

COLUMBUS CITY SCHOOLS

BAND LEVEL 2 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 2 Band Literature.</p> <p>___ GLI 2: Identify and use basic articulation syllables for his/her instrument. Percussion will identify and develop stick control and rudiments to improve articulation and style.</p> <p>___ GLI 3: Demonstrate the ability to transpose for his/her instrument and uses a tuner to tune instrument.</p> <p>___ GLI 4: Demonstrate appropriate care and maintenance of his/her instrument.</p> <p>___ GLI 6: Use alternative fingerings when appropriate to produce notes encountered in Grade 2 Band Literature.</p> <p>___ GLI 7: Establish individual practice routine.</p>	Musical Concepts in Shenandoah, Lesson One
	B: Play an instrument with others.	<p>___ GLI 2: Performs in like instrument group ensemble (clarinet choir, brass choir, percussion ensemble, etc.)</p> <p>___ GLI 3: Perform with a large ensemble (band) in the school setting.</p> <p>___ GLI 4: Respond appropriately to conducting patterns and cues for time, volume, and entrances.</p> <p>___ GLI 5: Learn the elements of rehearsal: Warm-up chorales, scales, rhythm drills, sight-reading, preparing music for performances.</p>	<p>“Ash Lawn Echoes”</p> <p>“Shenandoah”</p>
	C: Rehearse and perform a varied repertoire of music.	<p>___ GLI 1: Perform music from many different eras of musical history in large and small ensemble settings.</p> <p>___ GLI 2: Perform music with multicultural influences (e.g., music written by African-American and women composers)</p> <p>___ GLI 3: Study and perform music with a variety of musical elements found in Grade 2 Band Literature.</p> <p>___ GLI 4: Study and perform both original band music and transcriptions.</p> <p>___ GLI 5: Perform a wide variety of music, using both original band pieces and transcriptions of familiar folk tunes from several cultures.</p>	<p>Musical Concepts in Shenandoah, Lesson Four</p> <p>“Ash Lawn Echoes”</p>
3. Improvising	A: Imitate simple	___ GLI 1: Creates simple rhythmic patterns for echo by the class.	“Ash Lawn Echoes”

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
melodies, variations and accompaniments	rhythms and melodic patterns.	___ GLI 2: Imitates patterns based on the major scale.	
4. Composing and arranging music within specific guidelines	A: Compose music within specific guidelines (e.g., style, form)	___ GLI 1: Compose diatonic melodies using the musical elements found in Grade 2 Band Literature.	
	B: Arrange music within specific guidelines	___ GLI 1: Alter the pitch of a simple melody.	
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 2 Band Literature.	
	B: Read and interpret standard music notation accurately when playing an instrument.	___ GLI 1: Sight Read Grade 1 Band Literature.	Musical Concepts in Shenandoah, Lesson Two “Ash Lawn Echoes” Cut Time Lesson
	C: Notates music correctly on a musical staff.	___ GLI 3: Write scales and rudiments found in Grade 2 Band Literature.	
	D: Uses musical vocabulary.	___ GLI 1: Uses and understands terms found in Grade 2 Band Literature.	Syncopation Lesson Cut Time Lesson
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 2 Band Literature. ___ GLI 2: Identify what role certain instruments are playing as they listen to recordings. ___ GLI 3: Describe basic differences in style.	Musical Concepts in Shenandoah, Lesson Three Cut Time Lesson
	B: Distinguish styles and form in music.	___ GLI 3: Distinguish different instrumental ensembles (e.g. wind band vs. orchestra).	Syncopation Lesson Cut Time Lesson
	C: Aurally and visually analyze music.	___ GLI 1: Compare and contrast among various instrumental timbres. ___ GLI 2: Distinguish between the forms of various listening examples in both aural and written form (e.g. blues). ___ GLI 3: Distinguish between the eras of music.	Syncopation Lesson
7. Evaluating music	B. Develop criteria	___ GLI 1: Suggest three important criteria for evaluation of a musical	“Shenandoah” Lesson

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
and music performances.	for evaluating the quality and effectiveness of musical performances.	performance.	
	C. Defend personal music preferences using appropriate terminology.	____ GLI 1: Compare and contrast two recordings of the same piece.	
8. Understanding relationship between music, the arts, and other disciplines outside the arts.	A: Compare and contrast music with other fine arts disciplines.	____ GLI 1: Compare and contrast the expressive elements of art, music, drama, and dance. ____ GLI 2: Study various musical styles as they relate to other art forms.	
	B: Compare and contrast music with other disciplines outside the arts.	____ GLI 1: Explore problem-solving and creative thinking skills learned in music to other disciplines outside the arts. ____ GLI 2: Integrate subject matter common to music and other academic disciplines.	
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.	Syncopation Lesson Musical Concepts in Shenandoah, Lesson Three

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BAND LEVEL 2 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 2 Band Literature.</p> <p>___ GLI 2: Identify and use basic articulation syllables for his/her instrument. Percussion will identify and develop stick control and rudiments to improve articulation and style.</p> <p>___ GLI 6: Use alternative fingerings when appropriate to produce notes encountered in Grade 2 Band Literature.</p>	Improvisation and Variation
	B: Play an instrument with others.	<p>___ GLI 2: Performs in like instrument group ensemble (clarinet choir, brass choir, percussion ensemble, etc.)</p> <p>___ GLI 3: Perform with a large ensemble (band) in the school setting.</p> <p>___ GLI 4: Respond appropriately to conducting patterns and cues for time, volume, and entrances.</p> <p>___ GLI 5: Learn the elements of rehearsal: Warm-up chorales, scales, rhythm drills, sight-reading, preparing music for performances.</p>	
	C: Rehearse and perform a varied repertoire of music.	<p>___ GLI 1: Perform music from many different eras of musical history in large and small ensemble settings.</p> <p>___ GLI 2: Perform music with multicultural influences (e.g., music written by African-American and women composers)</p> <p>___ GLI 3: Study and perform music with a variety of musical elements found in Grade 2 Band Literature.</p> <p>___ GLI 4: Study and perform both original band music and transcriptions.</p> <p>___ GLI 5: Perform a wide variety of music, using both original band pieces and transcriptions of familiar folk tunes from several cultures.</p>	
3. Improvising melodies, variations and accompaniments	C: Improvise simple accompaniments.	<p>___ GLI 1: Create ostinato patterns in duple, triple and compound meter.</p>	
5. Reading and notating music	A: Identify and understand the meaning of	<p>___ GLI 1: Recognize and describe the function of musical symbols and signs found in Grade 2 Band Literature.</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	standard music notation symbols.		
	B: Read and interpret standard music notation accurately when playing an instrument.	____ GLI 1: Sight Read Grade 1 Band Literature.	
	C: Notates music correctly on a musical staff.	____ GLI 2: Use music notation software to write a musical composition.	
	D: Uses musical vocabulary.	____ GLI 1: Uses and understands terms found in Grade 2 Band Literature.	“Pevensy Castle”
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 2 Band Literature. ____ GLI 2: Identify what role certain instruments are playing as they listen to recordings. ____ GLI 3: Describe basic differences in style.	
	B: Distinguish styles and form in music.	____ GLI 3: Distinguish different instrumental ensembles (e.g. wind band vs. orchestra).	
	C: Aurally and visually analyze music.	____ GLI 1: Compare and contrast among various instrumental timbres. ____ GLI 2: Distinguish between the forms of various listening examples in both aural and written form (e.g. blues). ____ GLI 3: Distinguish between the eras of music.	“Pevensy Castle”
7. Evaluating music and music performances.	A: Develop criteria for evaluating the quality of music compositions.	____ GLI 1: Suggest three important criteria for evaluation of a music composition.	“Pevensy Castle”
	B. Develop criteria for evaluating the quality and effectiveness of musical performances.	____ GLI 2: Listen to others and decide what aspects of their playing are satisfactory and which need improvement.	
	C. Defend personal music preferences using appropriate terminology.	____ GLI 2: Support personal preferences for three works of music using appropriate music terminology.	Improvisation and Variation Lesson
8. Understanding relationships between music, the arts, and other	A: Compare and contrast music with other fine arts disciplines.	____ GLI 1: Compare and contrast the expressive elements of art, music, drama, and dance. ____ GLI 2: Study various musical styles as they relate to other art forms.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
disciplines outside the arts.			
	B: Compare and contrast music with other disciplines outside the arts.	<p>_____ GLI 1: Explore problem-solving and creative thinking skills learned in music to other disciplines outside the arts.</p> <p>_____ GLI 2: Integrate subject matter common to music and other academic disciplines.</p>	
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.	

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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 2 Band Literature.</p> <p>___ GLI 2: Identify and use basic articulation syllables for his/her instrument. Percussion will identify and develop stick control and rudiments to improve articulation and style.</p> <p>___ GLI 6: Use alternative fingerings when appropriate to produce notes encountered in Grade 2 Band Literature.</p> <p>___ GLI 8: Practice and perform solos.</p>	
	B: Play an instrument with others.	<p>___ GLI 1: Perform in small ensemble (duo, trio, quartet, etc.).</p> <p>___ GLI 2: Performs in like instrument group ensemble (clarinet choir, brass choir, percussion ensemble, etc.)</p> <p>___ GLI 3: Perform with a large ensemble (band) in the school setting.</p>	
	C: Rehearse and perform a varied repertoire of music.	<p>___ GLI 1: Perform music from many different eras of musical history in large and small ensemble settings.</p> <p>___ GLI 2: Perform music with multicultural influences (e.g., music written by African-American and women composers)</p> <p>___ GLI 3: Study and perform music with a variety of musical elements found in Grade 2 Band Literature.</p> <p>___ GLI 4: Study and perform both original band music and transcriptions.</p> <p>___ GLI 5: Perform a wide variety of music, using both original band pieces and transcriptions of familiar folk tunes from several cultures.</p>	
3. Improvising melodies, variations and accompaniments	B: Improvise a variation on a melody.	<p>___ GLI 1: Add rhythmic and simple melodic variations to melodies.</p> <p>___ GLI 2: Vary melody by adding different stylistic expressions.</p>	“Improvisation and Variation”
	C: Improvise simple accompaniments.	<p>___ GLI 1: Create ostinato patterns in duple, triple and compound meter.</p>	
5. Reading and notating music	A: Identify and understand the meaning of	<p>___ GLI 1: Recognize and describe the function of musical symbols and signs found in Grade 2 Band Literature.</p>	“Laredo”

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	standard music notation symbols.		
	D: Uses musical vocabulary.	___ GLI 1: Uses and understands terms found in Grade 2 Band Literature.	“Laredo”
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 2 Band Literature. ___ GLI 2: Identify what role certain instruments are playing as they listen to recordings. ___ GLI 3: Describe basic differences in style.	
	C: Aurally and visually analyze music.	___ GLI 1: Compare and contrast among various instrumental timbres. ___ GLI 2: Distinguish between the forms of various listening examples in both aural and written form (e.g. blues). ___ GLI 3: Distinguish between the eras of music.	
7. Evaluating music and music performances.	C. Defend personal music preferences using appropriate terminology.	___ GLI 3: Define aesthetics and determines how it relates to playing an instrument.	
8. Understanding relationships between music, the arts, and other disciplines outside the arts.	A: Compare and contrast music with other fine arts disciplines.	___ GLI 1: Compare and contrast the expressive elements of art, music, drama, and dance. ___ GLI 2: Study various musical styles as they relate to other art forms.	“Improvisation and Variation”
	B: Compare and contrast music with other disciplines outside the arts.	___ GLI 1: Explore problem-solving and creative thinking skills learned in music to other disciplines outside the arts. ___ GLI 2: Integrate subject matter common to music and other academic disciplines.	
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.	

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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 2 Band Literature.</p> <p>___ GLI 2: Identify and use basic articulation syllables for his/her instrument. Percussion will identify and develop stick control and rudiments to improve articulation and style.</p>	
	B: Play an instrument with others.	<p>___ GLI 2: Performs in like instrument group ensemble (clarinet choir, brass choir, percussion ensemble, etc.)</p> <p>___ GLI 3: Perform with a large ensemble (band) in the school setting.</p>	
	C: Rehearse and perform a varied repertoire of music.	<p>___ GLI 1: Perform music from many different eras of musical history in large and small ensemble settings.</p> <p>___ GLI 2: Perform music with multicultural influences (e.g., music written by African-American and women composers)</p> <p>___ GLI 3: Study and perform music with a variety of musical elements found in Grade 2 Band Literature.</p> <p>___ GLI 4: Study and perform both original band music and transcriptions.</p> <p>___ GLI 5: Perform a wide variety of music, using both original band pieces and transcriptions of familiar folk tunes from several cultures.</p>	
3. Improvising melodies, variations and accompaniments.	A: Improvise simple rhythmic and melodic patterns.	___ GLI 3: Imitate patterns based on blues.	
	B: Improvise a variation on a melody.	___ GLI 2: Vary melody by adding different stylistic expressions.	
	C: Improvise simple accompaniments.	___ GLI 2: Create and imitate background riffs to accompany a soloist.	
4. Composing and arranging music within specific guidelines	A: Compose music within specific guidelines (e.g., style, form)	<p>___ GLI 1: Compose diatonic melodies using the musical elements found in Grade 2 Band Literature.</p> <p>___ GLI 2: Write unison parts for transposing instruments.</p> <p>___ GLI 3: Write three note chords.</p>	“Composing”

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	B: Arrange music within specific guidelines.	____ GLI 2: Write a melody for another instrument. ____ GLI 3: Transcribe a song of the student's choice.	"Look Ma, No Music"
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 2 Band Literature.	
	C: Notates music correctly on a musical staff.	____ GLI 1: Handwrite a musical composition.	
	D: Uses musical vocabulary.	____ GLI 1: Uses and understands terms found in Grade 2 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 2 Band Literature. ____ GLI 2: Identify what role certain instruments are playing as they listen to recordings. ____ GLI 3: Describe basic differences in style.	
	B: Distinguish styles and form in music.	____ GLI 1: Describe how various musical elements can be combined to create a sense of musical form. ____ GLI 2: Describe how various musical elements can be combined to define a musical style (articulations, dynamics, key/meter changes, texture, etc.)	"Ash Lawn Echoes"
	C: Aurally and visually analyze music.	____ GLI 1: Compare and contrast among various instrumental timbres. ____ GLI 2: Distinguish between the forms of various listening examples in both aural and written form (e.g. blues). ____ GLI 3: Distinguish between the eras of music.	
7. Evaluating music and music performances.	A: Develop criteria for evaluating the quality of music compositions.	____ GLI 2: Utilizes rubrics to determine the quality and effectiveness of a composition.	
8. Understanding relationships between music, the arts, and other disciplines outside the arts.	A: Compare and contrast music with other fine arts disciplines.	____ GLI 1: Compare and contrast the expressive elements of art, music, drama, and dance. ____ GLI 2: Study various musical styles as they relate to other art forms.	
	B: Compare and contrast music with other	____ GLI 1: Explore problem-solving and creative thinking skills learned in music to other disciplines outside the arts. ____ GLI 2: Integrate subject matter common to music and other academic	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	disciplines outside the arts.	disciplines.	
9. Understand music in relation to history and culture.	A: Understand music in relation to history.	<p>___ GLI 1: Describe how music from different eras sounds different.</p> <p>___ GLI 2: Describe how historical events might influence composers.</p> <p>___ GLI 3: Examine indigenous peoples' contributions to the development of American music.</p>	<p>“Syncopation”</p> <p>“Cut Time”</p>
	B: Understand how music and culture interact.	<p>___ GLI 2: Describe how music plays a role in the important events in our lives.</p> <p>___ GLI 3: Describe career opportunities found in music and identify experience necessary for success.</p>	