







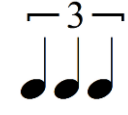
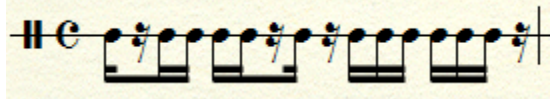
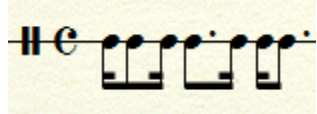
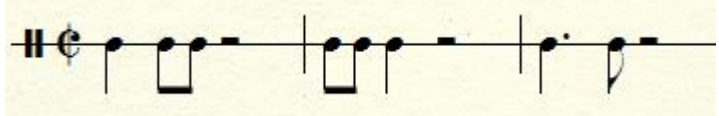
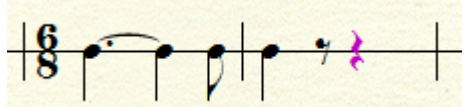


High School Concert Band Curriculum

revised 2015

Mt. Healthy Band... A Reason to be Proud

Greater focus on sheet music and performances - *Tradition of Excellence Book 3*

Music Literacy goal	Level 1	Level 2
<p>Rhythm</p>	<ul style="list-style-type: none"> ➤  ➤  (how to play) ➤ Able to count  <ul style="list-style-type: none"> ➤ Able to sight read simple cut time rhythms with  <ul style="list-style-type: none"> ➤ Able to sight read simple compound rhythms with 	<ul style="list-style-type: none"> ➤  ➤  the theory behind the rhythm ➤ Able to count  <ul style="list-style-type: none"> ➤ Able to sight read common time rhythms with  <ul style="list-style-type: none"> ➤ Able to sight read cut time rhythms with  <ul style="list-style-type: none"> ➤ Able to sight read compound rhythms with 
<p>Dynamics and phrasing</p>	<ul style="list-style-type: none"> ➤ Bigger differences between louds and softs ➤ Able to produce good 4 bar dynamic changes 	<ul style="list-style-type: none"> ➤ Bigger differences between louds and softs ➤ Able to produce good 8 bar dynamic changes ➤ Able to sight read with dynamics

Music Literacy goal	New Material introduced	Tested Material – playing and written – formal and informal
Scales, notes, ranges	<ul style="list-style-type: none"> ➤ D minor (three forms) ➤ Speed with previous scales ➤ Ab Major ➤ Chromatic 	<ul style="list-style-type: none"> ➤ Speed with previous scales ➤ Db Major ➤ Chromatic ➤ F minor (three forms)
Articulations	<ul style="list-style-type: none"> ➤ Clark studies with slur and tongue combinations ➤ Call and response ➤ Refined differentiation between articulation ➤ Able to play different articulation loud, soft with a good tone 	<ul style="list-style-type: none"> ➤ Clark studies with slur and tongue combinations ➤ Call and response ➤ Refined differentiation between articulation ➤ Able to play different articulation loud, soft with a good tone
Tone, intonation, embouchure, posture, breathing, balance, hand position	<ul style="list-style-type: none"> ➤ Introduce vibrato ➤ Playing in tune across dynamics ➤ Intro chord tuning ➤ Trumpets using tuning slides ➤ Woodwinds using alternate fingerings ➤ Trombones adjusting slide positions ➤ Horn tuning with hand and using trigger fingerings ➤ Tubas and baritones know when to use fourth valve ➤ Know instrument tuning tendencies 	<ul style="list-style-type: none"> ➤ Refine vibrato ➤ Playing in tune across dynamics ➤ Refine chord tuning (hearing root, third, fifth) ➤ Trumpets using tuning slides ➤ Woodwinds using alternate fingerings ➤ Trombones adjusting slide positions ➤ Horn tuning with hand and using trigger fingerings ➤ Tubas and baritones know when to use fourth valve ➤ Know individual tuning tendencies
Theory and miscellaneous terms	<ul style="list-style-type: none"> ➤ Maestoso ➤ Half and whole steps ➤ Historical context of sheet music played ➤ Famous persons in band history ➤ Atempo / Tempo I / Tempo Prima ➤ Identify key signatures 	<ul style="list-style-type: none"> ➤ Maestoso ➤ Half and whole steps ➤ Historical context of sheet music played ➤ Famous persons in band history ➤ Atempo / Tempo I / Tempo Prima ➤ Identify key signatures ➤ Concert vs written pitch ➤ Transpose (for their instrument) ➤ subito