

COURSE: Band	GRADE(S): Level 1 (Grade 5)
UNIT : Terminology and Symbols	
NATIONAL STANDARDS: 2. Performing on Instruments, alone and with others a varied repertoire of music. 5. Reading and notating music.	
STATE STANDARDS: 9.1 Production, Performance, and Exhibition of Music 9.3 Critical Response	UNIT OBJECTIVES - SWBAT 1. Recognize and perform from the following musical terms: Articulations: staccato, legato Dynamics: forte, piano, mezzo-forte, crescendo, decrescendo Tempo: Allegro, Moderato, Andante Accidentals: sharps, flats, and naturals Forms and Phrasing: breath marks, fermatas, repeat sign, round, duet, multiple measure rests
ACTIVITIES: 1. Teacher modeling 2. Repetition of activities at home 3. Rehearsal to perform contrasting dynamics 4. Ensemble will recognize contrasting dynamic levels 5. Rhythm Studies and Activities RESOURCES: Conductor CD Accompaniment Live Performance	ASSESSMENTS : 1. Student Critical listening REMEDIATION/MODIFICATION: 1. Differentiate and modify assignment as per student needs. 2. Repetition of activities at rehearsals. 3. Play along with CDs at home. ENRICHMENT: Listening to live and recorded music.

COURSE: Band	GRADE(S): Level 1 (Grade 5)
UNIT : Ensemble Techniques	

NATIONAL STANDARDS: 2. Performing on Instruments, alone and with others a varied repertoire of music.

<p>STATE STANDARDS:</p> <p>9.1 Production, Performance, and Exhibition of Music 9.3 Critical Response</p>	<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> 1. Count and play rhythms with a steady beat while tapping their foot. 2. Demonstrate proper posture. 3. Watch and follow the conductor while playing in 2/4, 3/4, and 4/4. 4. Perform group warm-ups.
<p>ACTIVITIES:</p> <p>Model – Conducting patterns Preparatory Beats Cut-offs Dynamics</p> <p>Repetition of activities at home</p> <p>RESOURCES:</p> <p>Essential Elements 2000 Book 1 Band Music</p>	<p>ASSESSMENTS :</p> <ol style="list-style-type: none"> 1. Members of group critique section performing. 2. View videotape of concert. 3. Student self-assessment. <p>REMEDIATION/MODIFICATION:</p> <p>Differentiate and modify assignment as per student needs.</p> <p>ENRICHMENT:</p> <p>Rhythm Activities</p>

COURSE: Band	GRADE(S): Level 1 (Grade 5)
UNIT : Performance Etiquette	

NATIONAL STANDARDS: 6. Listening to, analyzing, and describing music.

<p>STATE STANDARDS: 9.1 Production, Performance, and Exhibition of Music 9.3 Critical Response</p>	<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> 1. Perform in all scheduled concerts. 2. Perform with correct playing posture and foot tap. 3. Demonstrate correct resting and playing positions. 4. Respond appropriately to all teacher directed activity. 5. Raise and lower instruments as a group in response to the conductor's gestures.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Practice standing and sitting for acknowledgement. 2. Practice raising and lowering instruments. 3. Discussion of proper audience etiquette prior to concert. <p>RESOURCES:</p> <ol style="list-style-type: none"> 1, Performance etiquette message in program. 2. Letter home to parents. 	<p>ASSESSMENTS :</p> <ol style="list-style-type: none"> 1. Group critique. <p>REMEDIATION/MODIFICATION:</p> <ol style="list-style-type: none"> 1. Reinforcement of skills. 2. In the absence of a scheduled performance, students will be required to complete an alternative assignment at the discretion of the teacher. <p>ENRICHMENT:</p> <p>Attend outside concerts</p>

COURSE: Band	GRADE(S): Level 1 (Grade 5)
UNIT : Repertoire	

<p>NATIONAL STANDARDS:</p> <p>2. Performing on Instruments, alone and with others a varied repertoire of music.</p> <p>5. Reading and notating music.</p> <p>9. Understanding music in relation to history and culture.</p>
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<p>STATE STANDARDS:</p> <p>9.1 Production, Performance, and Exhibition of Music</p>	<p>UNIT OBJECTIVES - SWBAT:</p> <ol style="list-style-type: none"> 1. Perform with technical accuracy a varied repertoire of band literature with "beginning" and "very easy" levels of difficulty. 2. Perform music representing diverse genres, cultures, and historical periods with expression and style appropriate for the work being performed.
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Concerts 2. Band rehearsals 3. Warm-ups 4. Listening CDs 5. Performing familiar melodies 6. Repetition of activities at home. <p>RESOURCES:</p> <p>Essential Elements Book 1</p>	<p>ASSESSMENTS :</p> <ol style="list-style-type: none"> 1. Teacher observation of student performance. 2. Group critique 3. Playing test – must meet minimum proficiencies for admittance. 4. Essential Elements, Ex. 14, 31, & 38. <p>REMEDIATION/MODIFICATION:</p> <ol style="list-style-type: none"> 1. Differentiate and modify assignment as per student needs. <p>ENRICHMENT:</p> <p>Exchange Concerts</p>
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COURSE: Band	GRADE(S): Level 1 (Grade 5)
UNIT : Evaluating Music	

<p>NATIONAL STANDARDS:</p> <p>2. Performing on Instruments, alone and with others a varied repertoire of music.</p> <p>6. Listening to, analyzing, and describing music.</p> <p>7. Evaluating music and music performances.</p>
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<p>STATE STANDARDS:</p> <p>9.1 Production, Performance, and Exhibition of Music</p> <p>9.2 Historical and Cultural Contexts</p> <p>9.3 Critical Response</p>	<p>UNIT OBJECTIVES - SWBAT:</p> <ol style="list-style-type: none"> 1. Evaluate balance/blend, rhythmic accuracy, ensemble pulse and articulation while performing. 2. Recognize styles from various cultures.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Listen to and evaluate recordings of exemplary musical works. 2. Listen to recordings and evaluate rehearsals. 3. Listen to and evaluate individual student and group performances. 4. Teacher modeling. 5. Repetition of activities at home. <p>RESOURCES:</p> <p>Essential Elements Book 1 Band Music</p>	<p>ASSESSMENTS :</p> <ol style="list-style-type: none"> 1. Teacher directed questioning. 2. Record rehearsals. 3. Teacher observation of student performance. <p>REMEDIATION/MODIFICATION:</p> <ol style="list-style-type: none"> 1. Differentiate and modify assignment as per student needs. 2. Section rehearsals. <p>ENRICHMENT:</p> <p>Exchange Concerts</p>

COURSE: Instrumental Music (Brass & Woodwind)	GRADE(S): Level 1 (Grade 5)
UNIT : Preliminary Physical Concepts	

NATIONAL STANDARDS: 2. Performing on Instruments, alone and with others a varied repertoire of music.

<p>STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the correct posture for playing the instrument. 2. Student will be able to tap a foot to a given steady tempo. 3. Student will form the instrument specific embouchure. 4. Student will demonstrate diaphragmatic breathing techniques.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Student will sit with back straight on edge of chair with both feet flat on floor. 2. Student will tap a foot to a variety of tempos given by the teacher. 3. When student breathes deeply, abdomen should expand, shoulders should remain stationary. 4. Teacher will explain and model the correct embouchure. 5. Repetition of activities at home. <p>RESOURCES: Essential Elements 2000 Book 1 CD Accompaniment Mirror Teacher Resource Kit Book 1</p>	<p>ASSESSMENTS : Teacher observation and evaluation of student performance Student Self Assessment</p> <p>REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs.</p> <p>ENRICHMENT: Peer Coaching</p>

COURSE: Instrumental Music (Brass & Woodwind)	GRADE(S): Level 1 (Grade 5)
UNIT : Instrument Assembly, Maintenance, & Tone Production	

NATIONAL STANDARDS: 2. Performing on Instruments, alone and with others a varied repertoire of music
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<p>STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Student will learn proper instrument maintenance. 2. Student will assemble instrument. 3. Student will demonstrate correct hand position. 4. Student will demonstrate proper fingering and positions for concert D, E flat, & F. 5. Students will be able to visually recognize concert D, E flat & F.
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Woodwinds grease corks and assemble instrument. Brass – oil valves, lubricate trombone slides. 2. Student assembles instrument together with teacher. Then, student assembles instrument with no assistance. 3. Teacher modeling of correct hand/ slide position, student will emulate. 4. Teacher will demonstrate correct fingering for D, E flat, & F. Student will echo pitches played by teacher/ CD. 5. Students sing, say, and finger concert D, E flat, & F as per EE 2000, ex. 1-10. 6. Repetition of activities at home. <p>RESOURCES: Essential Elements 2000 Book 1 CD Accompaniment Mirror Teacher Modeling Teacher Resource Kit Book 1</p>	<p>ASSESSMENTS : Teacher observation and evaluation of student performance Student Self Assessment</p> <p>REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs.</p> <p>ENRICHMENT: Explain Fingering Chart</p>

COURSE: Instrumental Music (Brass & Woodwind)	GRADE(S): Level 1 (Grade 5)
UNIT : Rhythm and Time	

<p>NATIONAL STANDARDS:</p> <p>2. Performing on Instruments, alone and with others a varied repertoire of music</p> <p>4. Composing and arranging music within specified guidelines.</p> <p>5. Reading and notating music.</p> <p>6. Listening to, analyzing and describing music.</p> <p>7. Evaluating music and music performance.</p>
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<p>STATE STANDARDS:</p> <p>9.1 Production, Performance and Exhibition of Music</p> <p>9.3 Critical Response</p>	<p>UNIT OBJECTIVES - SWBAT:</p> <ol style="list-style-type: none"> 1. Identify, define, and perform on their instruments the following note and rest values: quarter note/rest, half note/rest, whole note/rest, dotted half note, and eighth notes. 2. Identify, define, and perform in the following time signature/meters: 4/4, 2/4, ¾. 3. Tap foot in the down up foot method while performing eighth notes, using a steady beat (self-generated and/or metronome generated)
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Write in syllables for note values, sign/say syllables perform rhythms. 2. Discuss time signatures and complete the Essential Elements Quizzes. 3. Write Down & Up arrows, sing rhythms, play on monotone, perform Essential Elements Rhythm Raps. 4. Repetition of activities at home. <p>RESOURCES:</p> <p>Essential Elements 2000 Book 1</p> <p>CD Accompaniment</p> <p>Mirror</p> <p>Flash Cards</p> <p>Teacher Resource Kit Book 1</p>	<p>ASSESSMENTS :</p> <p>Teacher observation and evaluation of student performance</p> <p>Student Self Assessment</p> <p>REMEDIATION/MODIFICATION:</p> <p>Differentiate and modify assignment as per student needs.</p> <p>Use rhythmic syllables "ta" and "ti"</p> <p>ENRICHMENT:</p> <p>Students write and perform own rhythmic composition.</p> <p>Dotted quarter – eighth rhythm</p>
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COURSE: Instrumental Music (Brass & Woodwind)	GRADE(S): Level 1 (Grade 5)
UNIT : Instrument Range	

<p>NATIONAL STANDARDS:</p> <p>2. Performing on Instruments, alone and with others a varied repertoire of music</p> <p>5. Reading and notating music.</p>

<p>STATE STANDARDS:</p> <p>9.1 Production, Performance and Exhibition of Music</p>	<p>UNIT OBJECTIVES - SWBAT:</p> <p>1. Name, finger, and play, with a characteristic tone, notes within a specific range</p> <p>2. Identify and perform in B flat concert key signature.</p> <table border="0"> <tr> <td>Flute / Bells : G - G</td> <td>Trombone: A - G</td> </tr> <tr> <td>Clarinet: G – B flat</td> <td>Tuba: AA – G</td> </tr> <tr> <td>Trumpet: A – A</td> <td>Alto Sax: E - G2</td> </tr> <tr> <td>Horn: C – A</td> <td>Tenor Sax: G – A2</td> </tr> </table>	Flute / Bells : G - G	Trombone: A - G	Clarinet: G – B flat	Tuba: AA – G	Trumpet: A – A	Alto Sax: E - G2	Horn: C – A	Tenor Sax: G – A2
Flute / Bells : G - G	Trombone: A - G								
Clarinet: G – B flat	Tuba: AA – G								
Trumpet: A – A	Alto Sax: E - G2								
Horn: C – A	Tenor Sax: G – A2								

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher Modeling 2. Listen and perform with CD 3. Matching pitch with CD or tuner 4. Repetition of Activities 5. Sing/say fingerings 6. Lip Slurs (Brass) <p>RESOURCES:</p> <p>Essential Elements 2000 Book 1</p> <p>CD Accompaniment</p> <p>Tuner</p> <p>Teacher Resource Kit Book 1</p>	<p>ASSESSMENTS :</p> <p>Teacher observation and evaluation of student performance</p> <p>Peer / Self Assessment</p> <p>Written tests/ worksheets</p> <p>Playing Tests</p> <p>REMEDIATION/MODIFICATION:</p> <p>Differentiate and modify assignment as per student needs.</p> <p>ENRICHMENT:</p> <p>Students write and perform own rhythmic composition.</p> <p>Extend ranges high and low</p>
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COURSE: Instrumental Music	GRADE(S): Level 1 (Grade 5)
UNIT : Music Terminology and Symbols	

NATIONAL STANDARDS: 2. Performing on Instruments, alone and with others a varied repertoire of music. 5. Reading and notating music.

STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music 9.3 Critical Response 9.4 Aesthetic Response	UNIT OBJECTIVES – SWBAT: 1. Recognize and perform the following musical expressions: Dynamics – f, mf, p; crescendo, decrescendo Tempo – Allegro, Moderato, Andante Accidentals – sharp, flat, natural Articulations – ties, accent Form and Phrasing – repeat sign, breath mark, fermata, round, duet, theme, and variations 2. Intro Key Sig. of B flat and E flat concert
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ACTIVITIES: Teacher modeling Discussion of musical expression Listening and performing with CD Repetition of activities at home Perform music using different metronome markings/tempo RESOURCES: Essential Elements 2000 Book 1 Teacher Resource Kit Book 1 Recording of Band Music	ASSESSMENTS : Teacher observation and evaluation of student performance Peer / Self Assessment Written tests / worksheets Playing Tests Oral Questioning Quizzes REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs. ENRICHMENT: Playing songs using a variety of tempi and dynamics
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COURSE: Instrumental Music (Percussion)	GRADE(S): Level 1 (Grade 5)
UNIT : Physical Concepts for Percussionists	

NATIONAL STANDARDS: 2. Performing on Instruments, alone and with others a varied repertoire of music.

STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music 9.3 Critical Response	UNIT OBJECTIVES – SWBAT: <ol style="list-style-type: none"> 1. Demonstrate proper playing position by establishing proper fulcrum 2. Determine correct drum height 3. Demonstrate proper rebound/ single stroke 4. Tap a foot to a steady given tempo 5. Tap foot using down up method while performing eighth notes.
ACTIVITIES: <ol style="list-style-type: none"> 1. Student echo play 2. Teacher modeling 3. Listen and perform with CD 4. Click rhythms as students say “down-up” and tap foot. 5. Repetition of activities at home RESOURCES: Essential Elements 2000 Book 1 CD Accompaniment Alfred’s Drum Student Book 1 Teacher Resource Kit Book 1	ASSESSMENTS : Teacher observation and evaluation of student performance Peer / Self Assessment REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs. ENRICHMENT: Review of Treble Clef from General Music

COURSE: Instrumental Music	GRADE(S): Level 1 (Grade 5)
UNIT : Percussion - Fundamentals	

NATIONAL STANDARDS: 2. Performing on Instruments, alone and with others a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing and describing music.

STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music	UNIT OBJECTIVES – SWBAT: <ol style="list-style-type: none"> 1. Recognize and perform the following notes, rests, and values: quarter, half, whole, eighth, dotted half. 2. Recognize and perform in the following time signatures: 4/4, 2/4, ¾ 3. Perform new rudiment: flams 4. Mallets – Play selected exercises in the keys of C and Bb with proper sticking.
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ACTIVITIES: <ol style="list-style-type: none"> 1. Teacher directed activity rhythms/down-ups. 2. Clicking sticks while counting rhythms. 3. Write in the correct counting. 4. Discussion of time signatures. 5. Repetition of activities at home. RESOURCES: Essential Elements 2000 Book 1 CD Accompaniment Alfred's Drum Student Book 1 Teacher Resource Kit Book 1	ASSESSMENTS : Teacher observation and evaluation of student performance Peer / Self Assessment Written tests / worksheets Essential Elements Quizzes REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs. Review Treble Clef ENRICHMENT: Sight Read Music with similar concepts Rhythm Charts
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