



Beal City Public Schools

Band Curriculum Pacing Guide - High School Concert Band

Module One: Quarter 1 - Athletic Band & Developing Concert Band

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
September	<ul style="list-style-type: none"> • Importance of music in our school and community • Election of student leadership • Initial chair placement and challenges • Following visual cues • Organization and distribution of pep band music • Distribution and acknowledgement of course expectations and responsibilities • Coordination and distribution of performance schedule 	<p>State Standards: 1, 2, 3, 4, 5</p> <p>Visual, Performing & Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4</p>	<ul style="list-style-type: none"> • My group's success depends on my contribution. • I am responsible to and for my section, my ensemble and my program. • I will come to each rehearsal and performance prepared. • My attitude will dictate my success. • I will understand basic musical terminology and increase my musical vocabulary. • I will play with my best tone at all times. • I will play musically. • I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation. 	<ul style="list-style-type: none"> • Performance Assessment • Playing Tests • Participation Grades • Written Evaluations • Teacher Evaluations
October	<ul style="list-style-type: none"> • Arrange and implement parade formations • Review marching technique • Prepare and perform fall concert music • Correlate any co-curricular information into performance preparation 			



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Module Two: Quarter 2 - Progressing Concert Band

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
November	<ul style="list-style-type: none"> • Quarter 2 chair placements, challenges and auditions • Prepare winter concert music • Correlate any co-curricular information into performance preparation • Coordinate and prepare Solo & Ensemble events • Select focus and prepare for module in quarter 3 	<p>State Standards: 1, 2, 3, 4, 5</p> <p>Visual, Performing & Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4</p>	<ul style="list-style-type: none"> • My group's success depends on my contribution. • I am responsible to and for my section, my ensemble and my program. • I will come to each rehearsal and performance prepared. • My attitude will dictate my success. • I will understand basic musical terminology and increase my musical vocabulary. • I will play with my best tone at all times. • I will play musically. • I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation. 	<ul style="list-style-type: none"> • Performance Assessment • Playing Tests • Participation Grades • Written Evaluations • Teacher Evaluations
December	<ul style="list-style-type: none"> • Prepare & perform winter concert music • Correlate any co-curricular information into performance preparation • Prepare Solo & Ensemble events • Prepare for Semester Exam 			
January	<ul style="list-style-type: none"> • Select and prepare music for quarter 3 module • Solo & Ensemble event preparation • Prepare and administer Semester Exam 			



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Module Three: Quarter 3 - Evaluating Concert Band

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
January	<ul style="list-style-type: none"> • Third quarter chair placement and challenges • Solo & Ensemble event preparation • Prepare MSBOA festival music • Review guiding principles of festival process • Structure formative performance assessment 	State Standards: 1, 2, 3, 4, 5 Visual, Performing & Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4	<ul style="list-style-type: none"> • My group's success depends on my contribution. • I am responsible to and for my section, my ensemble and my program. • I will come to each rehearsal and performance prepared. • My attitude will dictate my success. • I will understand basic musical terminology and increase my musical vocabulary. • I will play with my best tone at all times. • I will play musically. • I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation. 	<ul style="list-style-type: none"> • Performance Assessment • Playing Tests • Participation Grades • Written Evaluations • Teacher Evaluations
February	<ul style="list-style-type: none"> • Prepare MSBOA festival music • Formative individual performance assessments • Solo & ensemble preparation and performance • External performance assessment and clinic 			
March	<ul style="list-style-type: none"> • MSBOA festival performance • Select theme and musical selections for spring concert 			



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Module Four: Quarter 3 - Interdisciplinary Concert Band

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
January	<ul style="list-style-type: none"> • Third quarter chair placement and challenges • Solo & Ensemble event preparation • Select and prepare interdisciplinary presentation music • Correlate any co-curricular information into performance preparation • Structure formative performance assessment 	<p>State Standards: 1, 2, 3, 4, 5</p> <p>Visual, Performing & Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4</p>	<ul style="list-style-type: none"> • My group's success depends on my contribution. • I am responsible to and for my section, my ensemble and my program. • I will come to each rehearsal and performance prepared. • My attitude will dictate my success. • I will understand basic musical terminology and increase my musical vocabulary. • I will play with my best tone at all times. • I will play musically. • I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation. 	<ul style="list-style-type: none"> • Performance Assessment • Playing Tests • Participation Grades • Written Evaluations • Teacher Evaluations
February	<ul style="list-style-type: none"> • Prepare interdisciplinary presentation music • Formative individual performance assessments • Solo & ensemble preparation and performance 			
March	<ul style="list-style-type: none"> • Interdisciplinary presentation performance • State solo & ensemble preparation and performance 			



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Module Five: Quarter 4 - Advancing Concert Band

Month	Key Objectives	Content Expectations	Targeted Student Outcomes	Assessment & Rubrics
April	<ul style="list-style-type: none"> • Fourth quarter chair placement and challenges • Select outstanding band participants for awards • Prepare spring 'themed' concert music • Correlate any co-curricular information into performance preparation 	State Standards: 1, 2, 3, 4, 5 Visual, Performing & Applied Arts Guidelines: C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4	<ul style="list-style-type: none"> • My group's success depends on my contribution. • I am responsible to and for my section, my ensemble and my program. • I will come to each rehearsal and performance prepared. • My attitude will dictate my success. • I will understand basic musical terminology and increase my musical vocabulary. • I will play with my best tone at all times. • I will play musically. • I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation. 	<ul style="list-style-type: none"> • Performance Assessment • Playing Tests • Participation Grades • Written Evaluations • Teacher Evaluations
May	<ul style="list-style-type: none"> • Prepare and perform spring 'themed' concert music • Prepare and perform graduation music 			
June	<ul style="list-style-type: none"> • Instrument inventory year-end update • Rehearsal room year-end cleaning and storage • Music library year-end maintenance • Annual review and assessment 			