

## High School Course Description for **Marching Band**

**Course Title:** Marching Band

**Curricular Area:** Performing Arts

**Course Number:** VPA009

**Length:** One Semester-May be repeated for up to 30 elective and 10 PE credits.

**Grade Level(s):** 9-12

**Meets a UC a-g Requirement:** No

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:**  
2.5 Credits-P.E. (Year 2 Requirement)/Semester  
2.5 Credits-General Elective

**Prerequisites:** Audition or permission of instructor & all 9<sup>th</sup> grade students must be concurrently enrolled in 9<sup>th</sup> grade Intro to Kinesiology

### Course Description

Students will learn, rehearse and perform various styles and forms of instrumental music representing various genres and time periods. Students will incorporate this music with various field and/or street drills with contemporary choreography; demonstrating proficiency in fundamentals of movement synchronized to the music. Students will be able to evaluate individual and group performances of contemporary groups as well as developing self-assessment skills. Significant focus is placed on development of physical skills including fundamentals of dance, movement, choreography while increasing stamina, endurance, and overall fitness levels. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. All students will be required to complete and return a CJUSD Athletic Participation Packet including medical clearance through a physical examination prior to participation.

### Rationale for Course

The activity of marching band combines musical performance with essential components of physical education. A physically educated person is one who has mastered the necessary movement skills to participate confidently in many different forms of physical activity, values physical fitness, and understand that both are intimately related to health and well-being.

### Alignment

This course is aligned to the Visual and Performing Arts: Music California Content Standards-Proficient (Jan-2001) and the Physical Education Model Content Standards for California Public Schools (2005).

### Instructional Materials

#### Supplemental Materials

1. Drill Cards/Coordinate Sheets
2. NFHS Health and Safety Supplements
3. Assessing Student Responsibility and Teamwork by NASPE, AAHPERD, 2000.
4. Fitness for Life, 6<sup>th</sup> Ed. Charles B. Corbin & Guy Le Masurier
5. Physical Best Activity Guide Secondary Level (AAHPERD)

#### Required Textbook(s)

1. Sheet music from various sources

#### Software/Applications

1. Finale/Sibelius
2. Pyware/Envision

#### Suggested Video/DVDs//Films

1. Bands of America Regionals
2. Drum Corps International
3. Flexibility for Sport and Fitness

#### Web Sites

1. [www.worldofpageantry.com](http://www.worldofpageantry.com)
2. [www.scsboa.org](http://www.scsboa.org)
3. [www.musicforall.org](http://www.musicforall.org)
4. [www.wgasc.org](http://www.wgasc.org)
5. [www.acsm.org](http://www.acsm.org)
6. [www.nfhs.org](http://www.nfhs.org)
7. [www.humankinetics.com](http://www.humankinetics.com)
8. [www.pecentral.com](http://www.pecentral.com)
9. [www.military.com](http://www.military.com)
10. [www.presidentschallenge.org](http://www.presidentschallenge.org)

## High School Course Description for **Marching Band**

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### Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Playing/Skill Exams.....	40% (20% Music/20% Fitness Assessment/PE)
Rehearsal Participation .....	30% (15% Music/15% Physical Participation)
<u>Performance Participation.....</u>	<u>30% (15% Music/15% Physical Performance)</u>
Total: 100% (50% Music/50% PE)	

\*Due to the nature of marching band programs, the percentages listed above applies primarily to physical education/activity and physical performance, and applies to music participation/performance as applicable.

Performance level is determined by the average of the assessments or assignments. Student achievement in this course will be measured using multiple assessment tools including but not limited to:

- Performance-based assessments; assessing physical education cognitive concepts and skills and/or music performance.
- Quizzes and Tests
- Fitness Performance and Activity Journals
- Portfolios
- Rubrics of performance assessments during activity
- Rubric assessed projects
- Video

### Development Team

This Course of Study was revised in May 2016 by Robert Ransdell, Music Instructor- GTHS and Lisa Nicolay, Music Instructor-CHS. This course of study was reviewed by Edrina Fraijo, Physical Education Teacher- ROHMS and Anna Collins, Physical Education Teacher- GTHS.

## Instructional Guide for **Marching Band**

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### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the semester. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Reciprocal teaching
- Performance modeling
- Cognitive modeling
- Text-based questioning strategies
- Student-led groups
- Peer pairing
- Performance evaluations
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### **Support for English Language Learners:**

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

### **Support for Special Education Students:**

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Testing accommodations
- Tutoring (peer & teacher)

### **Stretching the Lesson for GATE Students:**

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

## Pacing Guide for **Marching Band-PE**

### **Unit: Course Introduction: Skill Development, Physical Assessment and conditioning.**

#### **OVERVIEW**

The term begins with an introduction to course including expectations, goals, procedures, etc. Significant focus on initial development of skills necessary to learn and perform assigned show. Students will learn about diet and nutrition for health and fitness and develop a diet plan to accompany intense and prolonged physical activity. Analyze health-related fitness assessment results to establish realistic physical fitness achievement goals.

#### **BIG IDEAS/ ESSENTIAL UNDERSTANDING**

- Simple and Complex rhythms
- Melodic/Harmonic structuring
- Essential/characteristic tone, blend, balance
- Mechanics of body movement; dance fundamentals
- Nutrition and health for active lifestyle

#### **ESSENTIAL/GUIDING QUESTIONS**

- Does rhythmic and tonal understanding lead to quality musical performance?
- What precautions need to be taken in order to ensure health and safety for intense physical activity?

#### **CONCEPTS (Students will know)**

- Students will know how to properly fuel and care for their bodies during times of increased and intense physical activity.
- Students will know the fundamentals of music performance and how to assess quality performance.
- Students will know academic vocabulary in the areas of music performance as well as physical education and dance fundamentals

#### **SKILLS (Students will be able to do)**

- Students will be able to perform music of varying difficulty and genres at a proficient level.
- Students will be able to demonstrate a profound knowledge and understanding as well as an ability to demonstrate proficiency in essentials of movement and dance with relation to bodily mechanics.

#### **UNIT OBJECTIVES TO BE ASSESSED**

- Musical performance assessment through playing tests.
- Movement fundamentals demonstrated through show performance competency assessments, drill performance tests.
- Initial physical performance assessment.

#### **UNIT ASSESSMENT:**

Assessment will be ongoing throughout the term/unit with formative assessments occurring on a daily basis through rehearsal and performance. Students will participate in extensive self-assessment in order to promote independence and increase critical thinking skills.

## Pacing Guide for **Marching Band-PE**

### KEY ASSIGNMENTS

- Initial documentation: syllabi, course outline, handbook, physical activity journals.
- Participation in regular and additional scheduled rehearsals
- Demonstration of appropriate stretching and warm-up practices before all exercise and intense physical activity.
- Maintaining a complete portfolio containing all music, drill, assessments, and performance notes.

### TEXTS

- Sheet music from various sources
- Drill from various sources
- Health, nutrition, and safety information from various sources (NFHSS)
- Physical Best Activity Guide, Secondary Level (AAHPERD)

### ACADEMIC VOCABULARY

- Tone
- Tempo
- Dynamics
- Blend/Balance
- Intervals, Spacing/Spatial awareness
- Core, Center of balance, Diaphragm, Range-of-motion.

### CONTENT-SPECIFIC VOCABULARY

- Intonation, articulation, embouchure.
- Posture, poise, and presence.
- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, position etc.
- Guide, dress center, center guide; Rank and file.

### PRIORITY STANDARDS

#### Music-Proficient (Gr. 9-12)

- 1.3 Sight-read music accurately and expressively.
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles.
- 3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

#### Physical Education: Course 2

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.

### SUPPORTING STANDARDS

#### Music-Proficient (Gr. 9-12)

- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.
- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.4 Describe the means used to create images or evoke feelings and emotions in music works from various cultures.

#### Physical Education: Course 2

- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative,

## Pacing Guide for **Marching Band-PE**

- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 3.1 Participate in physical activities for personal enjoyment.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

- gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
  - 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
  - 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

### INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Significant direct instruction followed by immediate application of newly learned materials, concepts, and techniques with opportunity to receive instant feedback on performance effectiveness.
- Students listen to instruction from teacher staff, reinforced by additional presentation approaches by peer leaders, practice new materials, immediately perform self and peer evaluation of techniques and objectives.
- Staff and peer leaders include use of SDAIE strategies including modeling and building on previous content knowledge to bridge connection of information to application.

## Pacing Guide for **Marching Band-PE**

### **Unit: Skill Advancement; Show development; PF Progress Monitoring and increased conditioning.**

<b>OVERVIEW</b>	
<p>Based on initial PF performance assessments, students create goals in PF performance to achieve throughout semester. Assess level of progress in PF goals from initial assessments through formative assessments (i.e. reduce time from personal mile, increase number of push-ups, sit-ups, duration of planks, etc.). Fitness goals will assist with simplifying the learning of the assigned performance routine. Performance routine built on initial performance skills. Introduce more advanced movement and dance techniques to be able to incorporate into areas of performance as well as improving balance, agility and demonstrating enhanced understanding of movement principles.</p>	
<b>BIG IDEAS/ ESSENTIAL UNDERSTANDING</b>	<b>ESSENTIAL/GUIDING QUESTIONS</b>
<ul style="list-style-type: none"> <li>• Fitness Fundamentals (Muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition).</li> <li>• Resting, Maximum, and Target Heart Rates.</li> <li>• Achieving fitness goals for improved overall physical performance and health.</li> <li>• Incorporating aspects of musical performance with visual and physical performance components in the development of specified show and/or routines.</li> </ul>	<ul style="list-style-type: none"> <li>• What activities and exercise combinations are most effective in reaching desired fitness goals and preparing for peak physical performance in various activities?</li> <li>• How does safely utilizing these specific activities increase individual physical performance?</li> <li>• How does physical preparation impact performance in areas of both music and physical exertion?</li> <li>• Are performers reaching desired individual performance goals as well as full group performance goals?</li> </ul>
<b>CONCEPTS (Students will know)</b>	<b>SKILLS (Students will be able to do)</b>
<ul style="list-style-type: none"> <li>• Students will know the fundamentals of physical fitness; including but not limited to nutrition before, during, and after intense physical exercise.</li> <li>• Students will know what is required in order to achieve and maintain peak physical fitness.</li> <li>• Students will know academic vocabulary in the areas of music performance as well as physical education and dance fundamentals</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate proficient understanding of diet for health through selection of nutritional ingredients necessary for varied physical activities.</li> <li>• Students will be able to identify and customize individual needs in areas of personal fitness.</li> <li>• Students will incorporate fundamentals of fitness and aerobics as well as dance and tumbling into daily practice activities; demonstrating proficiency in these areas through performance.</li> </ul>
<b>UNIT OBJECTIVES TO BE ASSESSED</b>	
<ul style="list-style-type: none"> <li>• Personal fitness performance through structured assessment practices.</li> <li>• Individual health and fitness logs/journals.</li> <li>• Musical performance assessment through playing tests.</li> <li>• Movement fundamentals demonstrated through show performance competency assessments, drill performance, and choreography tests.</li> </ul>	

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### UNIT ASSESSMENT:

Skill assessments include ability to complete specific target goals showing an improvement in physical fitness as well as ability to complete required physical performance tasks (i.e. dance, choreography, and maneuvers.). Individual fitness plan modifications based on initial assessment, goals progress monitoring, and modification of final goals as needed.

Individual performance assessments demonstrating adequate competency in areas of music, drill, movement, choreography, and fitness.

Regular demonstration of appropriate stretching and warm-up activities followed by appropriate aerobic and physical conditioning activities.

### KEY ASSIGNMENTS

- Regular participation in all stretching, warm-up, aerobic, and physical conditioning activities.
- Learning of all necessary performance components (i.e. music, drill, choreography, tumbling, gymnastics, etc.)
- Participation in all performances (football games, competitions, parades, etc.)
- Maintaining a complete portfolio containing all music, drill, assessments, and performance notes.
- Maintaining a fitness journal including diet and nutrition as well as physical fitness achievement.

### TEXTS

- Sheet music from various sources
- Drill from various sources
- Health, nutrition, and safety information from various sources (NFHSS)
- Physical Best Activity Guide Secondary Level (AAHPERD)

### ACADEMIC VOCABULARY

- Aerobic Capacity
- Cardiorespiratory endurance/exertion
- Resting/Peak/Target Heart Rate
- Heart-rate recovery
- Range-of-Motion
- Core muscles and strength
- Drill, sets, chunking.
- Ensemble tone, blend, balance, articulation and dynamics.

### CONTENT-SPECIFIC VOCABULARY

- Intonation, articulation, embouchure.
- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, position etc.
- Chasse
- Plie, Demi-Plie, grand-plie, releve, etc.
- Jete, Jete grand, Jete petit, etc.
- Pointe, tondue
- Dress set, guide the form, follow-the-leader.

### PRIORITY STANDARDS

#### Music-Proficient (Gr. 9-12)

- 1.3 Sight-read music accurately and expressively.
- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical

### SUPPORTING STANDARDS

#### Music-Proficient (Gr. 9-12)

- 2.10 Improvise original melodies over given chord progressions.
- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.



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accuracy, tone quality, and articulation, by oneself and in ensembles.

- 3.4 Perform music from various cultures and time periods.

### **Physical Education: Course 2**

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 3.1 Participate in physical activities for personal enjoyment.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.5 Evaluate and refine personal goals to improve performance in physical activities.
- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

### **Physical Education: Course 2**

- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

## Pacing Guide for **Marching Band-PE**

### INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

- Significant direct instruction followed by immediate application of newly learned materials, concepts, and techniques with opportunity to receive instant feedback on performance effectiveness.
- Students listen to instruction from teacher staff, reinforced by additional presentation approaches by peer leaders, practice new materials, immediately perform self and peer evaluation of techniques and objectives.
- Staff and peer leaders include use of SDAIE strategies including modeling and building on previous content knowledge to bridge connection of information to application.
- Peer leadership, peer instruction and coaching, peer evaluation, self-evaluation.

## Unit: Skill Mastery-Performance and Competition; Physical Fitness Goal Outcomes.

### OVERVIEW

Fully incorporate movement fundamentals into all aspects of performance at the competitive level. Evaluate effectiveness of achieving established fitness goals. Demonstrate proficiency in all areas of performance including dance basics, drill execution including movement fundamentals, music proficiency, and achievement of personal fitness goals. Assess level of improvement from beginning of season to end of season. Develop plan for continuing health and fitness goals beyond the completion of the activity.

### BIG IDEAS/ ESSENTIAL UNDERSTANDING

- Complete performance in competition and more.
- All required performance aspects; music, drill, dance, choreography, visual work.
- Physical fitness standards achievement
- Personal fitness and health journals.

### ESSENTIAL/GUIDING QUESTIONS

- How efficiently has physical conditioning and learning of performance fundamentals lent to a quality performance?
- Are all students performing to their own individual best?
- What can be done to push all students to the next level of performance to benefit the entire group?

### CONCEPTS (Students will know)

- Students will know the impact personal diet has on health and fitness and know what foods to eat and avoid to maintain personal health.
- Students will know how to maintain appropriate levels of fitness with changing lifestyles.
- Students will know what is needed in order to always perform to their personal best.

### SKILLS (Students will be able to do)

- Students will be able to demonstrate a significant improvement in physical fitness performance from beginning of semester.
- Students will be able to perform an entire show incorporating all aspects of physical conditioning, movement, dance, and gymnastic fundamentals, and music as an individual contributing to the betterment of the entire group.

## Pacing Guide for **Marching Band-PE**

### UNIT OBJECTIVES TO BE ASSESSED

- Full group achievement of all performance skills and aspects.
- Individual achievement and mastery of all required performance components.
- Individual fitness goal achievement.
- Record improvement and growth from initial fitness assessments.
- Summative music and visual performance assessments.

### UNIT ASSESSMENT:

Summative assessment of student physical fitness performance standards and individual fitness goals. Individual performance exams to evaluate all aspects of performance including physical fitness standards, movement and drill, dance and tumbling, choreography and music. Full group assessment in performance through regional/championship competitions.

Student assessment and critiques of both individual and ensemble performance quality.

Personal diet and fitness journals.

### KEY ASSIGNMENTS

- Individual performance critique and reviews.
- Full ensemble performance critique and reviews.
- Individual fitness performance goal achievement analysis.
- Personal reflection journals.

### TEXTS

- Drill Cards/Coordinate Sheets
- NFHS Health and Safety Supplements
- Assessing Student Responsibility and Teamwork by NASPE, AAHPERD, 2000.
- Fitness for Life, 6<sup>th</sup> Ed. Charles B. Corbin & Guy Le Masurier
- Physical Best Activity Guide Secondary Level (AAHPERD)

### ACADEMIC VOCABULARY

- Fitness components (muscle strength, endurance, aerobic capacity, flexibility, and body composition.)
- Individual/Ensemble
- Balance, agility, coordination, momentum, direction change.
- Intra/Inter personal
- Introspection and self-assessment
- Dynamics, tempo, intensity, blend, balance.

### CONTENT-SPECIFIC VOCABULARY

- Pacing
- Personal best
- Performance effectiveness
- Individual achievement
- Carriage/projection
- Intonation
- Harmonic Analysis
- Melodic continuity

## Pacing Guide for **Marching Band-PE**

PRIORITY STANDARDS	SUPPORTING STANDARDS
<p><b>Music-Proficient (Gr. 9-12)</b></p> <ul style="list-style-type: none"> <li>• 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.</li> <li>• 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles.</li> <li>• 3.4 Perform music from various cultures and time periods.</li> <li>• 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.</li> </ul> <p><b>Physical Education: Course 2</b></p> <ul style="list-style-type: none"> <li>• 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</li> <li>• 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</li> <li>• 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</li> <li>• 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</li> <li>• 1.10 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</li> <li>• 2.1 Participate in moderate to vigorous physical activity at least four days each week.</li> <li>• 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.</li> <li>• 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</li> <li>• 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</li> </ul>	<p><b>Music-Proficient (Gr. 9-12)</b></p> <ul style="list-style-type: none"> <li>• 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.</li> <li>• 2.6 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles.</li> <li>• 3.4 Perform music from various cultures and time periods.</li> <li>• 4.4 Describe the means used to create images or evoke feelings and emotions and musical works from various cultures.</li> </ul> <p><b>Physical Education: Course 2</b></p> <ul style="list-style-type: none"> <li>• 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</li> <li>• 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</li> <li>• 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</li> <li>• 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</li> <li>• 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</li> <li>• 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</li> <li>• 1.12 Evaluate independent learning of movement skills.</li> </ul>

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| <ul style="list-style-type: none"> <li>• 3.1 Participate in physical activities for personal enjoyment.</li> <li>• 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.</li> <li>• 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.</li> <li>• 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.</li> <li>• 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.</li> <li>• 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.</li> <li>• 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.</li> </ul> | <ul style="list-style-type: none"> <li>• 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.</li> <li>• 2.5 Justify the use of particular physical activities to achieve desired fitness goals.</li> <li>• 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.</li> <li>• 2.8 Explain how to evaluate consumer physical fitness products and programs.</li> <li>• 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness.</li> <li>• 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.</li> </ul> |
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### **INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES**

- Significant direct instruction followed by immediate application of newly learned materials, concepts, and techniques with opportunity to receive instant feedback on performance effectiveness.
- Students listen to instruction from teacher staff, reinforced by additional presentation approaches by peer leaders, practice new materials, immediately perform self and peer evaluation of techniques and objectives.
- Staff and peer leaders include use of SDAIE strategies including modeling and building on previous content knowledge to bridge connection of information to application.  
Peer leadership, peer instruction and coaching, peer evaluation, self-evaluation.