

COLUMBUS CITY SCHOOLS

BAND LEVEL 1 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	<ul style="list-style-type: none"> ___ GLI 1: Demonstrate proper procedure for assembling their instrument. ___ GLI 2: Demonstrates proper hand position and posture (seated and standing) for playing their instrument. ___ GLI 3: Demonstrates proper physical skills for producing an appropriate sound on their instrument. ___ GLI 4: Demonstrates proper techniques for starting and stopping sound. ___ GLI 5: Use standard fingerings to produce notes encountered in Grade 1 Band Literature. ___ GLI 6: Learn how to practice alone. 	Lesson #1 "Let's Make Sound!" Lesson #3 Let's Play 3-Note Tunes
	B: Play an instrument with others.	<ul style="list-style-type: none"> ___ GLI 2: Play in time with other musicians. ___ GLI 3: Play independently with confidence. 	
	C: Rehearse and perform a varied repertoire of music.	<ul style="list-style-type: none"> ___ GLI 1: Rehearse, practice and perform unison melodies 	
3. Improvising melodies, variations and accompaniments	A: Imitate simple rhythms and melodic patterns.	<ul style="list-style-type: none"> ___ GLI 1: Imitates simple rhythmic patterns. ___ GLI 2: Imitates simple 3-5 note patterns 	Lesson #1 "Let's Make Sound!" Lesson #3 Let's Play 3-Note Tunes
5. Reading and notating music	A: Identify and understand the meaning of standard music notation symbols.	<ul style="list-style-type: none"> ___ GLI 1: Recognize and describe the function of musical symbols and signs found in Grade 1 Band Literature. 	
8. Understanding relationships between music, the other arts, and disciplines outside the arts.	B: Compare and contrast music with disciplines outside the arts.	<ul style="list-style-type: none"> ___ GLI 1: Describe the common elements of learning music and learning any other school subject. ___ GLI 2: Uses the problem-solving and creative thinking skills necessary to begin playing a musical instrument. 	

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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: Demonstrate proper procedure for assembling their instrument.</p> <p>___ GLI 2: Demonstrates proper hand position and posture (seated and standing) for playing their instrument.</p> <p>___ GLI 3: Demonstrates proper physical skills for producing an appropriate sound on their instrument.</p> <p>___ GLI 4: Demonstrates proper techniques for starting and stopping sound.</p> <p>___ GLI 5: Use standard fingerings to produce notes encountered in Grade 1 Band Literature.</p>	
	B: Play an instrument with others.	___ GLI 3: Play independently with confidence.	
	C: Rehearse and perform a varied repertoire of music.	___ GLI 1: Rehearse, practice and perform unison melodies.	
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 1 Band Literature.	
6. Listening to, analyzing, and describing music	A: Listen to recordings and describe specific music events using appropriate terminology.	<p>___ GLI 1: Identify musical elements found in Level 1 Band Literature.</p> <p>___ GLI 2: Identify musical instruments that are heard in recordings.</p>	
7. Evaluating music and music performances	B: Develop criteria for evaluating the quality and effectiveness of musical performances.	<p>___ GLI 1: Listen to themselves and evaluate their own playing.</p> <p>___ GLI 2: Demonstrate appropriate concert etiquette.</p>	
	C: Defend personal music preferences	___ GLI 1: Listen to a recording and determine what was good and/or bad	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	using appropriate terminology.	about the performance.	
8. Understanding relationships between music, the other arts, and disciplines outside the arts.	A: Compare music with the other fine arts disciplines	____ GLI 2: Compare and contrast the common purpose of the arts.	“The Great Gate of Kiev” from Pictures at an Exhibition
	B: Compare and contrast music with disciplines outside the arts.	____ GLI 1: Describe the common elements of learning music and learning any other school subject. ____ GLI 2: Defines the problem-solving and creative thinking skills necessary to begin playing a musical instrument.	“The Great Gate of Kiev” from Pictures at an Exhibition

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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	___ GLI 1: Demonstrate proper procedure for assembling their instrument. ___ GLI 2: Demonstrates proper hand position and posture (seated and standing) for playing their instrument. ___ GLI 3: Demonstrates proper physical skills for producing an appropriate sound on their instrument. ___ GLI 4: Demonstrates proper techniques for starting and stopping sound. ___ GLI 5: Use standard fingerings to produce notes encountered in Grade 1 Band Literature.	First Steps to Improvisation
	B: Play an instrument with others	___ GLI 1: Play in tune with other musicians. ___ GLI 3: Play independently with confidence. ___ GLI 5: Use standard fingerings to produce notes encountered in Grade 1 Band Literature.	
	C: Rehearse and perform a varied repertoire of music.	___ GLI 2: Rehearse, practice and perform Grade 1 Band Literature. ___ GLI 3: Rehearse, practice, and perform music representing a variety of cultures.	Lesson #2 Improvisation in the Beginning Band Class
3. Improvising melodies, variations and accompaniments	B: Improvise a variation on a melody.	___ GLI 1: Improvises a rhythmic variation of a simple melody ___ GLI 2: Improvises a melodic variation on a simple melody (e.g., adds neighbor or passing tones)	First Steps to Improvisation
4. Composing and arranging music within specific guidelines	A: Compose music within specific guidelines. (e.g., style, form, etc.)	___ GLI 1: Compose short diatonic melodies using the musical elements found in Grade 1 Band Literature	Lesson #2 Improvisation in the Beginning Band Class Strategies Incorporating Beginning Composition into the Band Rehearsal
	B: Arrange music within specific guidelines.	___ GLI 1: Alter the rhythm of a simple melody.	Strategies Incorporating Beginning Composition into the Band Rehearsal
5. Reading and notating music	A: Identify and understand the	___ GLI 1: Recognize and describe the function of musical symbols and signs found in Grade 1 Band Literature.	Strategies Incorporating Beginning Composition

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	meaning of standard music notation symbols.		into the Band Rehearsal
	B: Read and interpret standard music notation accurately when playing an instrument.	___ GLI 1: Sight read simple melodies.	Strategies Incorporating Beginning Composition into the Band Rehearsal
	C: Notates music correctly on a musical staff.	___ GLI 2: Notates musical signs and symbols correctly (e.g. repeat signs, codas, etc.).	First Steps to Improvisation Strategies Incorporating Beginning Composition into the Band Rehearsal
	D: Uses musical vocabulary.	___ GLI 1: Uses and understands terms found in Grade 1 Band Literature.	Lesson #4 Write Your Own 3-Note Tunes
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 1 Band Literature. ___ GLI 3: Describes basic differences in articulations (smooth vs. separated styles)	Developing Your Own Performance Plan
	B: Distinguish styles and form in music.	___ GLI 2: Describe musical style.	
	C: Aurally and visually analyze music.	___ GLI 1: Listen to a recording and describe what is heard.	
7. Evaluating music and music performances	A: Develop criteria for evaluating music compositions.	___ GLI 1: Decide what musical elements are found in musical compositions.	Developing Your Own Performance Plan
	B: Develop criteria for evaluating the quality and effectiveness of musical performances.	___ GLI 1: Listen to themselves and evaluate their own playing.	
	C: Defend personal music preferences using appropriate terminology.	___ GLI 1: Listen to a recording and describe personal preferences using musical terms.	
8. Understanding relationships	B: Compare and contrast music	___ GLI 1: Describe the common elements of learning music and learning	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
between music, the other arts, and disciplines outside the arts.	with disciplines outside the arts.	<p>any other school subject.</p> <p>____ GLI 2: Uses the problem-solving and creative thinking skills necessary to begin playing a musical instrument.</p>	
9. Understanding music in relation to history and culture	A: Understand music in relation to history.	<p>____ GLI 1: Listen to an example of music that came from some other part of the world. Compare and contrast it to familiar music.</p> <p>____ GLI 2: Give an example of music that has been saved from another time.</p>	“The Great Gate of Kiev” from Pictures at an Exhibition

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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	___ GLI 5: Use standard fingerings to produce notes encountered in Grade 1 Band Literature.	
	B: Play an instrument with others	___ GLI 1: Play in tune with other musicians. ___ GLI 3: Play independently with confidence.	
	C: Rehearse and perform a varied repertoire of music.	___ GLI 2: Rehearse, practice and perform Grade 1 Band Literature. ___ GLI 3: Rehearse, practice, and perform music representing a variety of cultures.	
3. Improvising melodies, variations and accompaniments	B: Improvise a variation on a melody.	___ GLI 1: Improvises a rhythmic variation of a simple melody ___ GLI 2: Improvises a melodic variation on a simple melody (e.g., adds neighbor or passing tones)	
	C: Improvise simple accompaniments.	___ GLI 1: Creates ostinato patterns in duple meter 1-2 measures long	
4. Composing and arranging music within specific guidelines	B: Arrange music within specific guidelines.	___ GLI 1: Alter the rhythm of a simple melody. ___ GLI 2: Alter the tempo of a simple melody.	Introduction to the Dotted Quarter Note
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 1 Band Literature.	Introduction to the Dotted Quarter Note
	B: Read and interpret standard music notation accurately when playing an instrument.	___ GLI 1: Sight read simple melodies.	
	C: Notates music correctly on a musical staff.	___ GLI 1: Write scales and rudiments found in Grade 1 Band Literature. ___ GLI 2: Notates musical signs and symbols correctly (e.g. repeat signs, codas, etc.).	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	D: Uses musical vocabulary.	___ GLI 1: Uses and understands terms found in Grade 1 Band Literature.	
6. Listening to, analyzing, and describing music	B: Distinguish styles and form in music.	___ GLI 1: Describe musical form. ___ GLI 2: Describe musical style.	
	C: Aurally and visually analyze music.	___ GLI 2: Look at a printed piece of music and describe how it would sound when played.	
7. Evaluating music and music performances	A: Develop criteria for evaluating the quality of music compositions.	___ GLI 1: Decide what musical elements are found in musical compositions.	
	B: Develop criteria for evaluating the quality and effectiveness of musical performances.	___ GLI 1: Listen to themselves and evaluate their own playing. ___ GLI 2: Demonstrate appropriate concert etiquette.	
	C: Defend personal music preferences using appropriate terminology.	___ GLI 1: Listen to a recording and describe personal preferences using musical terms.	
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: Create a definition of music, especially as it relates to other fine arts. ___ GLI 2: Compare and contrast the common purpose of the arts.	
	B: Compare and contrast music with disciplines outside the arts.	___ GLI 1: Describe the common elements of learning music and learning any other school subject. ___ GLI 2: Uses the problem-solving and creative thinking skills necessary to begin playing a musical instrument.	
9. Understanding music in relation to history and culture	B: Understand how music and culture interact.	___ GLI 1: Describe situations where live music might be heard. ___ GLI 2: Describe the role of recorded music.	