and non-scalar patterns in several major keys by practicing alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Sheet Music</li> <li>• Music Stands and Proper Chairs</li> </ul>	Oral Aural Visual Self Assessment Teacher Observation Instant Feedback Playing Quiz
2 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 2:</b> Correct Performance of Rhythm</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Perform rhythms and rhythm patterns with note durations including, but not limited to whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted eighth-sixteenth notes, triplets and their corresponding rests by practicing alone and with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Sheet Music</li> <li>• Music Stands and Proper Chairs</li> </ul>	Oral Aural Visual Self Assessment Instant Feedback Memorization Quiz



TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 3: Parade Preparations</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Review parade marching technique</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Sheet Music</li> </ul>	Oral Aural Visual Self Assessment Instant Feedback Total Performance Quiz
1 day	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 4: Parade Performance</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Perform learned music at the Memorial Day Parade.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Sheet music</li> <li>• Band Uniform</li> </ul>	Oral Aural Visual Self Assessment Teacher Observation Instant Feedback

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit XIII: Developing Sight Reading**

**Essential Question:** How does sight reading help a musician?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<p><b>Lesson 1: Developing Sight Reading</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to sight read a variety of music by incorporating changes in pitch, key and rhythm patterns with note durations including, but not limited to whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted eighth-sixteenth notes, triplets and their corresponding rests in mixed meters and tempos in method series books and appropriate grade music.</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Method Books</li> <li>• Solo Books</li> <li>• Band Music</li> <li>• Music Stands and Proper Chairs</li> </ul>	Oral Aural Visual Self Assessment Instant Feedback Sight Reading Quiz

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** Band I, II, III, IV

**Unit XIV: Final: Review and Exam**

**Essential Question:** How does historical background and information influence the music?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
<b>1 day</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 1: Final Review</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Review all information, vocabulary, and music learned by studying the review sheet given to them in class.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> <li>Midterm Review</li> </ul>	Oral Aural Visual Teacher Observation Instant Feedback
<b>1 day</b>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	<b>Lesson 2: Final Exam</b>  <b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Complete final exam by answering all questions after studying.</li> </ul>	<ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> <li>Exam</li> <li>Pencils</li> </ul>	Oral Aural Visual Instant Feedback Written and Performance Exam