

# Curriculum Map & Pacing Guide

Band 1 # 1302300





## Band 1 – Course Code 1302300

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit(s)	1. Classroom rules and procedures. 2. Demonstrate proper tone production with correct posture, breathing, embouchure, hand position, articulation, and releases. 3. Identify, match, and perform musical pitches both aurally and as notated for my instrument.	1. Accurately identify and perform basic written rhythm values including whole, half, quarter, eighth, dotted half, and dotted quarter notes and rests in simple meters. (Percussion: also sixteenth notes) 2. Demonstrate proper rehearsal and concert etiquette and understand the importance of rehearsal and concert attendance. 3. Demonstrate control of rhythmic pulse by myself and within an ensemble	1. Sight-read short musical examples of music for my instrument. 2. Improvise short musical phrases in the keys of B-flat and E-flat major. 3. Identify and classify a variety of musical elements using appropriate terminology.	1. Demonstrate fundamental notational skills including clefs, notes, rests, time signatures, and key signatures. 2. Demonstrate ability to identify scales in the keys of F, Bb, Eb, and Ab. 3. Identify expressive markings and text within the music.
Big Idea(s) throughout the year	1. Critical Thinking and Reflection 2. Skills, Techniques, and Processes 3. Organizational Structure 4. Historical and Global Connections 5. Innovations, technology and the Future	1. Critical Thinking and Reflection 2. Skills, Techniques, and Processes 3. Organizational Structure 4. Historical and Global Connections 5. Innovations, technology and the Future	1. Critical Thinking and Reflection 2. Skills, Techniques, and Processes 3. Organizational Structure 4. Historical and Global Connections 5. Innovations, technology and the Future	1. Critical Thinking and Reflection 2. Skills, Techniques, and Processes 3. Organizational Structure 4. Historical and Global Connections 5. Innovations, technology and the Future
Learning Goal(s)	Students will be able to: Clearly state classroom rules and procedures.	Students will be able to: Accurately identify and perform basic written rhythm values including whole, half, quarter,	Students will be able to: Perform short musical pieces on their instrument at first sight.	Students will be able to: Identify and perform notated pitch names, rhythmic values, clefs, time



## Band 1 – Course Code 1302300

	<p>Perform on their instrument with correct playing techniques (posture, breathing, embouchure, hand position).</p> <p>Perform correct pitches and rhythms on their instruments as notated in the appropriate sheet music, or as demonstrated by the instructor.</p>	<p>eight, dotted half, and dotted quarter notes and rests in simple meters. (Percussion will be able to also demonstrate sixteenth notes.)</p> <p>Demonstrate proper rehearsal and concert etiquette and understand the importance of rehearsal and concert attendance.</p> <p>Demonstrate control of rhythmic pulse by themselves and within an ensemble setting.</p>	<p>Perform short improvised phrases on their instruments in B-flat and E-flat.</p> <p>Identify and classify a variety of musical elements using appropriate terminology.</p>	<p>signatures, and key signatures on their instruments.</p> <p>Perform concert F, B-flat, E-flat, and A-flat major scales, as well as perform music which is pitched in these keys.</p> <p>Identify and demonstrate on their instruments expressive markings and text, including crescendos, decrescendos, tempo alterations, articulative markings, and phrase markings.</p>
<b>Instruction Resources</b>	<p>Method Books Sheet Music Recording Equipment Multi- media</p>	<p>Method Books Sheet Music Recording Equipment Multi- media</p>	<p>Method Books Sheet Music Recording Equipment Multi- media</p>	<p>Method Books Sheet Music Recording Equipment Multi- media</p>
<b>Assessment</b>	<p>Individual student performance Written assessments</p>	<p>Individual student performance Written assessments</p>	<p>Individual student performance Written assessments</p>	<p>Individual student performance Written assessments</p>
	<p>MU.912.C.1.1: Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p>	<p>MU.912.F.3.3: Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without</p>	<p>MU.912.O.3.2: Interpret and perform expressive elements indicated by the musical score and/or conductor.</p>	



## Band 1 – Course Code 1302300

	<p>MU.912.C.1.2: Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</p> <p>MU.912.C.1.3: Analyze instruments of the world and classify them by common traits.</p> <p>MU.912.C.2.1: Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p> <p>MU.912.C.2.2: Evaluate performance quality in recorded and/or live performances.</p> <p>MU.912.C.2.3: Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</p> <p>MU.912.C.3.1: Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the</p>	<p>direct oversight, demonstrating skills for use in the workplace.</p> <p>MU.912.H.1.1: Investigate and discuss how a culture’s traditions are reflected through its music.</p> <p>MU.912.H.1.2: Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</p> <p>MU.912.H.1.3: Compare two or more works of a composer across performance media.</p> <p>MU.912.H.1.4: Analyze how Western music has been influenced by historical and current world cultures.</p> <p>MU.912.H.1.5: Analyze music within cultures to gain understanding of authentic performance practices.</p> <p>MU.912.H.2.1: Evaluate the social impact of music on specific historical periods.</p> <p>MU.912.H.2.4: Examine the effects of developing technology on composition,</p>	<p>MU.912.S.1.1: Improvise rhythmic and melodic phrases over harmonic progressions.</p> <p>MU.912.S.1.4: Perform and notate, independently and accurately, melodies by ear.</p> <p>MU.912.S.2.1: Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.</p> <p>MU.912.S.2.2: Transfer expressive elements and performance techniques from one piece of music to another.</p> <p>MU.912.S.3.1: Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.</p> <p>MU.912.S.3.2: Sight-read music accurately and expressively to show synthesis of skills.</p> <p>MU.912.S.3.3: Transcribe aurally presented songs into melodic</p>	
--	--	---	--	--



## Band 1 – Course Code 1302300

	<p>criteria to personal development in music.</p> <p>MU.912.F.3.1: Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</p> <p>MU.912.F.3.2: Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</p>	<p>performance, and acquisition of music.</p> <p>MU.912.O.1.1: Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</p> <p>MU.912.O.2.1: Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.</p> <p>MU.912.O.3.1: Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</p>	<p>and/or rhythmic notation to show synthesis of aural and notational skills.</p> <p>MU.912.S.3.4: Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</p> <p>MU.912.S.3.5: Develop and demonstrate proper vocal or instrumental technique.</p>	
--	--	---	---	--

# Band 1 (#1302300) 2022 - And Beyond (current)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

## Course Standards

Name	Description
<a href="#">MU.912.C.1.1:</a>	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
<a href="#">MU.912.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
<a href="#">MU.912.C.1.3:</a>	Analyze instruments of the world and classify them by common traits.
<a href="#">MU.912.C.2.1:</a>	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
<a href="#">MU.912.C.2.2:</a>	Evaluate performance quality in recorded and/or live performances.
<a href="#">MU.912.C.2.3:</a>	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
<a href="#">MU.912.C.3.1:</a>	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
<a href="#">MU.912.F.3.1:</a>	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
<a href="#">MU.912.F.3.2:</a>	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
<a href="#">MU.912.F.3.3:</a>	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
<a href="#">MU.912.H.1.1:</a>	Investigate and discuss how a culture's traditions are reflected through its music.
<a href="#">MU.912.H.1.2:</a>	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
<a href="#">MU.912.H.1.3:</a>	Compare two or more works of a composer across performance media.
<a href="#">MU.912.H.1.4:</a>	Analyze how Western music has been influenced by historical and current world cultures.

<a href="#">MU.912.H.1.5:</a>	Analyze music within cultures to gain understanding of authentic performance practices.
<a href="#">MU.912.H.2.1:</a>	Evaluate the social impact of music on specific historical periods.
<a href="#">MU.912.H.2.4:</a>	Examine the effects of developing technology on composition, performance, and acquisition of music.
<a href="#">MU.912.O.1.1:</a>	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
<a href="#">MU.912.O.2.1:</a>	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
<a href="#">MU.912.O.3.1:</a>	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
<a href="#">MU.912.O.3.2:</a>	Interpret and perform expressive elements indicated by the musical score and/or conductor.
<a href="#">MU.912.S.1.1:</a>	Improvise rhythmic and melodic phrases over harmonic progressions.
<a href="#">MU.912.S.1.4:</a>	Perform and notate, independently and accurately, melodies by ear.
<a href="#">MU.912.S.2.1:</a>	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
<a href="#">MU.912.S.2.2:</a>	Transfer expressive elements and performance techniques from one piece of music to another.
<a href="#">MU.912.S.3.1:</a>	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
<a href="#">MU.912.S.3.2:</a>	Sight-read music accurately and expressively to show synthesis of skills.
<a href="#">MU.912.S.3.3:</a>	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
<a href="#">MU.912.S.3.4:</a>	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
<a href="#">MU.912.S.3.5:</a>	Develop and demonstrate proper vocal or instrumental technique.
	<b>Actively participate in effortful learning both individually and collectively.</b>
	Mathematicians who participate in effortful learning both individually and with others:
<a href="#">MA.K12.MTR.1.1:</a>	<ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.



- Show students that various representations can have different purposes and can be useful in different situations.

### **Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

#### **Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### **Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

[MA.K12.MTR.4.1:](#)

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.

- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.

- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

### **Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

#### **Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

### **Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

#### **Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.1.1:](#)

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.2.1:](#)

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like

[ELA.K12.EE.3.1:](#)

	<p>“Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<p><a href="#">ELA.K12.EE.4.1:</a></p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
<p><a href="#">ELA.K12.EE.5.1:</a></p>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
<p><a href="#">ELA.K12.EE.6.1:</a></p>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
<p><a href="#">DA.912.S.2.1:</a></p>	<p>Sustain focused attention, respect, and discipline during class, rehearsal, and performance.</p>
<p><a href="#">ELD.K12.ELL.SI.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

# General Course Information and Notes

## VERSION DESCRIPTION

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

## GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## General Information

**Course Number:** 1302300

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:** Grades 9  
to 12 and Adult Education Courses >  
**Subject:** Music Education > **SubSubject:**  
Instrumental Music >

**Abbreviated Title:** BAND 1

**Number of Credits:** One (1) credit

**Course Attributes:**

- Highly Qualified Teacher (HQT)  
Required
- Florida Standards Course

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine  
Arts

**Educator Certifications**

[Music \(Elementary and Secondary Grades K-12\)](#)

[Instrumental Music \(Secondary Grades 7-12\)](#)

[Instrumental Music \(Elementary and Secondary Grades K-12\)](#)

**There are more than 969 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:**

[https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21548](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21548)