

COLUMBUS CITY SCHOOLS

BAND LEVEL 3 SCOPE AND SEQUENCE/TIMELINE



FIRST GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2. Performing alone and with others a varied repertoire of music	A. Play an instrument alone demonstrating proper instrumental technique.	<p>___ GLI 1: Make physical adjustments necessary to extend range and technique needed to perform music found in Grade 3 Band Literature.</p> <p>___ GLI 2: Apply the concept of intonation to the tendencies of their instrument.</p> <p>___ GLI 3: Use standard fingerings/stickings to produce notes encountered in Grade 3 Band Literature.</p> <p>___ GLI 4: Use alternate fingerings when appropriate to produce notes encountered in Grade 3 Band Literature.</p> <p>___ GLI 5: Practice common patterns found in music. (Scales in thirds, returning scales, arpeggios).</p> <p>___ GLI 6: Perform required scales and rudiments necessary to perform music found in Grade 3 Band Literature</p>	Lesson #1: The Basics/Chromatic Scales p. 113
	B. Play an instrument with others.	<p>___ GLI 1: Adjust pitch in response to other instruments.</p> <p>___ GLI 2: Adjust volume level in response to other instruments</p> <p>___ GLI 3: Demonstrate sensitivity to blend and balance when playing with others.</p> <p>___ GLI 4: Adjust articulation to match other instruments.</p> <p>___ GLI 5: Respond appropriately to expressive elements of conducting.</p> <p>___ GLI 6: Maintain independence of part in a small ensemble with sensitivity to the musical elements.</p>	Lesson # 4: March Style p. 121
	C. Rehearse and perform a varied repertoire of music.	<p>___ GLI 1: Perform a variety of literature representing diverse genres.</p> <p>___ GLI 2: Perform a variety of literature representing diverse cultures.</p> <p>___ GLI 3: Study and perform music with a variety of musical elements found in grade 3 Band Literature.</p>	
3. Improvising melodies, variations and accompaniments.	A. Improvise simple rhythmic and melodic patterns.	<p>___ GLI 1: Create simple patterns and melodies based on the major scale.</p> <p>___ GLI 2: Create simple melodies based on 12-bar blues.</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	B. Improvise a variation on a melody.	____ GLI 3: Develop a given melody through the use of rhythmic variations. ____ GLI 4: Extend a given melody with embellishments.	
4. Composing and arranging music within specific guidelines.	A. Compose music within specific guidelines (e.g. style, form, etc.)	____ GLI 1: Compose diatonic melodies using the musical elements found in Grade 3 Band Literature.	
	B. Arrange music within specific guidelines.	____ GLI 1: Add a third part to an existing duet.	
5. Reading and notating music.	A. Identify and understand the meaning of standard music notation symbols.	____ GLI 1: Recognize and describe the function of musical symbols and signs found in Grade 3 Band Literature.	
	B. Read and interpret standard music notation accurately when playing an instrument.	____ GLI 1: Sight read Grade 2 Band Literature.	
	B. Improvise a variation on a melody.	____ GLI 3: Develop a given melody through the use of rhythmic variations. ____ GLI 4: Extend a given melody with embellishments.	
	C. Notates music correctly on a musical staff.	____ GLI 1: Write major and chromatic scales up to 4 flats and 4 sharps from memory, up to one octave.	Lesson #2 Performance Applications for Chromatic Scales p. 116
	D. Uses musical vocabulary.	____ GLI 1: Uses and understands terms found in Grade 3 Band Literature.	
6. Listening to, analyzing, and describing music.	A. Listen to recordings and describe specific music events using appropriate terminology.	____ GLI 1: Identify musical elements found in Level 3 Band Literature. ____ GLI 2: Describe basic differences in form.	
	B. Distinguish styles and form in music.	____ GLI 1: Distinguish music of different eras of based on form and style (e.g., Medieval, Renaissance, Baroque). ____ GLI 2: Distinguish genres of music based on form and style. (e.g., Symphonic, Orchestral, Jazz).	
	C. Aurally and visually analyze music.	____ GLI 1: Listens to and identifies the meter of a melody. ____ GLI 2: Listens to and identifies the rhythm of a melody.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
		<p>___ GLI 3: Listens to and identifies the tonality of a melody.</p> <p>___ GLI 4: Listens to and identifies intervals within a melody.</p>	
7. Evaluating music and music performances	A. Develop a criteria for evaluating the quality of music compositions.	___ GLI 3: Explain the characteristics of exemplary music from various cultures and genres.	
	B. Develop a criteria for evaluating the quality and effectiveness of musical performances.	<p>___ GLI 2: Evaluate performances using musical terminology, and offer constructive feedback.</p> <p>___ GLI 3: Attend live performances by professional musicians.</p> <p>___ GLI 4: Discuss and explain how people from different backgrounds use and respond to music (cite different examples).</p> <p>___ GLI 5: Evaluate individual practice through various means (e.g. recording, rubrics, etc.).</p>	
8. Understanding relationships between music, the other arts, and disciplines outside the arts	A. Compare and contrast music with other fine arts disciplines.	<p>___ GLI 1: Identify art forms that involve collaboration with multiple art forms (e.g. musical theatre, opera).</p> <p>___ GLI 2: Discover connections between theories and styles across different art forms.</p>	
	B. Compare and contrast music with disciplines outside the arts	___ GLI 1: Apply problem-solving and creative thinking skills learned in music to other content areas.	
	B. Develop a criteria for evaluating the quality and effectiveness of musical performances.	<p>___ GLI 2: Evaluate performances using musical terminology, and offer constructive feedback.</p> <p>___ GLI 3: Attend live performances by professional musicians.</p> <p>___ GLI 4: Discuss and explain how people from different backgrounds use and respond to music (cite different examples).</p> <p>___ GLI 5: Evaluate individual practice through various means (e.g. recording, rubrics, etc.).</p>	

COLUMBUS CITY SCHOOLS BAND LEVEL 3 SCOPE AND SEQUENCE/TIMELINE



SECOND GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2. Performing alone and with others a varied repertoire of music	A. Play an instrument alone demonstrating proper instrumental technique.	<p>___ GLI 1: Make physical adjustments necessary to extend range and technique needed to perform music found in Grade 3 Band Literature.</p> <p>___ GLI 2: Apply the concept of intonation to the tendencies of their instrument.</p> <p>___ GLI 3: Use standard fingerings/stickings to produce notes encountered in Grade 3 Band Literature.</p> <p>___ GLI 4: Use alternate fingerings when appropriate to produce notes encountered in Grade 3 Band Literature.</p> <p>___ GLI 5: Practice common patterns found in music. (Scales in thirds, returning scales, arpeggios).</p> <p>___ GLI 6: Perform required scales and rudiments necessary to perform music found in Grade 3 Band Literature</p>	Lesson #1 The Basics/Chromatic Scales p. 113
	B. Play an instrument with others.	<p>___ GLI 1: Adjust pitch in response to other instruments.</p> <p>___ GLI 2: Adjust volume level in response to other instruments</p> <p>___ GLI 3: Demonstrate sensitivity to blend and balance when playing with others.</p> <p>___ GLI 4: Adjust articulation to match other instruments.</p> <p>___ GLI 5: Respond appropriately to expressive elements of conducting.</p> <p>___ GLI 6: Maintain independence of part in a small ensemble with sensitivity to the musical elements.</p>	
	C. Rehearse and perform a varied repertoire of music.	<p>___ GLI 1: Perform a variety of literature representing diverse genres.</p> <p>___ GLI 2: Perform a variety of literature representing diverse cultures.</p> <p>___ GLI 3: Study and perform music with a variety of musical elements found in Grade 3 Band Literature.</p>	
3. Improvising melodies, variations and accompaniments	A. Improvise simple rhythmic and melodic patterns.	<p>___ GLI 2: Create simple melodies based on 12-bar blues.</p>	Lesson: Blue Tonality- "Swing Low, Sweet Chariot" p. 110

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	B. Improvise a variation on a melody.	____ GLI 2: Explore stylistic considerations of multiple genres of improvising e.g. blues, jazz, rock, etc).	Lesson: Blue Tonality- “Swing Low, Sweet Chariot” p. 110
	C. Improvise simple accompaniments.	____ GLI 1: Create and copy “riff” backgrounds to accompany a soloist (e.g., over 12-bar blues form). ____ GLI 2: Improvise an accompaniment using ii-V-I.	Improvising on “Summertime” p. 138
4. Composing and arranging music within specific guidelines.	A. Compose music within specific guidelines (e.g. style, form, etc.)	____ GLI 2: Compose short pieces using harmonies.	
	B. Arrange music within specific guidelines.	____ GLI 2: Arrange simple pieces for voices or instruments other than those for which the pieces were written.	
5. Reading and notating music.	A. Identify and understand the meaning of standard music notation symbols.	____ GLI 1: Recognize and describe the function of musical symbols and signs found in Grade 3 Band Literature.	
	B. Read and interpret standard music notation accurately when playing an instrument.	____ GLI 1: Sight read Grade 2 Band Literature.	
	C. Notates music correctly on a musical staff.	____ GLI 1: Write major and chromatic scales up to 4 flats and 4 sharps from memory, up to one octave.	
	D. Uses musical vocabulary.	____ GLI 1: Uses and understands terms found in Grade 3 Band Literature.	
6. Listening to, analyzing, and describing music.	A. Listen to recordings and describe specific music events using appropriate terminology.	____ GLI 1: Identify musical elements found in Level 3 Band Literature. ____ GLI 2: Describe basic differences in form.	
	B. Distinguish styles and form in music.	____ GLI 1: Distinguish music of different eras of based on form and style (e.g. Medieval, Renaissance, Baroque). ____ GLI 2: Distinguish genres of music based on form and style. (e.g., Symphonic, Orchestral, Jazz).	
	C. Aurally and visually analyze music.	____ GLI 1: Listens to and identifies the meter of a melody. ____ GLI 3: Listens to and identifies the tonality of a melody.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
		____ GLI 4: Listens to and identifies intervals within a melody.	
7. Evaluating music and music performances	A. Develop a criteria for evaluating the quality of music compositions.	____ GLI 2: Construct rubrics for listening to recordings of music/ ____ GLI 3: Explain the characteristics of exemplary music from various cultures and genres. ____ GLI 4: Determine criteria to select music experiences that represent skills, abilities and accompaniments.	
9. Understand music in relation to history and culture.	B: Understand how music and culture interact.	____ GLI 1: Compare and contrast American music and culture with other cultures.	
	B. Develop a criteria for evaluating the quality and effectiveness of musical performances.	____ GLI 2: Evaluate performances using musical terminology, and offer constructive feedback. ____ GLI 3: Attend live performances by professional musicians. ____ GLI 4: Discuss and explain how people from different backgrounds use and respond to music (cite different examples). ____ GLI 5: Evaluate individual practice through various means (e.g. recording, rubrics, etc.).	
	C. Defend personal music preferences using appropriate terminology.	____ GLI 4: Develop an awareness of personal preference in music, and why theyprefer it.	
8. Understanding relationships between music, the other arts, and disciplines outside the arts	A. Compare and contrast music with other fine arts disciplines.	____ GLI 1: Identify art forms that involve collaboration with multiple art forms (e.g. musical theatre, opera). ____ GLI 2: Discover connections between theories and styles across different art forms.	
	B. Compare and contrast music with disciplines outside the arts	____ GLI 1: Apply problem-solving and creative thinking skills learned in music to other content areas.	
9. Understanding music in relation to history and culture.	A. Understand music in relation to history.	____ GLI 1: Recognize and describe form in music literature in various historical periods.	
	B. Compare and contrast musical forms in vocal and instrumental genres from various historical periods.	____ GLI 2: Compare and contrast the functions of music in several world cultures ____ GLI 5: Compare and contrast music forms in vocal and instrumental genres from various historical periods.	

COLUMBUS CITY SCHOOLS

BAND LEVEL 3 SCOPE AND SEQUENCE/TIMELINE



THIRD GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2. Performing alone and with others a varied repertoire of music	A. Play an instrument alone demonstrating proper instrumental technique.	<p>___ GLI 1: Make physical adjustments necessary to extend range and technique needed to perform music found in Grade 3 Band Literature.</p> <p>___ GLI 2: Apply the concept of intonation to the tendencies of their instrument.</p> <p>___ GLI 3: Use standard fingerings/stickings to produce notes encountered in Grade 3 Band Literature.</p> <p>___ GLI 4: Use alternate fingerings when appropriate to produce notes encountered in Grade 3 Band Literature.</p> <p>___ GLI 5: Practice common patterns found in music. (Scales in thirds, returning scales, arpeggios).</p> <p>___ GLI 6: Perform required scales and rudiments necessary to perform music found in Grade 3 Band Literature</p>	
	B. Play an instrument with others.	<p>___ GLI 6: Maintain independence of part in a small ensemble with sensitivity to the musical elements.</p>	
	C. Rehearse and perform a varied repertoire of music.	<p>___ GLI 1: Perform a variety of literature representing diverse genres.</p> <p>___ GLI 2: Perform a variety of literature representing diverse cultures.</p> <p>___ GLI 3: Study and perform music with a variety of musical elements found in Grade 3 Band Literature.</p>	
3. Improvising melodies, variations and accompaniments	A. Improvise simple rhythmic and melodic patterns.	<p>___ GLI 3: Improvise a ii-V-I melody in various meters and keys.</p>	
	C: Improvise simple accompaniments.	<p>___ GLI 1: Create ostinato patterns in duple, triple and compound meter.</p>	
	B. Improvise a variation on a melody.	<p>___ GLI 1: Improvise variation on melody in binary form.</p>	
	C. Improvise simple accompaniments.	<p>___ GLI 1: Create and copy “riff” backgrounds to accompany a soloist (e.g., over 12-bar blues form).</p> <p>___ GLI 2: Improvise an accompaniment using ii-V-I.</p>	Improvising on “Summertime” p. 138

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
4. Composing and arranging music within specific guidelines.	A. Compose music within specific guidelines (e.g. style, form, etc.)	____ GLI 3: Compose a countermelody to a given melody.	
	B. Arrange music within specific guidelines.	____ GLI 3: Arrange a song to be performed.	
	C. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.	____ GLI 1: Notate an arrangement using compositional software and MIDI resources.	
5. Reading and notating music.	C. Notates music correctly on a musical staff.	____ GLI 2: Write scales and rudiments found in Grade 3 Band Literature.	
6. Listening to, analyzing, and describing music.	A. Listen to recordings and describe specific music events using appropriate terminology.	____ GLI 1: Identify musical elements found in Level 3 Band Literature.	
	B. Distinguish styles and form in music.	____ GLI 1: Distinguish music of different eras of based on form and style (e.g. Medieval, Renaissance, Baroque). ____ GLI 2: Distinguish genres of music based on form and style. (e.g., Symphonic, Orchestral, Jazz).	
	C. Aurally and visually analyze music.	____ GLI 4: Listens to and identifies intervals within a melody. ____ GLI 5: Listens to and identifies chords within a melody. ____ GLI 6: Listens to and identifies harmonic progressions within a melody.	
7. Evaluating music and music performances	A. Develop a criteria for evaluating the quality of music compositions.	____ GLI 1: Design a system for evaluating compositions based on a performer's experience level. ____ GLI 2: Construct rubrics for listening to recordings of music/	Performance Rubric p. 81

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
		<ul style="list-style-type: none"> ___ GLI 3: Explain the characteristics of exemplary music from various cultures and genres. 	
	B. Develop a criteria for evaluating the quality and effectiveness of musical performances.	<ul style="list-style-type: none"> ___ GLI 1: Utilize rubrics to evaluate the quality and effectiveness of performances. ___ GLI 2: Evaluate performances using musical terminology, and offer constructive feedback. ___ GLI 3: Attend live performances by professional musicians. ___ GLI 4: Discuss and explain how people from different backgrounds use and respond to music (cite different examples). ___ GLI 5: Evaluate individual practice through various means (e.g. recording, rubrics, etc.). 	
	C. Defend personal music preferences using appropriate terminology.	<ul style="list-style-type: none"> ___ GLI 2: Defend choices of music works and performances based on knowledge of music concepts. ___ GLI 3: Evaluate musical experiences based on emotional impact and aesthetic value. ___ GLI 4: Develop an awareness of personal preference in music, and why they prefer it. 	
8. Understanding relationships between music, the other arts, and disciplines outside the arts	A. Compare and contrast music with other fine arts disciplines.	<ul style="list-style-type: none"> ___ GLI 1: Identify art forms that involve collaboration with multiple art forms (e.g. musical theatre, opera). ___ GLI 2: Discover connections between theories and styles across different art forms. 	
	B. Compare and contrast music with disciplines outside the arts.	<ul style="list-style-type: none"> ___ GLI 1: Apply problem-solving and creative thinking skills learned in music to other content areas. 	
9. Understanding music in relation to history and culture.	A. Understand music in relation to history.	<ul style="list-style-type: none"> ___ GLI 1: Recognize and describe form in music literature in various historical periods. ___ GLI 2: Examine the contributions of voluntary immigrants to the development of American music. ___ GLI 3: Examine the contributions of enslaved peoples to the development of American music. 	
	B. Compare and contrast musical forms in vocal and instrumental genres from various historical periods.	<ul style="list-style-type: none"> ___ GLI 1: Explain the elements of geography and culture that contribute to World Music. ___ GLI 2: Compare and contrast the functions of music in several world cultures. ___ GLI 5: Compare and contrast music forms in vocal and instrumental genres from various historical periods. 	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
		<p>_____ GLI 6: Explain how technology has influenced the development of music throughout history.</p>	

COLUMBUS CITY SCHOOLS

BAND LEVEL 3 SCOPE AND SEQUENCE/TIMELINE



FOURTH GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2. Performing alone and with others a varied repertoire of music	A. Play an instrument alone demonstrating proper instrumental technique.	<p>___ GLI 1: Make physical adjustments necessary to extend range and technique needed to perform music found in Grade 3 Band Literature.</p> <p>___ GLI 2: Apply the concept of intonation to the tendencies of their instrument.</p> <p>___ GLI 3: Use standard fingerings/stickings to produce notes encountered in Grade 3 Band Literature.</p> <p>___ GLI 4: Use alternate fingerings when appropriate to produce notes encountered in Grade 3 Band Literature.</p> <p>___ GLI 5: Practice common patterns found in music. (Scales in thirds, returning scales, arpeggios).</p> <p>___ GLI 6: Perform required scales and rudiments necessary to perform music found in Grade 3 Band Literature</p>	
	C. Rehearse and perform a varied repertoire of music.	<p>___ GLI 1: Perform a variety of literature representing diverse genres.</p> <p>___ GLI 2: Perform a variety of literature representing diverse cultures.</p> <p>___ GLI 3: Study and perform music with a variety of musical elements found in Grade 3 Band Literature.</p>	
3. Improvising melodies, variations and accompaniments	A. Improvise simple rhythmic and melodic patterns.	___ GLI 3: Improvise a ii-V-I melody in various meters and keys.	
4. Composing and arranging music within specific guidelines.	A. Compose music within specific guidelines (e.g. style, form, etc.)	___ GLI 4: Write four note chords.	
	C. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.	___ GLI 2: Notate an arrangement by hand.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
5. Reading and notating music.	C. Notates music correctly on a musical staff.	___ GLI 2: Write s scales and rudiments found in Grade 3 Band Literature.	
6. Listening to, analyzing, and describing music.	C. Aurally and visually analyze music.	___ GLI 4: Listens to and identifies intervals within a melody. ___ GLI 5: Listens to and identifies chords within a melody. ___ GLI 6: Listens to and identifies harmonic progressions within a melody.	
7. Evaluating music and music performances	B. Develop a criteria for evaluating the quality and effectiveness of musical performances.	___ GLI 1: Utilize rubrics to evaluate the quality and effectiveness of performances. ___ GLI 3: Attend live performances by professional musicians. ___ GLI 5: Evaluate individual practice through various means (e.g. recording, rubrics, etc.).	
	C. Defend personal music preferences using appropriate terminology.	___ GLI 1: Select music based on knowledge of music concepts. ___ GLI 2: Defend choices of music works and performances based on knowledge of music concepts. ___ GLI 3: Evaluate musical experiences based on emotional impact and aesthetic value.	
8. Understanding relationships between music, the other arts, and disciplines outside the arts	A. Compare and contrast music with other fine arts disciplines.	___ GLI 1: Identify art forms that involve collaboration with multiple art forms (e.g. musical theatre, opera). ___ GLI 2: Discover connections between theories and styles across different art forms.	
	B. Compare and contrast music with disciplines outside the arts.	___ GLI 1: Apply problem-solving and creative thinking skills learned in music to other content areas.	
9. Understanding music in relation to history and culture.	A. Understand music in relation to history.	___ GLI 1: Recognize and describe form in music literature in various historical periods.	
	B. Compare and contrast musical forms in vocal and instrumental genres from various historical periods.	___ GLI 3: Compare and contrast the roles of musicians in several world cultures. ___ GLI 4: Compare the conditions under which music is typically performed in several cultures of the world. ___ GLI 5: Compare and contrast music forms in vocal and instrumental genres from various historical periods.	