

How Physical Education Standards Are Met in the Marching Band Curriculum

What is being proposed	The outside perception	The reality in practice
<p>PE Standard 1- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (HS-1.1 and HA-1.2) Example: strength training, dance, and outdoor pursuits.</p>	<p>Marching band does not fulfill motor competency and literacy as well as motor skill refinement requirements because it does not involve elements of dance, outdoor pursuits, individual and dual team activities taught as lifetime habits.</p>	<p>In a single <u>outdoor</u> rehearsal, a marching band will stretch for flexibility including elements of yoga, tai-chi, and ballet, strength train specific and general muscle groups using Pilates and CrossFit, and then have a timed run for cardiovascular endurance. All of which is done <u>before</u> the band begins to refine their program for the day. Every day, bands across the state work on these exact skills and then add them to the musical and visual elements that are not taught merely as an introduction but to the artistic achievement levels that are judged, rated, graded, and ranked based on the level of excellence on an individual and group basis by nationally renowned adjudicators. Students also have the ability to participate in marching band opportunities in middle school, high school, colleges and universities, and with adult organizations such as Drum Corps International (DCI), Drum Corps Associates (DCA), and Winter Guard International (WGI) to name a few.</p>
<p>PE Standard 2- The physically literate individual demonstrates knowledge of concepts, principals, of strategies and tactics related to movement and performance. (HS-2.1, 2.2)</p> <p>Example: Apply terminology associated with exercise, use of movement concepts and principles (motion and rotation) to analyze an improve performance of self and/or others.</p>	<p>Marching band does not provide students with knowledge on using information and terminology to enhance motor skills, analyze and assess personal physical fitness based on data, and design a personal long term fitness plan based on specific criteria.</p>	<p>At the beginning of every marching bands season each group spends a vast number of hours working on terminology, process, and technique that is implemented and refined daily until it becomes muscle memory. Also during this phase, a large amount of attention is spent on teaching dance elements that help students to understand and control their bodies. It is also here that students will receive group as well as individual feedback that will allow them opportunities to improve quickly. Armed with the knowledge of strengths and weaknesses the students can begin to plan a personal long term fitness goal for both in and outside of the sport and how to apply it.</p>

<p>PE Standard 3- The physically literate individual achieves and maintains health enhancing level of physical activity and fitness. (HS-3.1, 3.2, 3.4)</p> <p>Example: Self-monitoring of his/her own participation in physical activity using measuring devices such as Fitbit, or other tracking devices or activity logs. Participating in physical activity outside of PE class.</p>	<p>Marching band does not help students achieve age and gender specific fitness goals, monitor participation in physical activity, and design and implement a plan to improve or maintain health related physical activity.</p>	<p><u>Marching band does teach students how to set goals and that simply put is excellence in everything that they do.</u></p> <p>Students are also taught to self-assess and evaluate what they are achieving physically, visually, and musically constantly while rehearsing and performing. Through the rehearsal process they use daily they are learning how to design and implement a personal fitness goal and how to maintain it because of the pace, demand, and intensity of the sport.</p>
<p>PE Standard 4- The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity. (HS-4.1, 4.2, 4.3, and 4.4)</p> <p>Example: injury prevention, hydration, sun protection, implementation of rules, use of equipment, proper alignment, dance, etiquette and respect for others through team work, and warm up activities.</p>	<p>Marching band does not teach students to hold themselves accountable for good physical and social behaviors in all physical activities.</p>	<p>Marching band athletes are taught in principal that everyone performs on the field at all times and that each person is equally important no matter the position. Also, marching band students will spend more time with each other and will become a very close knit group of young people than the typical PE class. An average high school PE section will meet for approximately two hundred and fifty hours in a given school year. Many marching bands across SC will have that many hours together before the month of August even ends. With this much time together the students become families who will take care of one another physically, emotionally, and spiritually.</p>
<p>PE Standard 5- The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Example: the holistic marching activity demonstrates all components of this standard.</p>	<p>Marching band is not a lifetime activity therefore it cannot be used as a vehicle to teach students about physical fitness.</p>	<p>This is a common misconception again as previously stated students now have the choice to participate in the sport of marching band for as long as <u>they</u> choose and are <u>not</u> limited to just scholastic opportunities that end after graduation.</p>