



Music Discovery

1st Grading Period

Power Objectives:

- Read, write and describe music using standard musical notation and vocabulary. (P.O. #1)
- Classify and describe composers and historical musical periods in a variety of styles and genres. (P.O. #2)
- Compare and contrast ways that the subject matter in musical selections relates to other disciplines. (P.O. #3)

Academic Vocabulary: [See below for additional vocabulary.](#)

- parades
- halftime show
- pre-game show
- bugle
- troop regiment
- fife and drum corps
- brass
- woodwind
- percussion
- auxiliaries
- battery
- front-ensemble
- drum major
- field commander
- drill team

Marching Band

Enduring Understandings:

- The look and performance-style of a given marching band is highly influenced by the culture and traditions of the organization and the current performers in the band.
- Significant historical and cultural changes have led to changes in the functionality and context of marching bands and marching band performances.
- Marching band performances involve complex physical abilities, multi-tasking skills, and problem-solving skills that make it unique compared to other music performance ensembles.

Essential Questions:

- What does a quality marching band performance look and sound like? Does the audience have a role in the performance of the marching band?
- Why can one marching band look so different from other marching bands when it is the same activity?
- How have the stylistic traditions and performances of marching bands developed over time? What shifts in culture have initiated these changes?
- Why is the marching band medium unlike any other music performance medium?

Academic Vocabulary:

- majorettes
- drum corp
- roll step
- high step
- chair step
- harsh marks
- yard lines
- sidelines
- drill coordinate
- drill chart
- shako
- plume
- sash
- cape
- jacket
- pants
- marching shoes
- gauntlets
- gloves
- rifle
- sabre
- flags
- baton
- majorette
- sousaphone