

Band Core Units

Course Title: Marching Band & Comet Marchers Unit Title: Rehearsal and Performance Skills Length of Unit: 8 weeks

Grade Level: 7-12th

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>ART.M.I.HS.1 Sing and play with expression and technical accuracy a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory.</p> <p>ART.M.1.HS.3 Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills.</p> <p>ART.M.1.HS.4 Perform music using instruments (traditional and nontraditional) and electronic media.</p> <p>ART.M.1.HS.6 Sight read accurately and expressively, music with a moderate level of difficulty.</p> <p>ART.M.III.HS.5 Make informed, critical evaluations of the quality & effectiveness of performances, compositions, arrangements, and improvisations applying specific criteria.</p> <p>ART.M.III.HS.6 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p>	<ul style="list-style-type: none"> ● I can sight read appropriate grade level music with minimal errors. ● I can sing and play simple meter and compound meter rhythms. ● I can play with accurate intonation and a balanced tone that blends with the rest of my ensemble . ● I can play with musical expression and style. ● I can march in time with proper step style and horn angles. ● I can use my knowledge of marching fundamentals and field terminology to create formations for halftime, pregame, and parades. ● I can determine the effectiveness of a musical performance based on my musical knowledge. ● I can develop criteria to analyze a musical performance. ● I can evaluate my own and others musical performances and offer suggestions for improvement. ● I can perform my music in front of an audience with the ensemble. 	<p>Balance</p> <p>Blend</p> <p>Musical expression</p> <p>Style</p> <p>Intonation</p> <p>Attention</p> <p>Parade Rest</p> <p>Facings</p> <p>Horn Slides</p> <p>Horn Angles</p> <p>Flanks</p> <p>Directional March</p> <p>Corps Step Style</p> <p>Yard Lines</p> <p>Hash Marks</p> <p>Sideline</p> <p>Inside/Outside of 50</p> <p>Mark Time</p> <p>Hold</p> <p>Adjusted Step</p> <p>Guiding</p>	<p>Teacher feedback</p> <p>Peer feedback</p> <p>In class performance</p> <p>Self assessment</p> <p>Video clips of their own performance</p> <p>Playing tests</p> <p>Public Performance at Community Events and Bandorama Concert</p> <p>Jazz Band Festival</p> <p>Adjudication Sheets</p>	<p>Music Library</p> <p>Pyware Drill writing software</p> <p>Laptop compatible for drill writing software</p> <p>Chromebooks</p> <p>Video clips of different ensembles and musicians</p> <p>Tuner/Metronome</p> <p>Portable Sound</p> <p>Amplification System</p>