

Performing Technique	Musicianship	Listening	Musical Elements & Notation (Tonality, Rhythm, Timbre, Form, Harmony, & Dynamics)	History/Culture/Style	Creating (Improvisation & Composition)
<p>Reinforce good posture habits</p> <p>Ensemble: rhythmic and melodic patterns in concert Bb, Eb, C, & F</p> <p>Articulation: legato, staccato, accent, and combination of slurring and tonguing</p> <p>Brass: wider range of lip slurs, in order of the valves</p> <p>Trombone: introduce legato tonguing (du)</p> <p>Embouchure refinement to enhance tone quality and intonation</p> <p>Exercises to enhance air management (breath support)</p> <p>Introduce alternate and trill fingerings</p>	<p>Respond to interpretive gestures of the conductor</p> <p>Student conducts 2/4, 3/4 and 4/4 patterns</p> <p>Lesson/ensemble etiquette</p> <p>Performance critique of band (balance, blend, tuning, etc.)</p> <p>Independently manage practice, lesson and rehearsal time</p> <p>Maintain own part within ensemble</p> <p>Perform NYSSMA® Level II solo</p> <p>Perform duets, trios</p> <p>Sightread according to NYSSMA® II criteria</p> <p>Perform NYSSMA® Level I / II ensemble literature</p>	<p>Assess solo and ensemble, using musical terminology</p> <p>Perform with consideration of balance between sections of the band</p> <p>Recordings of professional performers</p> <p>Begin tuning instrument by ear, and/or by using electronic device</p> <p>Introduce sharp/ flat intonation, and adjustment needed</p> <p>Under teacher guidance, adjust intonation to blend with section</p> <p>Tune timpani to P4th and P5th intervals</p> <p>Discriminate and respond to dynamic levels in music</p>	<p>Tonality: Bb / Eb / C / F concert scales chromatic patterns introduce enharmonics (relative natural minor) (intro Bb Concert Blues scale) (intro half/whole steps)</p> <p>Rhythm: 6/8 Cut time dotted 1/16 note + 1/16 note eighth note + two 1/16 note two 1/16 notes + 1 eighth note eighth note triplet sixteenth notes eighth + quarter + eighth note Syncopation</p> <p>Use metronome for practice</p> <p>Snare: 1/16 note triplet</p> <p>Timbre: Expansion of band instruments (2 timpani, xylophone)</p> <p>Form: medley transitions</p> <p>Dynamics: fortissimo (ff), pianissimo (pp)</p> <p>Notation: grace notes, trill marking, marcato</p>	<p>March</p> <p>Medley</p> <p>Programmatic music</p> <p>Stylized dances (gigue, minuet, gavotte)</p> <p>Movie themes</p>	<p>Creating: Short patterns, using level appropriate rhythms and scales, with articulation and dynamics</p> <p>Improvising: Improvise short melodic patterns w/5–6 notes, using expression, articulation and dynamics</p> <p>Call & response exercises</p> <p>Basic improvisation within Bb Blues scale (limited notes)</p> <p>Composing: Complete the last 2 measures of a 4-measure phrase, using either repetition or contrast</p>

<p>Hand position/grip for timpani</p> <p>Timpani stroke: single stroke roll</p> <p>Tune Timpani to P4th & P5th intervals</p>	<p>Independently recognize and appropriately perform musical phrasing</p> <p>Perform ensemble literature with key, time, and tempo changes</p> <p>Through self-assessment, student writes on music (using pencil) to improve performance</p> <p>Look up musical information (fingerings, history, composer, definitions, symbols, etc.)</p>				
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