



Beginning Band

Music (Band)- Year at a Glance

M/J Band 1

Course # 1302000

A Note to Parents: This course is a year-long course.

Please note: the units of study listed below indicate the course sequence. Instructional pacing may vary.

The following Benchmarks in Music are Addressed Daily in Band Rehearsals. They are considered over-arching Music Benchmarks:

- Sing or play melodies by ear with support from the teacher and/or peers.
- Play age-appropriate repertoire Expressively.
- Demonstrate proper instrumental technique.
- Sight-read standard exercises and simple repertoire.
- Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
- Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
- Develop strategies for listening to unfamiliar musical works.
- Critique personal preferences, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
- Sustain focused attention, respect, and discipline during classes and performances.

Course Description

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

CPALMS Link

Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

M/J Band 1 <https://www.cpalms.org/PreviewCourse/Preview/3931>

	Unit of Study	
Quarter 1 Aug 10 – Oct 12	<i>Introduction to Fundamentals</i>	See over-arching Music Benchmarks above. <ul style="list-style-type: none"> • Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
Quarter 2 Oct 13 – Dec 22	<i>Applying Performance Fundamentals</i>	See over-arching Music Benchmarks above. <ul style="list-style-type: none"> • Critique, using correct music vocabulary, changes in one’s own or others’ musical performance resulting from practice or rehearsal. • Identify the works of representative composers within a specific style or time period. • Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. • Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. • Transfer performance techniques from familiar to unfamiliar pieces • Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
Quarter 3 Jan 11 – Mar 11	<i>Developing Musical and Ensemble Concepts</i>	See over-arching Music Benchmarks above. <ul style="list-style-type: none"> • Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. • Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. • Transfer performance techniques from familiar to unfamiliar pieces. • Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
Quarter 4 Mar 22 – May 27	<i>Applying Musical and Ensemble Concepts</i>	See over-arching Music Benchmarks above. <ul style="list-style-type: none"> • Classify the literature being studied by genre, style, and/or time period. • Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.

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| | | <ul style="list-style-type: none"> • Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image. • Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works. • Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. • Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing. • Transfer performance techniques from familiar to unfamiliar pieces. • Compare written notation to aural examples and analyze for accuracy of rhythm and pitch. |
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Course Resources

Beginning Band Method Books/CDs or tracks:

- *Essential Elements 2000*
- *Standard of Excellence*
- *Accent on Achievement*
- *Concert Innovations*

Online Resources:

- *Essential Elements Interactive Website:* <https://www.essentialelementsinteractive.com/>

Other Resources:

- *How to Care for Your Musical Instrument* by Denise Gagne (Walch Publishing)
- *Fingering Practice* by Philip Lombard, Jr. (Walch Publishing)
- *Music Theory.net:* <https://www.musictheory.net/>