



CLARE PUBLIC SCHOOLS

Band Curriculum Pacing Guide - Middle School Band

Quarter One

The curriculum is guided by the progression of:

1. Clare Bands Fundamental Musicianship Battery
2. CPS Band performance calendar

Month	Key Objectives - 7th Grade	Key Objectives - 8th Grade	Student Learning Outcomes	Assessment & Rubrics
September	<ul style="list-style-type: none"> • Importance of music in our school and community • Election of student leadership • Distribution and acknowledgement of course expectations and responsibilities • Coordination and distribution of performance schedule • Review fundamentals of whole, half, quarter and eighth note/rest values • Establish procedures for Fundamental Musicianship Battery (FMB) • Initial chair placement and challenges • Review and assess B-Flat Major (singing/playing) • Prepare solo & ensemble events 	<ul style="list-style-type: none"> • Importance of music in our school and community • Election of student leadership • Distribution and acknowledgement of course expectations and responsibilities • Coordination and distribution of performance schedule • Review fundamentals of whole, half, quarter and eighth note/rest values • Review procedures for Fundamental Musicianship Battery (FMB) • Review and assess B-Flat Major & g minor (singing/playing) • Initial chair placement and challenges • Organization and distribution of pep band music as needed • Prepare solo & ensemble events 	<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"> • Learn sixteenth note/rest values • Prepare and perform fall concert music • Introduce minor modality • Introduce and assess g minor (singing/playing) • Correlate any co-curricular information into performance preparation • Prepare solo & ensemble events 	<ul style="list-style-type: none"> • Review sixteenth note/rest values • Prepare and perform fall concert music • Review and assess E-Flat Major (singing/playing) • Correlate any co-curricular information into performance preparation • Prepare solo & ensemble events 		



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Quarter Two

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Month	Key Objectives - 7th Grade	Key Objectives - 8th Grade	Student Learning Outcomes	Assessment & Rubrics
November	<ul style="list-style-type: none"> • Introduce syncopated rhythmic figures • Introduce and assess E-Flat Major (singing/playing) • Second quarter chair placement and challenges • Prepare winter concert music • Correlate any co-curricular information into performance preparation • Prepare solo & ensemble events 	<ul style="list-style-type: none"> • Review syncopated rhythmic figures • Review and assess c minor (singing/playing) • Second quarter chair placement and challenges • Prepare winter concert music • Correlate any co-curricular information into performance preparation • Prepare solo & ensemble events 	<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"> • Learn dotted eighth-sixteenth note/rest values • Introduce and assess c minor (singing/playing) • Prepare and perform winter concert music • Correlate any co-curricular information into performance preparation • Solo & ensemble performances • Prepare for Semester Exam 	<ul style="list-style-type: none"> • Review dotted eighth-sixteenth note/rest values • Review and assess F Major (singing/playing) • Prepare and perform winter concert music • Correlate any co-curricular information into performance preparation • Solo & ensemble performances • Prepare for Semester Exam 		
January	<ul style="list-style-type: none"> • Select and prepare MSBOA festival music • Introduce and assess F Major (singing/playing) • Prepare and administer Semester Exam 	<ul style="list-style-type: none"> • Select and prepare MSBOA festival music • Review and assess d minor (singing/playing) • Prepare and administer Semester Exam 		



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Quarter Three

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Month	Key Objectives - 7th Grade	Key Objectives - 8th Grade	Student Learning Outcomes	Assessment & Rubrics
January	<ul style="list-style-type: none"> • Reinforce/review syncopated and dotted note/rest values • Introduce and assess d minor (singing/playing) • Introduce cut time and march form • Third quarter chair placement and challenges • Prepare MSBOA festival music • Correlate any co-curricular information into performance preparation 	<ul style="list-style-type: none"> • Reinforce/review syncopated and dotted note/rest values • Review and assess A-Flat Major (singing/playing) • Review and assess cut time and march form • Third quarter chair placement and challenges • Prepare MSBOA festival music • Correlate any co-curricular information into performance preparation 	<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. 	<ul style="list-style-type: none"> • Performance Assessment • Playing Tests • Participation Grades • Written Evaluations • Teacher Evaluations
February	<ul style="list-style-type: none"> • Reinforce cut time • Introduce and assess A-Flat Major (singing/playing) • Prepare MSBOA festival music • Correlate any co-curricular information into performance preparation • External performance clinic & assessment 	<ul style="list-style-type: none"> • Review cut time • Introduce base-eight meter • Review and assess f minor (singing/playing) • Prepare MSBOA festival music • Correlate any co-curricular information into performance preparation • External performance clinic & assessment 	<ul style="list-style-type: none"> • I will play musically. • I will be able to apply all musical concepts to my playing: tone, intonation, technique, rhythm and interpretation. 	
March	<ul style="list-style-type: none"> • Prepare & perform music for MSBOA festival • Introduce and assess f minor (singing/playing) • Select and prepare music for spring 'themed' concert 	<ul style="list-style-type: none"> • Prepare & perform music for MSBOA festival • Review and assess C Major (singing/playing) • Select and prepare music for spring 'themed' concert 		



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Quarter Four

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Month	Key Objectives - 7th Grade	Key Objectives - 8th Grade	Student Learning Outcomes	Assessment & Rubrics
April	<ul style="list-style-type: none"> • Fourth quarter chair placement and challenges • Select outstanding band participants for awards • Introduce and assess C Major (singing/ playing) • Introduce and assess a minor (singing/ playing) • Introduce/review base-eight meter • Prepare spring 'themed' concert music • Correlate any co-curricular information into performance preparation • Prepare and perform solo & ensemble events 	<ul style="list-style-type: none"> • Fourth quarter chair placement and challenges • Select outstanding band participants for awards • Review and assess C Major (singing/ playing) • Review and assess a minor (singing/ playing) • Reinforce/review all rhythmic concepts in MS method • Reinforce/review base-eight meter • Prepare spring 'themed' concert music • Correlate any co-curricular information into performance preparation • Prepare and perform solo & ensemble events • Begin HS Concert Band method 	<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"> • Reinforce/review all rhythmic concepts in MS method • Reinforce/review all keys areas introduced to date • Prepare and perform spring 'themed' concert music 	<ul style="list-style-type: none"> • Continue introduction to HS Concert Band method • Prepare and perform spring 'themed' concert music • Correlate any co-curricular information into performance preparation • 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 	<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 		