





Sequence of Key Concepts by Module and Unit

MODULE 1		
<p><i>Unit 1: Foundations of Band Instrument Musical Instruction</i></p> <ul style="list-style-type: none"> • Proper posture and breathing foundations • Basic elements of quality sound production • Concept of the pulse in musical sound • <i>Legato</i> articulation 	<p><i>Unit 2: An Introduction to Melody</i></p> <ul style="list-style-type: none"> • First 5 notes of the B-flat scale • <i>Legato</i> and slurred articulations with proper attack and release • Blending quality sound production with ensemble • Identify names and sounds of all wind band instruments • Master 4-8 melodies from memory • Maintain steady pulse in performance 	<p><i>Unit 3: Taking Ownership of Melodic Performance</i></p> <ul style="list-style-type: none"> • Improvisations with the pentatonic scale • Create and perform simple compositions • Perform call and response • Perform with dynamics • <i>Staccato</i> articulation, accents • Perform at a variety of tempos • Introduction to music notation
<p><i>Unit 4: Canvas and Colour</i></p> <ul style="list-style-type: none"> • Extend range to full B-flat concert scale • Introduction to rhythmic notation • Increase musical ‘palette’ (tempo, dynamics, articulations, ABA form) • Understand functional elements of compositions (pedal point-drone; ostinato; background, middle, and foreground) • Make musical decisions and perform elements of ensemble performance including balance, matched, style, and function • Make creative decisions in a collaborative environment • Introduction to graphic notation 	<p><i>Unit 5: Mastery of Foundation Elements</i></p> <ul style="list-style-type: none"> • B-flat concert scale and patterns in various rhythmic patterns using  and  notes • Increase musical ‘palette’ (characteristic sounds/effects) • Rhythmic dictation using  and  notes • Make musical decisions for composition and performance of an original piece • Make creative decisions in a collaborative environment 	



MODULE 2			
<p><i>Unit 1: Connecting Sound and Sight – Bb Concert</i></p> <ul style="list-style-type: none"> First five notes (B-flat concert) ♭, ♮, ♯, ♭ notes/rests Articulation: tonguing and slurring $\frac{4}{4}$ meter <i>Fermata</i> : : Multiple bounce roll Call and response 	<p><i>Unit 2: B-flat Concert and Beyond</i></p> <ul style="list-style-type: none"> B-flat concert scale and arpeggio g natural minor scale (rote) Key signature $\frac{2}{4}$ meter Clarinet ‘break’ ♭ notes/rests Flam, flam tap Folk song March Canon/round March <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Crown Point March”, Pearson 	<p><i>Unit 3: Pentatonic Play</i></p> <ul style="list-style-type: none"> E-flat concert scale and arpeggio (rote) B-flat and E-flat pentatonic scales ♭ notes/rests Paradiddle Anacrusis March <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Crown Point March”, Pearson 	<p><i>Unit 4: E-flat Concert and More</i></p> <ul style="list-style-type: none"> E-flat concert scale and arpeggio c natural minor scale and arpeggio (rote) ♭ notes/rests ♭ (as required by repertoire) $\frac{3}{4}$ meter Introducing timpani Key signature <i>f, p</i> <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Anasazi”, Edmondson
<p><i>Unit 5: Review and Celebration</i></p>			

MODULE 3			
<p><i>Unit 1: Exploring Articulation and Phrasing</i></p> <ul style="list-style-type: none"> Accents Phrasing Articulation: tonguing and slurring March style Introduction to Latin rhythms/syncopation <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Silly Samba”, MacKay 	<p><i>Unit 2: Introducing F Concert, Sixteenth Note Rhythms</i></p> <ul style="list-style-type: none"> F concert d minor (rote) ♭ rhythms Paradiddle Phrasing Sustained <i>legato</i> style <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Song for Friends”, Daehn “Anasazi”, Edmondson 	<p><i>Unit 3: Theme and Variation Form, Dotted Quarters</i></p> <ul style="list-style-type: none"> □ d minor B-flat chromatic scale ♭ rhythms Theme and variation form Blend and balance <p>Sample repertoire:</p> <ul style="list-style-type: none"> “African Folk Trilogy”, arr. McGinty 	<p><i>Unit 4: Chamber Music Festival Project</i></p> <ul style="list-style-type: none"> Small ensemble playing skills Chamber music Building a recital program Music management Community connections

MODULE 4

<p><i>Unit 1: Building Agility</i></p> <ul style="list-style-type: none"> • A-flat concert (rote) • Lip slurs/register change • □ • March style • Quick tempos • 5-,9-,17-stroke rolls 	<p><i>Unit 2: Focus on Tempos, Dynamics, Articulation</i></p> <ul style="list-style-type: none"> • Dynamics: <i>p-ff</i>, <i>crescendo</i>, <i>decrescendo</i> • Articulations: <i>staccato</i>, <i>legato</i>, accent, slur • <i>Ritardando</i> • Tempos: <i>slow/largo</i>, <i>moderate/moderato</i>, <i>fast/allegro</i> • Sustained <i>legato</i> style <p>Sample repertoire:</p> <ul style="list-style-type: none"> • “Ahrirang”, arr. Garofalo & Whaley • “Furioso, Smith • “Song for Friends”, Daehn • “Walkin’ Cool”, Watson • “Suncatcher”, Curnow 	<p><i>Unit 3: Solos and Chromatics</i></p> <ul style="list-style-type: none"> • B-flat and F chromatic scales • Solo performance skills • Audience etiquette 	<p><i>Unit 4: Full Ensemble Concert Group Presentation</i></p> <ul style="list-style-type: none"> • Full ensemble playing skills • Selecting repertoire for a concert group • Musical decision making/refining repertoire • Using feedback for further learning
--	---	---	---

MODULE 5

<p><i>Unit 1</i></p> <ul style="list-style-type: none"> • B-flat, E-flat, F concert • Lip slurs • Crossing the break • □, □, □ metres • 5-stroke roll, flam, paradiddle, flam tap, flam accent, 17-stroke roll • Combinations of tongues and slurred notes  • □ • Tempos including <i>moderato</i>, march tempo, <i>lento</i>, <i>andante</i>, <i>allegro</i> • Balanced ensemble sound <p>Sample repertoire:</p> <ul style="list-style-type: none"> • “Silvergate Overture”, Edmondson • “African Festival”, Hilliard, Elledge, & Pearson 	<p><i>Unit 2: Contrasts</i></p> <ul style="list-style-type: none"> • Syncopation •  patterns • G minor, natural and harmonic • Melodic intervals: major 2nd, major 3rd • <i>D.S. al fine</i> • Tempo changes: <i>a tempo</i>, <i>rit.</i>, <i>rall.</i>, <i>molto rall.</i>, <i>accel.</i> • March style • Scottish ballad • Drone • Staggered breathing • Phrasing, tension, and release • 9-stroke roll, double paradiddle, flam accent, L.V. • Off beats <p>Sample Repertoire</p> <ul style="list-style-type: none"> • “Success March”, Bennett/Clark • “Ye Banks and Braes”, Sweeney 	<p><i>Unit 3: Polyphony and the Renaissance</i></p> <ul style="list-style-type: none"> • A-flat concert • 7 on and off the beat • <i>Staccato</i> • G minor review • Polyphonic texture • Instrumental consort • Renaissance dance music • Enharmonics • Rim shots, drag, drag tap, tambourine shake roll <p>Sample Repertoire</p> <ul style="list-style-type: none"> • “Soldiers’ Procession and Sword Dance”, Margolis 	<p><i>Unit 4: Programme Music</i></p> <ul style="list-style-type: none"> • C minor, natural and harmonic • D minor • <i>Legato</i> • <i>Tenuto</i> • Triangle roll, single drag tap, flam paradiddle, long roll • Programmatic music • Story boarding • Non-traditional notation /extended techniques • Musical decision making/ refining repertoire <p>Sample Repertoire</p> <ul style="list-style-type: none"> • “Train Heading West”, Broege
--	--	--	---

MODULE 6

<p>Unit 1: Focus on Sight Reading</p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-5 Sight reading $\frac{2}{2}$ Syncopation Ostinato Expressive <i>legato</i> Flamacue Dance music Celtic air Writing melodic intervals: 3rd, 4th, 5th, 6th <p>Sample repertoire:</p> <ul style="list-style-type: none"> “As Winds Dance”, Hazo “Fantasy on an Irish Air”, arr. Saucedo 	<p>Unit 2: Introducing $\frac{3}{8}$ and $\frac{6}{8}$, A-flat concert</p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-5 Compound time: $\frac{6}{8}$ and $\frac{3}{8}$ meter A-flat concert Expressive <i>legato</i> Chromatic phrases Flamacue Acadian/Celtic jig <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Washington Post”, Sousa, arr. Higgins “Semper Fidelis”, Sousa/Higgins <i>A French-Canadian Suite</i>, Mvts. 1 and 2, arr. MacLaughlan 	<p>Unit 3: The Blues</p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-5 B-flat blues scale I, IV, V triads 12-bar blues form Early blues Rhythm and blues/rock and roll Melodic intervals: 4th and 5th Syncopation g natural and harmonic minor scales <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Blues Machine”, Strommen 	<p>Unit 4: Ancient and Contemporary Voices</p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-5 C concert scale Interval of a major 2nd Chromatics (including alternate fingerings) Long tones Chorale A-flat concert Graphic notation Alternative techniques ‘Found’ sounds Chant <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Ancient Voices”, Sweeney
---	--	---	--

MODULE 7

<p>Unit 1: ♩ ‘s and ♩ ‘s, Dynamics, Renaissance Ensembles</p> <ul style="list-style-type: none"> Combinations of ♩ and ♩ notes/rests Dynamics <i>pp</i> to <i>ff</i> Percussion rolls and paradiddles Mallet percussion double stops and double stop rolls Renaissance instrumental music Instrument consort Chamber music Pavane Suspension Dissonance <p>Sample repertoire:</p> <ul style="list-style-type: none"> “The Battle Pavane”, arr. Margolis 	<p>Unit 2: ♩</p> <ul style="list-style-type: none"> ♩ ♩ , ♩ in same phrase Expressive phrase 7-stroke roll Articulation: accent, <i>staccato</i>, <i>tenuto</i> <p>Sample repertoire:</p> <ul style="list-style-type: none"> <i>British Masters Suite</i>, Mvts. 1 and 2 arr. Moss 	<p>Unit 3: Triplet, G minor, Drama in Music</p> <ul style="list-style-type: none"> Duple and triple division of the beat Triplet eighths, quarter-eighth, and eighth-quarter triplet figures g minor C major <i>Glissando</i> (trombones) Tone cluster Trill Drama in music Chant Articulation: <i>staccato</i>, <i>sfp</i> Concert program <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Rites of Tamburo”, Smith “Pandora”, Standridge “Serengeti”, Higgins 	<p>Unit 4: Scaling the Heights, Rudiments of Success, Solo Festival, Portfolio Presentation</p> <ul style="list-style-type: none"> D-flat concert scale B-flat, E-flat, A-flat, F, C concert scales B-flat and E-flat chromatic scales Flam, flam tap, double stroke roll, ruff, single paradiddle, double paradiddle, 5-stroke roll Solo selection and rehearsal skills Solo presentation skills Portfolios <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Skye Boat Song”, arr. O’Reilly
---	---	--	--

MODULE 8

<p><i>Unit 1: Introducing Circle of 4ths, Focus on Rhythms and Articulation, Music for Life Fair</i></p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-7 B-flat concert scale and arpeggio, thirds g minor scale, harmonic and melodic Chromatic scale beginning on B-flat concert Combinations of \flat and \sharp notes/rests Unmetered music Dynamic range <i>pp</i> to <i>ff</i> <i>Staccatos</i> and accents Percussion rolls, paradiddles, ruffs, mallet percussion double stops and double stop rolls, March, calypso swing, pop ballad styles Music-related careers Music as community <p>Sample repertoire:</p> <ul style="list-style-type: none"> “A+ March”, Duffy “Selections from The Lion King” arr. Lavender 	<p><i>Unit 2: Folk Ballads, Large and Small Ensembles</i></p> <ul style="list-style-type: none"> E-flat concert scale and arpeggios, thirds C minor scale, harmonic and melodic Chromatic scale beginning on B concert Suspended cymbal and timpani rolls, tune timpani up and down a major 2nd Circle of 4ths Mixed meters: $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ Tied notes Time transition pattern <i>Crescendo</i> and <i>decrescendo</i> Dynamic range <i>pp</i> to <i>ff</i> <i>Legato</i>, slurs Balance Tone quality Suspension <i>Rubato</i> <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Down by the Sally Gardens”, arr. Sweeney 	<p><i>Unit 3: Mixed Meters, Mystery in Music</i></p> <ul style="list-style-type: none"> A-flat concert scale and arpeggio, thirds f minor scale, harmonic and melodic Chromatic scale beginning on D concert Extended ranges Crash cymbal techniques inc. l.v.; bass drum; suspended cymbal; snare drum rolls <i>pp</i> to <i>ff</i> Circle of 4ths Mixed meters: $\frac{4}{4}$, $\frac{6}{4}$, $\frac{2}{4}$ <i>Crescendo</i> and <i>decrescendo</i> Dynamic range <i>ppp</i> to <i>fff</i> <p>Sample repertoire:</p> <ul style="list-style-type: none"> “The Headless Horseman”, Broege 	<p><i>Unit 4: F Dorian, Syncopation, Solos Recital</i></p> <ul style="list-style-type: none"> F concert scale and arpeggio, thirds d minor scale, harmonic and melodic F Dorian concert scale/mode Chromatic scale beginning on D-flat concert Rhythm patterns: \square , \square , \square Suspended cymbal techniques inc. long roll, finger choke, brush strokes, ruff; triangle techniques including finger choke Circle of 4ths Extended <i>crescendo</i> Stylistic indications: <i>solemne e misterioso</i>, <i>allegro giocoso</i>, <i>leggero</i>, <i>calore</i>, <i>con spirit</i>, <i>cantabile</i>, <i>festive</i> New music solos Nova Scotia composers/musicians <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Creed”, Himes
---	--	--	--

MODULE 9

<p><i>Unit 1: Compound Time, $\frac{6}{8}$ March</i></p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-8 Circle of 4ths Chromatic scales beginning on B-flat, F, and G concert Combinations of $\frac{6}{8}$ and $\frac{9}{8}$ notes/rests in $\frac{6}{8}$, $\frac{9}{8}$ Dynamic range <i>pp</i> to <i>ff</i> <i>Staccatos</i> and accents Percussion rolls, ratamacue <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Mercer’s March”, MacKay 	<p><i>Unit 2: Song of the Tides and Responses, Mixed Meters</i></p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-8 Circle of 4ths Mixed meters: $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{5}{4}$, $\frac{7}{4}$ □ Extended techniques Aleatoric notation <i>Glissando</i> <i>Crescendo</i> and <i>decrescendo</i> Dynamic range <i>ppp</i> to <i>fff</i> Graphic notation Soundscape Musique concrete <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Song of the Tides”, Charke 	<p><i>Unit 3: Exploring the Baroque, Cut Time, C Major/A minor</i></p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-8 Circle of 4ths $\frac{2}{2}$ C major scale and arpeggio a minor scale and arpeggio C chromatic scale Imitation Melodic sequence Polyphony Balance Fugue Four-voice canon <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Prelude and Fugue in B-Flat Major”, Bach / Moehlman 	<p><i>Unit 4: Portfolios, G and D Major</i></p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-8 Circle of 4ths G major scale and arpeggio D major scale and arpeggio E-flat chromatic scale Simultaneous rhythms <i>Espressivo</i> style Suspension Inner melody 32-bar song form Percussion ensemble Portfolio presentation <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Balladair”, Erickson
---	---	---	--

MODULE 10

<p><i>Unit 1: A-flat concert, Work Songs</i></p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-9 Circle of 4ths A-flat concert scale and arpeggio Chromatic scale beginning on A-flat concert Combinations of notes and rests in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ Dynamics <i>pp</i> to <i>ff</i> <i>Staccatos</i> and accents <i>Subito</i> 3-stroke ruff Fantasy Work songs <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Donkey Riding”, Coakley “March for Freedom”, Hodges 	<p><i>Unit 2: F minor, Rhythm patterns</i></p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-9 Circle of 4ths f melodic minor scale and arpeggio Review of G, C, D, A melodic minor scales Chromatic scales beginning on A and E concert Combinations of notes and rests in $\frac{5}{4}$, $\frac{6}{4}$, $\frac{5}{8}$, $\frac{7}{8}$ Dynamics <i>pp</i> to <i>fff</i> Extended <i>crescendo</i> and <i>decrescendo</i> <i>Staccatos</i> and accents Extended techniques Bass drum roll, tambourine shake roll, tuning 26” timpani to B-flat Chanting Film score <p>Sample repertoire:</p> <ul style="list-style-type: none"> “Dinosaurs”, Bukvich “Chant Rituals”, Del Borgo 	<p><i>Unit 3: D-flat Concert, Musical Tributes</i></p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-9 Circle of 4ths D-flat major scale and arpeggio Chromatic scale beginning on G-flat C major scale and arpeggio a minor scale and arpeggio Time transition pattern Dynamics <i>pp</i> to <i>ff</i> <i>Molto cantabile</i> <i>Espressivo</i> style <i>Rubato</i>, <i>Tenuto</i> Linear shaping Melody and counter melody Suspension Extended <i>crescendo</i> <i>Ritardando poco a poco</i> Snare drum multiple bounce roll, tuning 26” timpani to B-flat Musical tributes: solo and small ensemble Portfolio review <p>Sample repertoire:</p> <ul style="list-style-type: none"> “With Quiet Courage”, Daehn 	<p><i>Unit 4: Celebration of Learning, Concert, Portfolios</i></p> <ul style="list-style-type: none"> Consolidation of learning in Modules 1-10 Review of scales, rhythms, rudiments Review of expressive markings Review of stylistic terms Concert planning and management Celebration concert event Individual and group reflection Portfolio presentation
--	---	---	---