Sequencing Rationale

I would use a portion of class time on this unit each day and then reinforce the skills covered by incorporating them into the pieces that the band is rehearsing. This will take some planning to choose pieces that integrate the concepts that will be learned in the unit. The unit on building skills should begin with a review and expanded study of how to produce a good tone quality on each of the different instruments and each day class should begin with a reminder of the process.

 The next subunit would be in the area of theory. This would be the largest of the subunits beginning with a review of the various types of notes and how to count them. Next would be a review of note names including flats and sharps This leads into how key signatures work and major scales are made. We would also cover chromatic scales and analyze intervals. Each of the areas of theory learned will be applied to the pieces that the band is working on.

 The next subunit is pulse and meter. This is best accomplished by playing different songs in various meters and having the students compare and explain the differences and similarities. The final two units tend to go together and are the first steps in developing expression. The use of dynamics and the various types of articulation are also the first step in combining multiple techniques simultaneously. Playing a musical instrument is a continuous building block of technique, expression, and knowledge. It is difficult to design a step by step sequenced curriculum because students are at varying technical levels and all the different instruments are taught at the same time in class. Therefore the sequence will need to be adjusted for those factors for the unit to be successful.