

## Grade 5 Band Curriculum

Description: Band is offered to all 5<sup>th</sup> grade students. Instruments offered are: Flute, Oboe, Bb Clarinet, Eb Alto Saxophone, French Horn in F, Bb Trumpet, Trombone, Baritone Horn, and Percussion. Instruments are chosen according to the needs of each particular ensemble. In order for students to have a complete and appropriate band experience, it is necessary that the instrumentation in each ensemble be balanced according to the ensemble's enrollment. Instruction focuses on: instrumental techniques, ensemble rehearsal, performance techniques, and music reading. Students meet twice per week with the band instructor; once during the school day for a 30 minute homogeneous lesson and once before school for a 45 minute ensemble rehearsal. Recommended lesson size is no more than six students. Participation in all scheduled lessons, before school rehearsals and evening performances is expected.

### Course Overview

#### Course Objectives

Students will:

- progress through Skill Levels on their specific instrument in the Fairfield Public School band program. Most Band students will complete Skill Level One by the end of their 5<sup>th</sup> grade year.
- successfully participate in authentic concert experiences through public performance in the most professional setting available.
- learn and demonstrate ensemble performing techniques which will include responding to conductors cues, ensemble balance and blend, performance etiquette.
- develop independent problem solving strategies through appropriate practice techniques.
- apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.
- develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances.

#### Essential Questions

- What are proper practice techniques (e.g. how do you warm up, approach learning new music, correct mistakes, etc)?
- What are the basic elements of music reading (i.e. note identification, time signature, key signature, enumeration, etc)?
- What is proper playing position for your instrument (i.e. posture, fulcrum, hand position etc)?
- How do you distinguish between tongued and slurred notes?
- How would you produce an appropriate tone, characteristic of your instrument? (breathe support, embouchure, tongue placement)
- How is musical notation interpreted and translated into musical performance.?

#### Assessments

*Common Assessments*

- District-wide playing assessments in December and June:  
WOODWINDSASST Fall 6 30 10;  
WOODWINDSASST Spring 6 30 10;  
PERCUSSIONASST Fall Spring 6 30 10
- Progress Report - January
- Written Assessment
- Level One skill assessment by instrument

**PLAYING ASSESSMENTS TAKE PLACE IN LESSONS  
WRITTEN ASSESMENT TAKES PLACE IN REHEARSALS**

<u>Content Outline</u>	<u>Standards</u>	<u>Grade Level Skills</u>
<p>I. <a href="#">Executive Skills</a></p> <p>II. <a href="#">Tone Quality</a></p> <p>III. <a href="#">Articulation</a></p> <p>IV. <a href="#">Rudiments (Percussion Only)</a></p> <p>V. <a href="#">Rhythm and Note Reading</a></p> <p>VI. <a href="#">Terminology</a></p> <p>VII. <a href="#">Concert Bb Major Scale and Non-Harmonic Tones</a></p> <p>VIII. <a href="#">Performance</a></p>	<p><a href="#">Connecticut Arts Curriculum Framework Music Standards</a></p> <p>Because 5<sup>th</sup> Grade Band is the students' first experience playing a band instrument, content and performance standards are taken from K-4 and 5-8 Connecticut State Music Standards.</p> <p>Connecticut State Music Standards K-4 are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Instrumental</i></li> <li>• <i>Improvisation</i></li> <li>• <i>Composition</i></li> <li>• <i>Notation</i></li> <li>• <i>Analysis</i></li> <li>• <i>Connections</i></li> <li>• <i>History and Culture</i></li> </ul> <p>Connecticut State Music Standards 5-8 are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Instrumental</i></li> <li>• <i>Improvisation</i></li> <li>• <i>Notation</i></li> <li>• <i>Evaluation</i></li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Fairfield Level One Band Skills Matrix</li> </ul>

**Content Topic 1 – Executive Skills [top](#)**

**Standards**

***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

**K-4**

- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

**5-8**

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.

**Topic Objectives**

Wind Students will be able to :

- exhibit proper embouchure.
- demonstrate accurate hand & finger placement.

Percussion students will be able to:

- demonstrate and utilize a proper fulcrum.
- demonstrate a proper rebound.
- play using alternate sticking.
- demonstrate proper performance technique of auxiliary percussion.

All Students will be able to:

- demonstrate proper posture for his/her instrument.
- demonstrate knowledge of instrument assembly.
- demonstrate proper rehearsal and lesson procedures.
- take proper care of their instruments.

**Essential Questions**

- What is proper playing position for your instrument (i.e. posture, fulcrum, hand position etc)?
- How would you produce an appropriate tone characteristic of your instrument? (breathe support/embouchure, tongue placement)

**Focus Questions**

- Are your top teeth touching the mouthpiece? (for clarinet & saxophone)
- Is your mouthpiece centered? (for brass)
- Is it ok to direct your bell directly towards the stand?
- What is the importance of sitting with a straight back while performing?
- Why should you take proper care of your instrument?

**Assessments**

- District-wide playing assessments in December and June:  
WOODWINDSASST Fall 6 30 10;  
WOODWINDSASST Spring 6 30 10;  
PERCUSSIONASST Fall Spring 6 30 10
- Progress Report – January
- Weekly formative assessment of skill development in rehearsals and lessons

**Skill Objectives**

- proper Embouchure
- proper Hand & finger placement
- proper fulcrum
- proper rebound
- alternate sticking
- proper techniques on auxiliary percussion
- proper posture
- proper assembly of instrument
- rehearsal and performance procedures
- care of instruments

**Content Topic 2 – Tone Quality [top](#)**

**Standards**

***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

**K-4**

- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

**5-8**

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.

**Topic Objectives**

Wind Students will be able to:

- utilize sufficient breath support by implementing diaphragmatic breathing.
- control air direction as needed through all registers.
- apply a controlled air speed resulting in an even tone throughout all registers.
- exhibit appropriate breathing through their mouth.
- utilize appropriate embouchure.
- utilize proper tongue placement to achieve full and open tone.

Percussion Students will be able to:

- play on the most appropriate part of the given instrument to achieve the most resonant tone.

**Essential Questions**

- How would you produce an appropriate tone characteristic of your instrument? (breathe support, embouchure, tongue placement)

**Focus Questions**

- Should your shoulders rise when you breathe?
- Should a breath be taken in through your mouth or your nose?
- Is it ok to breathe after every note?
- Should you play in the direct center of the bass/snare drum?

**Assessments**

- District-wide playing assessments in December and June:  
WOODWINDSASST Fall 6 30 10;  
WOODWINDSASST Spring 6 30 10;  
PERCUSSIONASST Fall Spring 6 30 10
- Progress Report – January
- Weekly formative assessment of skill development in rehearsals and lessons

**Skill Objectives**

- breath support and diaphragmatic breathing
- controlled air speed and direction
- focused aperture
- breathing through mouth
- appropriate embouchure

**Content Topic 3 – Articulation (Winds Only) [top](#)**

**Standards**

**K-4**

*Analysis*

**Students will listen to, describe and analyze music.**

Students will:

- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

**5-8**

*Instrumental*

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

*Notation*

**Students will read and notate music.**

Students will:

- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

**Topic Objectives**

Wind Students will be able to:

- attack each note in a tongued passage using proper tongue placement with continuous airflow.
- connect each note in a slurred passage using continuous air flow.
- aurally distinguish between tongued and slurred passages.
- visually distinguish between tongued and slurred passages.
- apply the tongue to the first note of any slurred passage.
- identify and demonstrate staccato.
- identify and demonstrate accent.

**Essential Question**

- How do you distinguish between tongued and slurred notes?

**Focus Questions**

- What articulation symbol represents slurred passages?
- What articulation symbol indicates staccato?
- What articulation symbol indicates accent?

**Assessments**

- District-wide playing assessments in December and June:  
WOODWINDSASST Fall 6 30 10;  
WOODWINDSASST Spring 6 30 10;  
PERCUSSIONASST Fall Spring 6 30 10
- Progress Report – January
- Written Assessment
- Weekly formative assessment of skill development in rehearsals and lessons

**Skill Objectives**

- Single tonguing
- Slurring
- Accent

**Content Topic 4 – Percussion Techniques & Rudiments [top](#)**

**Standards**

**K-4**

***Analysis***

**Students will listen to, describe and analyze music.**

Students will use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

**5-8**

***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.

***Notation***

**Students will read and notate music.**

Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

**Topic Objectives**

Students will be able to:

- achieve ambidextrous sticking technique by eliminating hand dominance.
- identify notation for flams, multiple bounce(buzz) strokes, and paradiddles.
- accurately demonstrate alternating flams, multiple bounce (buzz) strokes, and paradiddles.
- demonstrate controlled rebounds on both snare and bass drums.
- demonstrate proper grip and fulcrum on drum sticks and mallets.
- locate and identify pitches on bells.
- demonstrate proper technique on auxiliary instruments as required by concert music. (Instruments include: triangle; cowbell; maracas; claves; temple blocks; roto-tom; crash, finger, and suspended cymbals; Hi-hat; sleigh bells; tambourine; wood block.)

**Essential Question**

- What is proper playing position for your instrument (e.g. posture, fulcrum, embouchure, etc)?

**Focus Questions**

- What symbol indicates a flam?
- What symbol indicates a Multiple Bounce Stroke?

**Assessments**

- District-wide playing assessments in December and June:  
PERCUSSIONASST Fall Spring 6 30 10
- Progress Report - January
- Weekly informal assessment of skill development in rehearsals and lessons

**Skill Objectives**

Students will:

- use proper grip/hand placement.
- use proper rebound.
- use alternate sticking.
- use auxiliary percussion.
- use proper posture.
- use proper assembly of instrument.
- appropriately strike force and placement on all percussion instruments

Rudiments: single and buzz strokes; paradiddles; flam, flam tap, flam accent

## Content Topic 5 – Rhythm and Note Reading [top](#)

### Standards

#### **K-4**

##### *Instrumental*

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

##### *Improvisation*

**Students will improvise melodies, variations and accompaniments.**

Students will:

- improvise "answers" in the same style to given rhythmic and melodic phrases.
- improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

##### *Composition*

**Students will compose and arrange music.**

Students will:

- create and arrange short songs and instrumental pieces within specified guidelines.

##### *Notation*

**Students will read and notate music.**

Students will:

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

#### **5-8**

- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

##### *Analysis*

**Students will listen to, describe and analyze music.**

Students will:

- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

##### *Connections*

**Students will make connections between music, other disciplines and daily life.**

Students will:

- identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

<p><b>Topic Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>accurately perform and enumerate the following rhythmic notes and their corresponding rests: whole; half; dotted half; and quarter in 4/4, 3/4 and 2/4.</li> <li>visually and aurally identify the following notes and their corresponding rests: whole; half; and quarter.</li> <li>explain what a dot adds to a note.</li> <li>visually identify the following time signatures: 4/4 , C, 2/4, and 3/4.</li> <li>verbally identify the notes of the staff .</li> <li>identify and demonstrate the appropriate fingerings for the notes of the staff.</li> <li>identify and explain key signature and accidental.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>What are the basic elements of music reading (e.g. note identification, time signature, key signature, enumeration, etc)?</li> <li>How is musical notation interpreted and translated into musical performance?</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>District-wide playing assessments in December and June: WOODWINDSASST Fall 6 30 10; WOODWINDSASST Spring 6 30 10; PERCUSSIONASST Fall Spring 6 30 10</li> <li>Progress Report – January</li> <li>Written Assessment</li> <li>Weekly formative assessment of skill development in rehearsals and lessons</li> </ul>
	<p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>Can you identify the letter names of each line on the staff?</li> <li>Can you identify the letter names of each space?</li> <li>What does a dot next to a note indicate?</li> <li>How many beats are in a dotted half note?</li> <li>What does a “C” represent in the time signature?</li> <li>How many beats are in each measure of a piece that is in 3/4 time?</li> </ul>	

Content Topic 6 – Terminology [top](#)

**Standards**

***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

**K-4**

- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

**5-8**

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

***Notation***

**Students will read and notate music.**

Students will:

**K-4**

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

**5-8**

- read at sight simple melodies in both the treble and bass clefs.

***Analysis***

**Students will listen to, describe and analyze music.**

Students will:

**K-4**

- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

<p><b>Topic Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and define when appropriate the following: <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Measure</li> <li>○ Bar line</li> <li>○ Double bar line</li> <li>○ Repeat sign</li> <li>○ Flat, sharp, and natural signs</li> <li>○ Fermata</li> </ul> </li> <li>• Dynamics including: mezzo forte; forte; piano; mezzo piano; pianissimo; fortissimo</li> <li>• Breathe mark (phrasing)</li> <li>• Divisi</li> <li>• unison</li> <li>• 1<sup>st</sup> and 2<sup>nd</sup> ending</li> <li>• Measure numbers</li> <li>• Staccato, legato, slur</li> <li>• Time signatures</li> <li>• Treble and bass clef</li> <li>• Key signature</li> <li>• One measure repeat sign</li> <li>• Solo</li> <li>• Soli</li> <li>• Tutti</li> <li>• Tempi including: andante; moderato; and allegro</li> </ul>	<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• What are the basic elements of music reading (i.e. note identification, time signature, key signature, enumeration, etc)?</li> </ul> <p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How many lines are on a staff?</li> <li>• What should you do if you see a fermata?</li> <li>• What does the top number in a key signature tell you?</li> <li>• What do the following symbols represent? p          mp          mf          f</li> <li>• What are three instruments that play in treble clef?</li> <li>• What are two instruments that play in bass clef?</li> <li>• What divides the staff into measures?</li> <li>• Does a flat raise or lower a note?</li> <li>• Does a sharp raise or lower a note?</li> <li>• What symbol cancels a sharp or a flat in musical notation?</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Written Assessment</li> <li>• Weekly formative assessment of skill development in rehearsals and lessons</li> </ul> <hr/> <p><b>Skill Objective</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify and utilize when appropriate the terms listed in the topic objectives.</li> </ul>
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## Content Topic 7 – Concert Bb Major Scale and Non-Harmonic Tones [top](#)

### **Standards**

#### ***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

#### **K-4**

- echo short rhythms and melodic patterns.
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

#### **5-8**

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.

#### ***Improvisation***

**Students will improvise melodies, variations and accompaniments.**

Students will:

#### **K-4**

- improvise "answers" in the same style to given rhythmic and melodic phrases.

#### **5-8**

- improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

#### ***Notation***

**Students will read and notate music.**

Students will:

#### **K-4**

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

#### **5-8**

- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

#### ***Analysis***

**Students will listen to, describe and analyze music.**

Students will:

#### **K-4**

- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

#### ***Evaluation***

**Students will evaluate music and music performances.**

#### **5-8**

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

<p><b>Topic Objectives</b></p> <p>Students will be able to :</p> <ul style="list-style-type: none"> <li>• identify and perform all notes of the concert Bb Scale in various rhythmic patterns.</li> <li>• notate the concert Bb scale on a staff for their instrument.</li> <li>• identify and play non-harmonic notes including concert E, concert Ab.</li> </ul>	<p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• What are the basic elements of music reading (i.e. note identification, time signature, key signature, enumeration, etc)?</li> </ul> <p><b>Focus Questions</b></p> <ul style="list-style-type: none"> <li>• How is a Bb scale notated on the music staff?</li> <li>• Are there any sharps or flats in YOUR concert Bb scale?</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• District-wide playing assessments in June: WOODWINDSASST Fall 6 30 10; WOODWINDSASST Spring 6 30 10; PERCUSSIONASST Fall Spring 6 30 10</li> <li>• Progress Report – January</li> <li>• Written Assessment</li> <li>• Weekly formative assessment of skill development in rehearsals and lessons</li> </ul>
		<p><b>Skill Objectives</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate/perform notes of the Concert Bb scale</li> <li>• demonstrate/perform non-harmonic notes in lesson and ensemble literature</li> <li>• notate the Concert Bb Scale for individual instruments</li> </ul>

## Content Topic 8 – Performance [top](#)

### **Standards**

#### ***Instrumental***

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Students will:

#### **K-4**

- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- perform independent instrumental parts while other students sing or play contrasting parts.

#### **5-8**

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

#### ***Improvisation – K-4***

**Students will improvise melodies, variations and accompaniments.**

Students will improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

#### ***Notation***

**Students will read and notate music.**

Students will:

#### **K-4**

- read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

#### **5-8**

- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

#### ***Analysis – K-4***

**Students will listen to, describe and analyze music.**

Students will use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

#### ***Evaluation – 5-8***

**Students will evaluate music and music performances.**

Students will evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

#### ***History And Cultures – K-4***

**Students will understand music in relation to history and culture.**

Students will demonstrate audience behavior appropriate for the context and style of music performed.

<p><b><u>Topic Objectives</u></b> Students will:</p> <ul style="list-style-type: none"> <li>• apply individual instrumental skills and techniques to a varied repertoire of ensemble, method book and supplemental literature.</li> <li>• identify differences between various musical styles.</li> <li>• perform various repertoires and include genres such as Folk Songs, Programmatic, Classical, March, Rock, Jazz, Latin, and Pop.</li> <li>• understand the importance of proper performance etiquette.</li> <li>• understand the importance and overall effect of individuals' preparation for ensemble success.</li> <li>• identify their own strengths and weaknesses as well as those of the ensemble.</li> <li>• understand skills needed for ensemble performance.</li> <li>• understand the importance of proper warm up and tuning before rehearsals/concerts.</li> <li>• develop sequential and appropriate practice techniques.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• What are proper practice techniques (e.g. how do you warm up, approach learning new music, correct mistakes, etc)?</li> <li>• What are the basic elements of music reading (i.e. note identification, time signature, key signature, enumeration, etc)?</li> <li>• What is proper playing position for your instrument (i.e. posture, fulcrum, embouchure, etc)?</li> <li>• How do you distinguish between tongued and slurred notes?</li> <li>• How is musical notation interpreted and translated into musical performance.</li> </ul> <p><b><u>Focus Questions</u></b></p> <ul style="list-style-type: none"> <li>• What were some strengths and weaknesses in your performance at the spring concert?</li> <li>• What is the importance of following the conductor?</li> </ul>	<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Concert Performance Checklist</li> <li>• Weekly formative assessment of skill development in rehearsals and lessons</li> </ul> <hr/> <p><b><u>Skill Objectives</u></b> Students will:</p> <ul style="list-style-type: none"> <li>• perform in a public ensemble performance demonstrating individual instrumental skills.</li> <li>• perform a variety of repertoire including Folk Songs, Programmatic, Classical, March, Rock, Jazz, Latin, and Pop.</li> <li>• demonstrate proper performance etiquette to include concert dress, behavior, and proper response to audience applause.</li> <li>• apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.</li> <li>• evaluate and identify strengths and weaknesses in their own performances.</li> <li>• recognizes strengths and weaknesses of the ensemble.</li> <li>• develop ensemble skills including following the conductor, balancing/blending within the ensemble with attention to intonation.</li> <li>• demonstrate and discuss sequential and appropriate practice techniques.</li> <li>• demonstrate proper warm up and tuning techniques.</li> </ul>
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