

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

1st Year Elementary Band

Grade Level: 4 and 5

Date of Board Approval: _____

Planned Instruction

Title of Planned Instruction: 1st Year Elementary Band

Subject Area: Instrumental Music/Band Grade(s): 4 and 5

Course Description: This course is designed to give students at the elementary level the opportunity to learn and develop their musical skills on band instruments through rehearsal and performance techniques. This level of instruction is at the beginner level, where students will learn the basic skills of reading music and playing their instruments. Students will receive small group instruction once a week to learn and reinforce concepts related to their specific instruments. In addition, students will also rehearse one time per week as a full band ensemble. The full band will have public performances, where students will perform songs to demonstrate the concepts they have learned in their first year. Some of the many skills needed and developed in this course are coordination, responsibility, cooperation, critical listening, discipline, creativity, and individual evaluation. Attendance is expected at small group instruction, rehearsals, and performances.

Time/Credit for the Course: Full Year

Curriculum Writing Committee: Sarah Maurer

Curriculum Map

1. Marking Period One:

- **Overview based on 45 days:** Basic understanding of the parts of the instrument, how to produce a characteristic tone, and basic music theory.
- **Goals:**
Understanding of:
 - Proper care and maintenance of the instrument
 - Names of parts and sections of their respective instruments
 - Proper handling and posture with their instruments
 - The basic elements of reading music, including recognition of treble or bass clef (according to respective instrument) music staff and ledger lines, names of lines and spaces, measures, bar lines, double bar lines, fermatas, repeat signs, and 4/4-time signature
 - The following rhythms/rhythmic notations: quarter notes and quarter rests, half notes and half rests, whole notes and whole rests, along with exercises that reinforce these rhythms
 - The first 5-7 pitches, notations and fingerings specific to their respective instruments, along with exercises that reinforce these pitches
 - Production of pitches with a characteristic tone, forming a correct embouchure, and with correct hand placements. Tone production will vary according to particulars of instruments
 - Production of pitches using skillful articulation
 - Percussion concepts only: Proper stick grip for mallets and drum sticks, proper stroke and stick control (bend at the wrist to strike, low stick height/rebound), correct sticking (right or left hand), rudiments (single paradiddle and multiple bounce stroke), snares off/snares on

2. Marking Period Two:

- **Overview based on 45 days:** Students continue to develop characteristic tone while building their music reading skills.
- **Goals:**
Understanding of:
 - Definitions and execution of the following concepts in written music notation: solo, soli, tutti, phrase, round, first and second endings
 - The follow rhythms/rhythmic notations: eighth notes, ties, as well as 2/4-time signature, and will play songs/exercises that include these rhythms

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- The concept of key signatures in written music and flat, natural, and sharp symbols.
- Several new pitches, notations, and fingerings specific to their respective instruments, and will play songs/exercises that include these new notes, notations, and fingerings.
- Continued work on skillful articulation including slurs.
- Definition of composition and ability to compose using correct musical notation
- Percussion only: rudiments (flam, flam tap, flam paradiddle).

3. Marking Period Three:

- **Overview based on 45 days:** Students continue to develop a characteristic tone, learn new notes and fingerings, and build their music reading skills.
- **Goals:**
 - **Understanding of:**
 - 1st and 2nd endings, D.C. al Fine, multiple measures of rest, and will play songs/exercises that include these concepts.
 - Duets, trios, and multiple parts written for small groups and bands and will play songs/exercises that include multiple parts (and divisi parts).
 - The various key signatures in written music (Concert Bb Major and Eb Major).
 - The following rhythms/rhythmic notations: dotted quarter note, dotted half note, pick up notes/anacrusis
 - The following time signatures: $\frac{3}{4}$ time signature, common time signature
 - The following tempo markings: andante, moderato, allegro
 - Dynamics of crescendo and decrescendo as indicated in written music as well as dynamic markings of piano, forte, mezzo piano, mezzo forte, accents.
 - Several new pitches, notations, and fingerings specific to their respective instruments, and will play songs/exercises that include these notes, notations, and fingerings.
 - Continued work on skillful articulation, slurs, and accents.
 - Improvisation and will improvise for exercises that reinforce musical concepts learned in class.
 - Percussion only: double stop, flam accent, execution of sixteenth notes (4 sixteenth notes)

4. Marking Period Four:

- **Overview based on 45 days:** Students continue to develop a characteristic tone, learn new notes and fingerings, and build their music reading skills

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- **Goals:**

- Understanding of:**

- The following rhythms/rhythmic notations: dotted quarter note, single eighth note, eighth rest, syncopation and will play songs/exercises that include multiple parts.
- Playing/recognizing enharmonic notes and chromatic notes, and will play songs/exercises that include said notation.
- Playing the Concert Bb scale. Students will work to play additional scales and arpeggios according to their respective instruments.
- Produce several new pitches, notations, and fingerings specific to their respective instruments, and will play songs/exercises that include these notes, notations, and fingerings.
- Various styles of music, music from around the world and the cultures associated with this music, and the composers who wrote the music they played.
- A variety of music from different time periods.
- End of year writing/technology project: living room concert (to be programmed and performed by the student for family at home). Students choose the repertoire for the concert, create a program, decide when to perform, and gather an audience. Students gather feedback about their performance by audience members and complete and self-reflection provided by the teacher.
- Continued work on skillful articulation including: slurs, accents, and staccato.
- Playing music written for specific instruments and playing their respective instrumental part in conjunction with several other parts simultaneously.
- Membership in a large band/performing group and will perform in various concerts/performances throughout the school year.
- Percussion only: sixteenth note patterns (eighth and two sixteenths, two sixteenths and one eighth), rolls, mallet percussion rolls, suspended cymbal roll, snare drum roll, 9 stroke roll, 5 stroke roll (eighth note roll), double stop roll, 17 stroke roll (half note roll).

Curriculum Plan

Unit #1: ASSEMBLY/CARE OF INSTRUMENT AND TONE PRODUCTION

Marking Period: 1

Big Idea #1: Students must have a firm understanding of the correct steps of carefully assembling their respective instruments.

Essential Questions:

- What steps must be taken to assemble the instrument in the correct manner?
- What steps must be taken to properly care for and maintain the instrument?

Concepts:

- Step by step directions
- Parts of the instrument
- Assembly
- General maintenance of respective instruments

Competencies:

- Follow step by step directions
- Motor skills to assemble the instrument without parental help
- Identify the parts of the instrument

Big Idea #2: Holding each instrument the proper way is essential when playing in band.

Essential Questions:

- How are the left and right hands positioned on the instrument?
- How is the instrument held in relation to the body?

Concepts:

- Hand position
- Posture

Competencies:

- Sitting up straight with good posture
- Motor skills to properly hold the instrument with proper hand position

Big Idea #3: Producing a sound on the instrument

Essential Questions:

- How is the embouchure set to produce a sound on the instrument?
- How do the students use their air to produce a sound on the instrument?

Concepts:

- Tone production
- Air support

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- Articulation

Competencies:

- Sitting up straight with good posture
- Forming the correct embouchure on a wind instrument
- Producing a focused airstream on a wind instrument
- Producing a well-controlled stroke on percussion

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Unit 1: Assembly/Care of Instruments and Tone Production

Time Range in Days: 30 minutes/one lesson per week/1-2 lessons

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.3.5.A, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Overview: Students will demonstrate the ability to properly take care of, assemble, hold, and produce a sound on their respective band instruments.

Focus Questions:

- Can you identify the parts of your instrument?
- Can you assemble and disassemble your instrument without assistance?
- Can you create a sound with proper embouchure/technique?
- Can you properly care for and maintain your instrument?

Goals:

- Students will name the parts of their instruments
- Students will demonstrate how to assemble and disassemble their instrument
- Students will demonstrate how to create a sound using proper embouchure and technique
- Students will perform basic instrument maintenance to minimize the need for future repair (cork grease, valve oil, swabbing, etc.)

Objectives:

- Students will recognize and recite the different instrument parts
- Students will demonstrate and explain how to assemble and disassemble instruments
- Students will demonstrate and explain how to create a sound using proper embouchure and technique
- Students will properly care for and maintain instruments on a regular basis.

(DOK: Level 1)

Core Activities and Corresponding Instructional Methods:

- Teacher will name and show to students the various parts of their particular instrument and will have students physically hold each of these pieces.
- Teacher will demonstrate proper care of respective instruments using cleaning cloths, valve oil, cork grease, and will have students apply such to their instruments.

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- Teacher will explain, demonstrate, and have students demonstrate and explain the assembly of their instrument.
- Teacher will show students and have students demonstrate the proper hand and finger placements on respective instruments.
- Teacher will explain why and demonstrate how to properly form an embouchure with the mouthpiece. Students will practice making sounds on respective mouthpieces.
- Students will put mouthpiece on instrument and produce sounds through the instrument, coordinating the embouchure, fingering, and air production together.
- Students will disassemble instruments and will properly clean and put away instruments.
- Students will practice at home at least 150 minutes each week to reinforce all learned in the first lesson.

Assessments:

- **Diagnostic:**
 - Pre-assessment to determine students' knowledge prior to first lesson
 - Teacher observation with individual correction
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
- **Summative:**
 - Student demonstration/teacher evaluation, discussion, and review at next lesson

Extensions:

- Students will practice at home at least 150 minutes each week to reinforce all learned in the first lesson.
- Students will be able to identify the names of the various pieces of their instrument.
- Students will pick partners and demonstrate to each other how to correctly pick up and hold instrument, with proper finger and hand placement. Partners will make any corrections.
- Students may refer to lesson book at home for reinforcement.
- Students may attempt to read the first music notes and determine correct fingerings.
- Teacher will lead students in echo patterns with just the mouthpiece so students can focus on embouchure and tone production. Students may volunteer to create a short echo pattern for teacher and peers to echo.

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Correctives:

- Teacher will demonstrate each step of putting instruments together, holding instrument, forming embouchure, and making sounds on instrument with students accompanying and performing each step with teacher.
- Students will work in pairs/small groups to show each other how to correctly put instrument together, hold instrument, produce sounds, with corrections made by partner and/or teacher.
- Students may use a mirror at school and/or at home for further observe/reinforce if hand placement, posture, and embouchure are correct.
- Students may refer to lesson book at home for reinforcement.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- The Rhythm Trainer – rhythm practice game online <http://www.therhythmtrainer.com/>
- Music Racer – note name and fingering review www.musicracer.com
- Metronome Online – free online metronome <https://www.metronomeonline.com/>
- Breathing Gym Exercises – Pat Sheridan and Sam Pilafian

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Unit #2: BASIC MUSIC NOTATION/READING MUSIC

Big Idea #1: Students must have a basic understanding of note names and duration.

Essential Questions:

- How do I recognize a whole, half, and quarter note/rest and what is the duration of each note/rest.

Concepts:

- Basic rhythm
- Note recognition

Competencies:

- Identify the duration of notes by their symbol
- Label the duration of notes by their symbol
- Produce sound for expected duration based on type of note (whole, half, quarter, etc.)

Big Idea #2: Students must know the names of the lines and spaces of the staff.

Essential Questions:

- What are the names of the lines of the staff in treble and bass clef?
- What are the names of the spaces of the staff in treble and bass clef?

Concepts:

- Hand position
- Posture

Competencies:

- Sitting up straight with good posture
- Motor skills to properly hold the instrument with proper hand position

Big Idea #3: Producing a sound on the instrument

Essential Questions:

- How is the embouchure set to produce a sound on the instrument?
- How do the students use their air to produce a sound on the instrument?

Concepts:

- Tone production
- Air support
- Articulation

Competencies:

- Sitting up straight with good posture
- Forming the correct embouchure on a wind instrument
- Producing a focused airstream on a wind instrument
- Producing a well-controlled stroke on percussion

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Unit #2: BASIC MUSIC NOTATION/READING MUSIC

Time Range in Days: 30 minutes/one lesson per week/ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s): M2.1.3.C; M2.1.3.G; R4.A.2.1.2; R5.A.2.1.2

Overview: Students will recognize and be able to explain the basic elements in reading music: treble and/or bass clefs, ledger lines, music staff, names of lines and spaces, measures, bar lines, double bar lines, whole notes/rests, half notes/rests, quarter notes/rests, in 4/4-time signature.

Focus Questions:

- Can you identify music notes on the lines and spaces of the music staff?
- Can you echo rhythms and play several other examples on respective instruments?
- Can you draw various rhythm patterns on staff paper?

Goals:

- Students will identify music notes on the lines and spaces
- Students will echo rhythms and play several other examples on respective instruments
- Students will draw various rhythm patterns on staff paper

Objectives:

- Students will recognize and be able to explain the basic elements in reading music:
 - Treble and/or bass clefs
 - Ledger lines
 - Music staff
 - Names of lines and spaces
 - Measures
 - Bar lines
 - Double bar lines
 - Basic 4/4-time signature
 - Whole notes and whole rests
 - Half notes and half rests
 - Quarter notes and quarter rests

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(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher will draw a treble clef and a bass clef and explain which instruments read each clef.
- Explanation of music staff, ledger lines, and names of lines and spaces. Discussion of various means of recalling names of lines and spaces.
- Teacher will draw music notes on the lines and spaces and have students identify.
- Teacher will lead students in SmartBoard review games to practice note naming (music racer).
- Teacher will draw and explain the concept of various rhythm patterns (whole notes/rests, half notes/rests, quarter notes/rests).
- Teacher will lead students in SmartBoard review games to practice rhythm reading/identification (the rhythm trainer).
- Teacher will lead students in short improvisation activities to practice new rhythm and melodic concepts.
- Teacher demonstration using a band instrument how to play and observe various rhythm patterns for students. Students will echo rhythm patterns back to teacher and play several other examples on respective instruments.
- Explanation of 4/4 time signatures, division of beats into measures, function of bar lines and double bar lines. Examples in lesson book.
- Students and teacher will look at first songs/exercises in lesson book which involve specific pitches/notes and identify note names.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Student observation with individual correction.
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Worksheets
 - SmartBoard review activities
 - Improvisation activities
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.

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Extensions:

- Students will correctly identify words spelled out in form of music notation drawn by teacher.
- Using music notation, students will create additional words and will draw them on music paper.
- Students will play sounds on respective instruments using known rhythmic concepts from SmartBoard/white board and lesson book.
- Students will draw various rhythm patterns on staff paper.
- Students will create musical compositions using known and newly introduced rhythmic and melodic concepts.
- Students will improvise short musical ideas using known and newly introduced rhythmic and melodic concepts.

Correctives:

- Students will identify the names of various notes drawn by the teacher.
- Using music notation, students will create additional words and will draw them on music paper.
- Students will look at music examples in lesson book and identify names of music notes.
- Students will work in pairs, using flashcards, to become proficient in identifying notation.

Materials and Resources:

- Student's instrument
- Staff paper
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- The Rhythm Trainer – rhythm practice game online <http://www.therhythmtrainer.com/>
- Music Racer – note name and fingering review www.musicracer.com
- Metronome Online – free online metronome <https://www.metronomeonline.com/>
- Breathing Gym Exercises – Pat Sheridan and Sam Pilafian

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Unit #3: New Notation/New Fingerings

Big Idea #1: Students will recognize a new pitch based on the location on the staff.

Essential Questions:

- How do I recognize the new pitch based on its location on the staff?

Concepts:

- Basic rhythm
- Treble and bass clef

Competencies:

- Identify the pitch by its location on the music staff

Big Idea #2: Students will demonstrate correct fingerings for new pitches.

Essential Questions:

- What fingering do I use for the designated pitch?

Concepts:

- Basic notation
- Treble and bass clef
- Fingerings

Competencies:

- Use correct fingerings for new pitches

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Unit #3: New Notation/New Fingerings

Time Range in Days: 30 minutes/one lesson per week/ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Overview: Students will recognize and be able to demonstrate how to correctly play the first five pitches (notes) on respective instruments using the correct fingerings for each note (concert pitches F, E flat, D, C, and B flat), and will be able to play these notes in specific exercises and short songs.

Focus Questions:

- Can you identify new pitches based on their location on the staff?
- Can you demonstrate the correct fingering for each new pitch?

Goals:

- Students will identify new pitches based on their location on the staff.
- Students will demonstrate the correct fingering for each new pitch.

Objectives:

- Students will be able to recognize and identify new pitches when they see them on the staff and be able to demonstrate the correct fingering for each new pitch.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher will demonstrate how to play the first pitch, concert D, and will play the note first as a long sound and then as four quarter notes (to practice skillful articulation).
- Students will play this note individually, using the correct fingering shown, and will play this note several times in an effort to produce a good tone.
- As a group, students will play the concert F note, reading from a rhythm pattern drawn by the teacher of four quarter notes and four quarter rests with a repeat sign.
- Students will repeat the exercise, reading from their lesson book, individually and as a group with the teacher also playing along.
- Students will improvise short patterns using newly learned melodic concepts.
- Students will work on playing additional exercises/songs in lesson book that include this note(s), individually and as a group, with the teacher also playing along.

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- Teacher will continue to demonstrate how to play the remaining four notes in the same manner, using the above steps.
- Students will review how to read music notation applying such to first five notes learned on students' respective instruments.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on exercises/songs.
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Teacher observation with individual response/correction.
 - Worksheets
 - SmartBoard review activities
 - Improvisation activities
 - Sight-reading
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.

Extensions:

- Teacher will play each of the exercises and short songs with students individually and as a group.
- Once students have learned the first two notes and can adequately play exercises/songs associated in lesson book, students will play again with the accompaniment CD.
- Students will continue with the above steps to eventually include all five notes
- Students will play remaining exercises/songs as a group with and without CD accompaniment.

Correctives:

- Students will recognize each of the five notes/pitches and how to correctly play each through practice of specific exercises/songs in lesson book, and in class and by practicing at home.

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Materials and Resources:

- Student's instrument
- Staff paper
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- Music Racer – note name and fingering review www.musicracer.com
- Metronome Online – free online metronome <https://www.metronomeonline.com/>
- Breathing Gym Exercises – Pat Sheridan and Sam Pilafian

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Unit #4: Repeat Signs; Breath Marks; Fermatas; Pick-up Notes

Big Idea #1: Students will identify repeat signs, breath marks, fermatas, and pick-up notes.

Essential Questions:

- How do I recognize repeat signs, breath marks, fermatas, and pick-up notes?

Concepts:

- Basic music notation

Competencies:

- Identify repeat signs, breath marks, fermatas, and pick-up notes based on their symbol and location in printed notation.

Big Idea #2: Students will give the meaning of repeat signs, breath marks, fermatas, and pick-up notes.

Essential Questions:

- What is the meaning of repeat signs, breath marks, fermatas, and pick-up notes?

Concepts:

- Basic music notation

Competencies:

- Define and understand the use of repeat signs, breath marks, fermatas, and pick-up notes.

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Unit #4: Repeat Signs; Breath Marks; Fermatas; Pick-up Notes

Time Range in Days: 30 minutes/one lesson per week/1-2 lessons

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s):

R4.A.2.1.2, R5.A.2.1.2, M2.1.3.C

Overview: Students will recognize and be able to explain the meaning of a repeat sign, a breath mark, a fermata, and pick-up notes, and will be able to utilize these symbols when they appear in written notation.

Focus Questions:

- Can you identify repeat signs, breath marks, fermatas, and pick-up notes based on their symbol and location in the printed music?
- Can you define the meaning and function of repeat signs, breath marks, fermatas, and pick-up notes based on their symbol and location within the printed music?

Goals:

- Students will identify repeat signs, breath marks, fermatas, and pick-up notes based on their symbol and location within the printed music.
- Students will define the meaning and function of repeat signs, breath marks, fermatas, and pick-up notes based on their symbol and location within the printed music.

Objectives:

- Students will be able to identify and give the meaning of repeat signs, breath marks, fermatas, and pick-up notes that are found in the printed music. The students will also be able to demonstrate how to play them on their respective instruments.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Discussion and demonstration of repeat signs, breath marks, fermatas, and pick-up notes; how such symbols are used within written music; how they change the structure of the music.
- Teacher will explain the rhythmic value of fermatas and pick-up notes and will provide examples of music that include each.
- Students will examine various songs in lesson book to find repeat signs, breath marks, fermatas, and pick-up notes, and will discuss why symbols appear in a specific location within written music.

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- Students will listen to accompaniment CD and follow along in lesson book to hear examples of music that include repeat signs, breath marks, fermatas, and pick-up notes.
- Students will play individually and as a group song /exercises in lesson book which include the use of repeat signs, breath marks, fermatas, and pick-up notes. Students will observe and utilize these symbols as they appear in music.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Sight-reading
- **Summative:**
 - Student performance of song(s) for other members of the lesson group.
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.

Extensions:

- Students will play individually a specific song containing repeat sign(s) while group listens. Individual may/may not observe repeat sign. Group must make determination and provide feedback.
- Students will name familiar songs that include pick-up notes as part of melody.
- When students can adequately play specific songs/exercises in lesson book, students will play again with CD accompaniment.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Correctives:

- Students will add breath marks to assigned songs/exercises in lesson book and will circle with pencil any repeat signs and fermatas that may appear in said music.
- Students will work to recognize and utilize repeat signs, breath marks, fermatas, and pick-up notes through the practice of specific songs/exercises in lesson book, with/without CD accompaniment in class and practice at home.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- Concert band music

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Unit #5: Key Signature; Dynamics; Additional Notation

Big Idea #1: Students will identify and explain key signature

Essential Questions:

- Where is the key signature located and what is its function?

Concepts:

- Basic music notation
- Key signature
- Basic understanding of accidentals

Competencies:

- Locate and define the meaning of key signature

Big Idea #2: Students will identify, explain, and demonstrate dynamics

Essential Questions:

- What do the dynamics forte, mezzo forte, mezzo piano, piano, crescendo, and decrescendo mean?

Concepts:

- Basic music notation
- Dynamics

Competencies:

- Identify and define the dynamics, forte, mezzo forte, mezzo piano, piano, crescendo, and decrescendo.
- Demonstrate the dynamics, forte, mezzo forte, mezzo piano, piano, crescendo, and decrescendo on respective instruments with proper air support and control.

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Unit #5: Key Signature; Dynamics; Additional Notation

Time Range in Days: 30 minutes/one lesson per week/2-3 lessons and ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s):

R4.A.2.1.2; R5.A.2.1.2; R4.A.2.1.1; R5.A.2.1.1

Overview: Students will be able to understand and apply the basic concepts of key signatures and how they function and will be able to determine what sharps or flats appear in a key signature and how that affects the music. Students will recognize and understand how dynamics are used in music, specifically forte (f), mezzo forte (mf), mezzo piano (mp), piano (p), crescendo, and decrescendo, and will also recognize and be able to demonstrate how to play two new pitches, concert G and concert low A.

Focus Questions:

- Can you locate the key signature and define its function?
- Can you define and demonstrate the dynamics forte, mezzo forte, mezzo piano, piano, crescendo, and decrescendo on your instrument?

Goals:

- Students will locate the key signature and define its function.
- Students will define and demonstrate the dynamics forte, mezzo forte, mezzo piano, piano, crescendo, and decrescendo on respective instruments.

Objectives:

- Students will be able to locate the key signature and define its function. Students will also be able to define and demonstrate on instruments the dynamics of forte, mezzo forte, mezzo piano, piano, crescendo, and decrescendo.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Discussion of what key signatures are and how/why they occur in written music.
- Students will look at previously learned songs/exercises in which key signatures are used and will compare the differences between music with/without key signatures.

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- Students will look at new songs in lesson book which include key signatures, will determine what flats/sharps are involved, and will mark music accordingly with a pencil.
- Students will review how to play the notes affected by the sharp/flat on respective instruments as compared to playing the same note as a natural pitch.
- Discussion of dynamics. Teacher will use voice levels to demonstrate each dynamic.
- Students will hold one hand in front of face/mouth and using breath control will blow steady stream of strong, fully supported air, then steady stream of soft, but still supported air, and finally a moderate level of air. Students will discuss the differences felt physically.
- Students may use pinwheels as a visual for the differences in air flow needed to execute varying dynamic levels.
- Students may work with a partner to experiment with varying dynamic levels and how to use air support and control properly in order to execute varying dynamic levels.
- Students may improvise short patterns with newly learned dynamic levels.
- Students will add dynamic markings to a previously learned song that does not include dynamics in the printed notation. Students can perform what they have written for classmates and classmates can describe the dynamic levels that they heard.
- Students will clap the different dynamic levels to demonstrate knowledge of dynamic terms.
- Students will choose and play as a group a previously learned short song at a forte level, then at a piano level, etc.
- Students will look at specific songs/exercises in lesson book and band music that include dynamic markings and will discuss with teacher each dynamic level that appears and for how many measures it occurs.
- Students can use colored pencils to mark varying dynamic levels (example: red for forte, green for mezzo forte or mezzo piano, blue for piano).
- Students will listen to CD accompaniment and read the music as CD plays to hear various dynamic levels and how they affect the music.
- Students will then play these songs/exercises on respective instruments including dynamics.
- Discussion of crescendos and decrescendos in music, what they look like, with teacher demonstrating on a band instrument how to play gradually louder and gradually softer using breath control.
- Students will apply above steps to crescendos and decrescendos.
- Teacher will demonstrate how to play two new pitches (concert G and concert low A). Students may improvise short patterns using newly learned pitches.
- Students will play these notes individually/as a group, using the correct fingerings.

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- Teacher and students will play as a group specific songs/exercises in the lesson book that include the new pitches.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Sight-reading
 - Worksheets
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Individual/group work on songs/exercises
 - Improvisation/composition activities
 - Sight-reading
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.

Extensions:

- Teacher will play along with students songs/exercises in lesson book that have various key signatures, individually and as a group.
- Students will continue to mark flat/sharp signs next to affected notes as needed according to key signature of each song in lesson book and music prior to playing that song until students no longer need visual reminders of which notes are sharp/flat.
- When students can adequately play specific songs/exercises in lesson book, students will play again with CD accompaniment.
- Students will work to remember which notes are flat/sharp in songs/exercises.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.
- Have students describe sounds/events in everyday life that occur at a forte level, piano level, mezzo forte level, and mezzo piano level.
- Students will do the above step with crescendo and decrescendo.
- Students will think of/name song titles or types of songs that use the various dynamic levels.

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- Teacher and students will examine new music in lesson book and band music that include dynamics.

Correctives:

- Students will work on recognizing key signatures and observing which notes are affected through the practice of specific songs/exercises in lesson book, with/without CD accompaniment, in class and by practicing at home.
- Students will continue to mark sharp/flat signs next to affected notes according to the key signature of each song in lesson book or music prior to playing and will review how to play affected notes on respective instruments.
- Have students describe sounds/events in everyday life that occur at a forte level, piano level, mezzo forte level, mezzo piano level.
- Students will listen to several examples of music with various dynamic levels.
- Students will work on recognizing dynamics and observing what measures are affected by dynamic markings through the practice of specific songs/exercises in lesson book, which may also include the two new pitches, with/without CD accompaniment, in class and by practicing at home.
- Teacher will play songs/exercises in lesson book and band music with students that include dynamics, both individually and as a group.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- Music Racer – note name and fingering review www.musicracer.com
- Breathing Gym Exercises – Pat Sheridan and Sam Pilafian

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Unit #6: Eighth Notes; 2/4 Time Signature; Tempo; Additional Notation

Big Idea #1: Students will identify eighth notes.

Essential Questions:

- How can I identify eighth notes based on their symbol?

Concepts:

- Basic music notation

Competencies:

- Identify eighth notes based on their symbol

Big Idea #2: Students will identify and explain 2/4-time signature.

Essential Questions:

- What does the time signature 2/4 mean?

Concepts:

- Time signature

Competencies:

- Identify and explain the meaning of 2/4 time signature

Big Idea #3: Students will identify, define, and perform in various tempo markings.

Essential Questions:

- What do the following tempo markings mean: adagio, moderato, andante, allegro.

Concepts:

- Tempo

Competencies:

- Identify, define, and perform various tempo markings.

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Unit #6: Eighth Notes; 2/4 Time Signature; Tempo; Additional Notation

Time Range in Days: 30 minutes/one lesson per week/2-4 lessons and ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s):

R4.A.2.1.2; R5.A.2.1.2; R4.A.2.1.1; R5.A.2.1.1

Overview: Students will be able to identify and properly count eighth notes (on rhythm syllables and numbers), and will recall the time value of eighth notes. Students will understand and be able to observe basic tempos, the concept of the 2/4 time signature and will be able to demonstrate how to play a new pitch, concert low G.

Focus Questions:

- Can you identify eighth notes based on their symbol?
- Can you identify and demonstrate the duration of eighth notes?
- Can you identify and explain 2/4 time signature?
- Can you observe basic tempos?

Goals:

- Students will identify eighth notes based on their symbol.
- Students will identify and demonstrate the duration of eighth notes.
- Students will identify and explain 2/4 time signature.
- Students will observe basic tempos.

Objectives:

- Students will be able to identify eighth notes found in their music and demonstrate how to play eighth notes in various exercises. Students will also be able to locate and explain the meaning of 2/4 time signature. Students will be able to play various exercises in 2/4 time. Students will be able to observe and demonstrate basic tempos in various exercises.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

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- Teacher will review time values for whole notes/rests, half notes/rests, and quarter notes/rests, and how to count each.
- Description of how to identify eighth notes, both alone and in pairs, and discussion of how to divide one beat in half so that each eighth note receives $\frac{1}{2}$ beat.
- Discussion on how to count eighth notes, how to count eighth notes in relation to tapping the foot, and how counting eighth notes differs from counting other previously learned notes/rhythms.
- Students will work on writing proper counting underneath measures for specific songs/exercises that include eighth notes.
- As a group, clap several eighth notes, counting out loud while clapping on rhythm syllables and numbers. Add in tapping a steady quarter note rhythm with the foot.
- Teacher will demonstrate on a band instrument how a steady quarter note pattern would sound, and then how steady eighth note rhythms sound in comparison. Students will then play same rhythms with teacher on respective instruments.
- As a group, students will clap rhythms of specified songs/exercises in lesson book or band music that include eighth notes and will then play those songs on instruments.
- Students will echo eighth note patterns with the teacher.
- Students will improvise using eighth note patterns.
- Students will compose variations using eighth notes – example: Take a previously learned song from the lesson book and turn some quarter notes into two eighth notes.
- Students will listen to accompaniment CD to better understand and hear concept of dividing a beat in half. Students will then play along with CD.
- Explanation of 2/4 time signature, division of beats into measures containing two beats, and how it differs from 4/4 time.
- Students will identify prior to playing a song/exercise in the lesson book or band music, the time signature and how many beats will be counted in each measure.
- Teacher and students as a group will work on correctly pronouncing the following tempos: adagio, moderato, andante, and allegro. Discussion of English translation from Italian of each tempo and how it is applied to written music.
- Students will identify tempo marking for specific songs in lesson book or band music prior to playing said song. Students will play these songs with/without CD accompaniment, which include tempo markings of adagio, andante, moderato, and allegro.
- Students will choose a previously learned song in the lesson book and perform it at a new tempo – classmates will name the tempo that they heard performed.
- Teacher will demonstrate how to play new pitch – concert low G.
- Students will play this note, using correct fingerings.

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- Teacher and students will play as a group specific songs/exercises in the lesson book that include the new pitch/note, with/without CD accompaniment.
- Students will improvise using the new note – concert low G.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on songs/exercises.
 - Worksheets
 - Oral correction as a group of written counting of assigned songs/exercises.
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Individual/group work on songs/exercises
 - Improvisation/composition activities
 - Sight-reading
 - Worksheets
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.
 - Student performance of songs for other members of the lesson group.

Extensions:

- Teacher and students will play songs/exercises in lesson book that include eighth note rhythms individually and as a group.
- Students will listen to CD accompaniment for specific songs/exercises in lesson book that include eighth note rhythms prior to playing those pieces with the CD.
- Students will continue to write proper counting underneath measures for songs that include eighth notes prior to practicing them at home.
- Students will work on playing eighth note rhythms at a progressively faster tempo through practice of specific songs/exercises in lesson book and band music, with/without CD accompaniment, in class and by practicing at home.
- Teacher will demonstrate and students will imitate how to conduct a 2/4 time signature conducting pattern to provide students better understanding of where each beat occurs in 2/4 time.

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- Students will conduct specified songs in lesson book that include 2/4 time signature prior to playing them in class.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Correctives:

- Students will listen to CD examples from lesson book that include eighth notes to hear how they are to be played. Students will then play these songs with CD accompaniment.
- Students will continue to write proper counting underneath measures for specific songs/exercises that include eighth note rhythms prior to practicing them at home.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- The Rhythm Trainer – rhythm practice game online <http://www.therhythmtrainer.com/>
- Music Racer – note name and fingering review www.musicracer.com
- Metronome Online – free online metronome <https://www.metronomeonline.com/>

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Unit #7: Dotted Half Notes; $\frac{3}{4}$ Time Signature; Ties; Accents; Additional Notation

Big Idea #1: Students will identify and demonstrate dotted half notes, ties, and accents.

Essential Questions:

- How can I identify dotted half notes, ties, and accents?

Concepts:

- Basic music notation

Competencies:

- Identify and demonstrate dotted half notes, ties, and accents.
- Explain what the dot does to a note's duration.

Big Idea #2: Students will identify and explain $\frac{3}{4}$ time signature.

Essential Questions:

- What does the time signature $\frac{3}{4}$ mean?

Concepts:

- Time signature

Competencies:

- Identify and explain the meaning of $\frac{3}{4}$ time signature

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Unit #7: Dotted Half Notes; $\frac{3}{4}$ Time Signature; Ties; Accents; Additional Notation

Time Range in Days: 30 minutes/one lesson per week/3-4 lessons and ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s):

M2.1.3.C; M2.1.3.G

Overview: Students will be able to identify a dotted half note, will recall the time value and rule associated with dotted rhythms; will understand $\frac{3}{4}$ time signature; will be able to describe ties and accents and will utilize these symbols when they appear in written music. Students will be able to demonstrate how to play two new pitches/notes – concert low F and concert A flat.

Focus Questions:

- Can you identify and demonstrate dotted half notes, ties and accents?
- Can you identify and explain $\frac{3}{4}$ time signature?

Goals:

- Students will identify and demonstrate dotted half notes, ties, and accents.
- Students will identify and explain $\frac{3}{4}$ time signature.

Objectives:

- Students will be able to identify dotted half notes, ties, and accents based on their symbol in the printed music. Students will be able to demonstrate these through various exercises. Students will also be able to identify and explain $\frac{3}{4}$ time signature. Students will be able to demonstrate how to play in $\frac{3}{4}$ time through various exercises.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Discussion and demonstration on how to identify a dotted half note, how many beats it receives, and how it differs from a half note.
- As a group, students will clap several dotted half notes followed by several half notes, counting out loud and tapping a foot while clapping on rhythm syllables and numbers.
- Discussion by teacher with students of dotted rhythm rule and how rule is applied in music notation. Examples of different rhythms will be provided.

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- Teacher and students will play together specific songs/exercises in lesson book which include the dotted rhythm rule, with/without CD accompaniment.
- Explanation of $\frac{3}{4}$ time signature, division of beats into measures containing three beats, how $\frac{3}{4}$ time differs from $\frac{2}{4}$ time signature.
- Students will identify prior to playing a song/exercises in lesson book or band music the time signature and how many beats will be counted in each measure.
- Students will improvise short rhythmic patterns in $\frac{3}{4}$ time signature.
- Discussion and demonstration of how to identify ties in music and what ties sound like when played correctly. Teacher will play specific rhythms with/without ties.
- Students will play individually/as a group specific songs/exercises in lesson book which include ties to demonstrate that students understand the concept, with/without CD accompaniment.
- Demonstration of accents by teacher using louder voice level and/or clapping to indicate an accented note. Teacher will then demonstrate same on band instrument. Discussion of why accents are used.
- Students will play individually/as a group specific songs/exercises in lesson book which include accents to demonstrate that students understand and utilize accents as they appear in music, with/without CD accompaniment.
- Teacher will demonstrate how to play two new pitches/notes – concert low F and concert A flat.
- Students will play each of these notes, using correct fingerings.
- Teacher and students will play as a group specific songs/exercises in the lesson book that include the new pitches/notes with/without CD accompaniment.
- Students will improvise using the new notes/pitches – concert low F and concert A flat.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on songs/exercises.
 - Oral correction as a group of written counting of assigned songs/exercises.
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Individual/group work on songs/exercises
 - Improvisation/composition activities
 - Sight-reading
 - Worksheets

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- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.
 - Student performance of songs for other members of the lesson group.

Extensions:

- Teacher and students will play songs/exercises in lesson book that include $\frac{3}{4}$ time signature, dotted half notes, ties, accents, and new pitches/notes – concert low F and A flat, individually and as a group.
- Students will listen to CD accompaniment for specific songs/exercises in lesson book that occur in $\frac{3}{4}$ time signature prior to practicing them at home.
- Teacher will demonstrate and students will imitate how to conduct a $\frac{3}{4}$ time signature conducting pattern to provide students better understanding of where each beat occurs in $\frac{3}{4}$ time.
- Students will conduct specified songs in lesson book that include $\frac{3}{4}$ time signature prior to playing them in class.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Correctives:

- Students will work to recognize and utilize $\frac{3}{4}$ time signature, dotted half notes, ties, accents, and new pitches/notes – concert low F and concert A flat, through practice of specified songs/exercises in lesson book, with/without CD accompaniment, in class and by practicing at home.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- The Rhythm Trainer – rhythm practice game online <http://www.therhythmtrainer.com/>
- Music Racer – note name and fingering review www.musicracer.com
- Metronome Online – free online metronome <https://www.metronomeonline.com/>

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Unit #8: 1st and 2nd Endings; D.C. al Fine; Theme and Variations

Big Idea #1: Students will identify and demonstrate 1st and 2nd endings and D.C. al Fine.

Essential Questions:

- How can I identify and demonstrate 1st and 2nd endings and D.C. al Fine?

Concepts:

- Basic music notation
- Form

Competencies:

- Identify and demonstrate 1st and 2nd endings.
- Identify and demonstrate D.C. al Fine.

Big Idea #2: Students will be able to explain Theme and Variation.

Essential Questions:

- What is Theme and Variation?

Concepts:

- Basic music notation
- Form
- Theme and Variation

Competencies:

- Identify and demonstrate Theme and Variation.

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Unit #8: 1st and 2nd endings; D.C. al Fine; Theme and Variation

Time Range in Days: 30 minutes/one lesson per week/2-4 lessons and ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Overview: Students will recognize and be able to explain the functions of 1st and 2nd endings in music, D.C. al Fine in music, theme and variations, and will be able to demonstrate how to play three new pitches – concert high A flat, concert high B flat, and concert E natural.

Focus Questions:

- Can you identify a 1st and 2nd ending?
- Can you play through an exercise that uses a 1st and 2nd ending?
- Can you identify and play through exercises that use D.C. al Fine?
- Can you explain and play through exercises that use Theme and Variation?

Goals:

- Students will identify a 1st and 2nd ending.
- Students will play through an exercise that uses a 1st and 2nd ending.
- Students will identify and play through exercises that use D.C. al Fine.
- Students will explain and play through exercises that use Theme and Variation.

Objectives:

- Students will be able to identify 1st and 2nd endings and be able to play through exercises that use them. Students will be able to play exercises that use D.C. al Fine. Students will also be able to recognize and explain Theme and Variation and play through related exercises.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Discussion and explanation of 1st and 2nd endings in written music and how such symbols change the structure of a piece of music. Students will understand these endings are a more detailed form of a repeat sign in music.

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- Students and teacher will look at specific song(s) in lesson book which include 1st and 2nd endings and will discuss the first ending and its function. Students will then discuss the second ending and how/when it is used.
- Using a band instrument, teacher will play a specific song with a 1st and 2nd ending and have students follow along in their music. Discussion/review of how to play endings.
- Students will play individually/as a group song /exercises in lesson book and band music which include 1st and 2nd endings, and will then add CD accompaniment.
- Teacher will correctly pronounce Italian Phrase Da Capo al Fine and translate to English for students. Students will work on correct pronunciation. Discussion of its abbreviation, D.C. al Fine, and how it functions as a type of repeat sign.
- Students and teacher will look at specific song(s) that include D.C. al Fine. Students will locate where word “Fine” appears alone to indicate end of song and will observe double bar in same location.
- Students will play individually/as a group song /exercises in lesson book and band music which include D.C. al Fine. Students will observe and work on correctly utilizing these symbols and will then add CD accompaniment.
- Teacher will explain musical form of theme and variations. Teacher will play short melody on a band instrument which will be identified as the theme. Students will listen as teacher plays a variation of the melody and will identify how the melody has been changed. Students will discuss other ways melody could be changed.
- Students will play as a group song /exercises in lesson book and band music which include theme and variations and will determine how theme has been altered.
- Students will improvise or compose a variation.
- Teacher will have students determine how to play three new pitches/notes – concert high A flat, concert high B flat, and concert E natural, by using fingering chart found in lesson book. Students will then demonstrate to teacher how to properly play these notes.
- Students will improvise short patterns using these newly learned pitches/notes.
- Teacher and students will play together specific songs/exercises in lesson book and band music that include new pitches/notes.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on songs/exercises.
 - Worksheets
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home

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- Individual/group work on songs/exercises
- Improvisation/composition activities
- Sight-reading
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.
 - Student performance of songs for other members of the lesson group.

Extensions:

- Teacher and students will play songs/exercises in lesson book that include theme and variations, new pitches – concert high A flat, concert high B flat, concert E natural, individually/as a group, with/without CD accompaniment.
- Students will compare 1st and 2nd endings to D.C. al Fine, and look for similarities/differences between them.
- Students will play specific songs/exercises in lesson book and band music that include 1st and 2nd endings and D.C. al Fine with CD accompaniment. Students will have to recall where to repeat in order to successfully play along with accompaniment.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Correctives:

- Students will work on identification of various types of repeat signs, including 1st and 2nd endings and D.C. al Fine, as they appear in specific songs in lesson book and band music prior to playing music to make students aware of where music is/is not repeated.
- Students will work on recognition of theme and variations and new pitches/notes, through practice of specific songs/exercises in lesson book, with/without CD accompaniment, in class and by practicing at home.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- Music Racer – note name and fingering review www.musicracer.com

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Unit #9: Accidentals; Slurs; Phrasing; Multiple Measures of Rest

Big Idea #1: Students will be able to distinguish the concepts of flats, sharps, and naturals.

Essential Questions:

- What is the difference between sharps, flats, and naturals?

Concepts:

- Music notation
- Sharps, flats, and naturals

Competencies:

- Identify and explain sharps, flats, and naturals

Big Idea #2: Students will demonstrate how to perform slurs.

Essential Questions:

- How does a slur make the music different?

Concepts:

- Phrasing
- Slurs

Competencies:

- Identify, define, and perform slurs

Big Idea #3: Students will identify and count multiple measures of rest.

Essential Questions:

- What does the symbol for multiple measures of rest look like and how do I count them?

Concepts:

- Music notation
- Rests

Competencies:

- Identify and count multiple measures of rest.

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Unit #9: Accidentals; Slurs; Phrasing; Multiple Measures of Rest

Time Range in Days: 30 minutes/one lesson per week/3-4 lessons and ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Overview: Students will be able to distinguish between the concepts/functions of flats and sharps, will be able to identify a natural sign and understand its relationship to sharps and flats. Students will be able to properly perform slurs and count multiple measures of rests, and be able to demonstrate how to play three new notes/notes – concert high A, concert D flat, and concert low E natural.

Focus Questions:

- Can you distinguish between the concepts and functions of flats, sharps, and naturals?
- Can you properly perform a slur?
- Can you identify and count multiple measures of rest?

Goals:

- Students will distinguish between the concepts and functions of flats, sharps, and naturals.
- Students will properly execute a slur.
- Students will identify and count multiple measures of rest.

Objectives:

- Students will be able to distinguish between the concepts and functions of flats, sharps, and naturals. Students will be able to identify and perform slurs. Students will also be able to identify and count multiple measures of rest.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Discussion/review of flat signs, what they look like, that they appear in key signatures and/or next to affected notes, and lower a pitch by $\frac{1}{2}$ step.
- Teacher and students will play a concert D, pitch on respective instruments, followed by a concert D flat pitch. Students will determine if flatted pitch sounds lower or higher. Students will play, alternating between concert D and concert D flat, to become comfortable with different fingerings and difference in pitch.

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- Students and teacher will play individually/as group specific songs/exercises in lesson book which include concert D flat and/or concert D, with/without CD accompaniment.
- Discussion/review of sharp signs, what they look like, that they appear in key signature and/or next to affected notes, and raise a pitch by $\frac{1}{2}$ step.
- Students and teacher will play specific song(s) in lesson book and band music that include sharps, identifying affected notes prior to playing song.
- Introduction of natural signs, what they look like, that they appear next to affected notes in written music. Explanation by teacher that function of naturals is to change note back to original pitch. Natural sign cancels a sharp or flat for that particular measure.
- Students will look at new songs in lesson book and band music which include key signatures, will determine what flats/sharps are involved, will write flat/sharp signs next to affect notes, and/or will circle those notes. Students will also circle those notes that have natural signs next to them prior to playing each piece of music. This will be done as deemed necessary by the teacher.
- Discussion and teacher demonstration of how to identify and play slurs in music and what a slur sounds like when played correctly.
- Students will play slurs as they occur in specific songs individually with correction by the teacher as needed.
- Students will improvise and/or compose with slurs.
- Comparison of slurs and ties, similarity in looks, but primary differences.
- Discussion of phrasing in music, what phrases are, their length, how they are put together in music. Students will identify phrases in previously learned songs with guidance from teacher.
- Teacher will explain multiple measures of rests, how they are commonly written out in band music. Students will examine band music and identify areas with multiple measures of rests. Teacher will demonstrate how to count multiple measures of rest out loud and will practice counting with students.
- Teacher will have students determine how to play three new pitches/notes – concert high A, concert D flat, and concert low E natural, by using fingering chart found in lesson book. Students will then demonstrate to teacher how to properly play these notes.
- Students will improvise short patterns using newly learned pitches.
- Teacher and students will play together specific songs/exercises in lesson book and band music that include new pitches/notes.

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Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on songs/exercises.
 - Worksheets
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Individual/group work on songs/exercises
 - Improvisation/composition activities
 - Sight-reading
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.
 - Student performance of songs for other members of the lesson group.

Extensions:

- Teacher and students will play songs/exercises in lesson book and band music that include natural signs, sharps, flats, slurs, multiple measures of rests, and three new pitches, individually and as a group, with/without CD accompaniment.
- Students will discontinue marking flats and sharps next to affected notes and will work on recall instead.
- Students will continue to circle notes with natural signs as they appear in written music as a reminder for students to alter those notes.
- Worksheets may be provided for further practice of recognizing notation that has been altered by a flat, sharp, or natural sign.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Correctives:

- Students will work on recognizing and correctly utilizing natural signs, sharps, flats, slurs, multiple measures of rests, and three new pitches, through practice of specific songs/exercises in lesson book, with/without CD accompaniment, in class and by practicing at home.
- Students will continue to mark flat/sharp signs next to affected notes according to key signature of songs in lesson book and band music prior to playing music until students no longer need visual aids.

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- Worksheets may be provided for further practice of recognizing notation that has been altered by a flat, sharp, or natural sign.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- Music Racer – note name and fingering review www.musicracer.com

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Unit #10: Concert Bb Scale and tuning note, Arpeggios, Chords, Additional Notation

Big Idea #1: Students will be able to play Concert Bb scale.

Essential Questions:

- What notes are part of the concert Bb scale?

Concepts:

- Basic music notation
- Scales

Competencies:

- Play the concert Bb scale with accurate pitches.

Big Idea #2: Students will be able to play the Concert Bb arpeggio.

Essential Questions:

- What notes are part of the concert Bb arpeggio?

Concepts:

- Basic music notation
- Arpeggios

Competencies:

- Play the concert Bb arpeggio with accurate pitches

Big Idea #3: Students will work on listening skills to determine whether or not they are in tune and will make necessary adjustment to their instrument to get in tune.

Essential Questions:

- How do I tell if I am in tune or not? What adjustment do I make to my instrument to get in tune?

Concepts:

- Sharp or Flat
- Instrument specific adjustments for tuning

Competencies:

- Identify whether sharp or flat and make proper adjustment to get in tune.

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Unit #10: Concert Bb scale and tuning note, Arpeggios, and Chords, Additional Notation

Time Range in Days: 30 minutes/one lesson per week/2-3 lessons and ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s):

R4.A.2.1.2; R5.A.2.1.2

Overview: Students will be able to identify and properly count a dotted quarter note rhythm, will recognize and understand the common time signature, as well as duets, trios, and rounds. Students will be able to demonstrate how to play several new concert pitches which vary according to particular instruments.

Focus Questions:

- Can you play a concert Bb tuning note and listen to make the proper adjustment to be in tune?
- Can you play the concert Bb scale with accurate pitches?
- Can you play the concert Bb arpeggio with accurate pitches?

Goals:

- Students will play a concert Bb note for tuning and listen/make adjustment to instrument to be in tune.
- Students will play the concert Bb scale with accurate pitches.
- Students will play the concert Bb arpeggio with accurate pitches.

Objectives:

- Students will be able to play the concert Bb tuning note on their respective instruments, listen to determine whether or not they are in tune, and make the proper adjustment to their instrument to get in tune. Students will also be able to play the concert Bb scale and arpeggio.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher will review time values for whole notes/rests, half notes/rests, and quarter notes/rests, eighth notes/rests and how to count each on rhythm syllables and numbers.

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- Discussion and demonstration on how to identify dotted quarter note, what it sounds like, how it is counted, and how it differs from quarter notes.
- Teacher will review the dotted rhythm rule, how the rule is applied in music notation, and its significance in relation to dotted quarter note.
- Teacher will demonstrate by playing a dotted quarter note rhythm. Students will echo the same rhythm as the teacher.
- Students will listen to CD accompaniment for specific song(s) in lesson book that include dotted quarter rhythm to hear how rhythm sounds in comparison with previously learned rhythms. Students then play songs with CD accompaniment.
- Explanation of common time and its symbol “C”, its definition and function. Same as 4/4 time signature with division of four beats in a measure.
- Students will discuss and learn to recognize duets, trios, and rounds and be able to differentiate between them.
- Students will look at various songs throughout the lesson book, will identify which are duets, trios, rounds, and then play each of these pieces, dividing the parts equally throughout the group.
- Teacher will have students determine how to play new pitch/note – concert high C, by using chart in lesson book to determine correct fingering. Students demonstrate to teacher how to play this note. Students and teacher play together specific songs/exercises in lesson book and band music that include new note.
- For clarinet players: Teacher will demonstrate how to play new pitch/note – high E on clarinet and will describe use of register key to produce said note (this exercise is commonly referred to as 12ths). Students play individually. Teacher will have students refer to fingering chart for reinforcement. Teacher will lead students in practicing 12ths to work on use of register key with the following notes – low G to high D, low A to high E, low Bb to high F, low B natural to high F sharp, low C to high G, etc.
- Teacher will review names of lines/spaces on music staff. Clarinet players will note location of higher notes on staff.
- Clarinet students will play individually, with teacher playing as accompaniment, specific exercises in lesson book which include new higher notes.
- Clarinet students will work on songs/exercises in lesson book that include increasing number of high notes, gradually increasing tempo.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on songs/exercises.

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- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Individual/group work on songs/exercises
 - Sight-reading
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.
 - Student performance of songs for other members of the lesson group.

Extensions:

- Teacher and students will play songs/exercises in lesson book and band music that include dotted quarter note rhythm, are in common time, which may be in the form of duets, trios, or rounds and include new pitches learned on respective instruments, individually/as a group with/without CD accompaniment.
- Teacher will demonstrate and students will practice how to conduct in 4/4 time signature to give students understanding of where each beat occurs in 4/4 or common time. Students will conduct specific songs/exercises that are written in 4/4 or common time prior to playing them in class.
- Students will name familiar songs that include dotted quarter note rhythm.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Correctives:

- Students will work on recognizing each of new pitches/notes and how to correctly play each of these notes through practice of specific songs/exercises in lesson book, with/without CD accompaniment, in class and practicing at home. Students will play pieces of music that gradually introduce each of new notes.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- The Rhythm Trainer – rhythm practice game online <http://www.therhythmtrainer.com/>
- Music Racer – note name and fingering review www.musicracer.com
- Metronome Online – free online metronome <https://www.metronomeonline.com/>

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Unit #11: Enharmonics, Chromatic Notes, Eighth Notes and Rests

Big Idea #1: Explaining the concept of enharmonics

Essential Questions:

- What are enharmonics?
- Why are they used?

Concepts:

- What a flat, sharp, and natural sign look like
- What enharmonics do to the pitch of a note

Competencies:

- Identifying the various chromatic symbols
- Identifying what the symbols do to change the pitch of a note

Big Idea #2: Playing chromatic notes on students' respective instruments.

Essential Questions:

- How does the fingering of a chromatic note differ from playing the note naturally?

Concepts:

- Learning the fingering charts for chromatic notes

Competencies:

- Playing enharmonic/chromatic notes

Big Idea #3: Identifying eighth notes and eighth rests

Essential Questions:

- What is the value of an eighth note and rest?
- What do they look like?
- What do they sound like?

Concepts:

- Recognizing, playing, and writing rhythms with eighth notes and eighth rests

Competencies:

- Identifying eighth notes and rests
- Clapping rhythms containing eighth notes and rests with rhythm syllables and numbers
- Playing rhythms containing eighth notes and eighth rests

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Unit #11: Enharmonics, Chromatic Notes; Eighth Rests

Time Range in Days: 30 minutes/one lesson per week/2-3 lessons and ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s):

R4.A.2.1.2; R5.A.2.1.2; M4.A.3.2.2; M4.A.3.2.1; M4.A.1.1.1; M4.A.1.1.2; M4.D.1.1.1; M5.A.1.3.3

Overview: Students will be able to explain the concept of enharmonics and will be able to correctly identify and play specific chromatic notes on respective instruments. Students will be able to identify eighth rests and their time value and will utilize this symbol when it appears in written music.

Focus Questions:

- Can you explain the concept of enharmonics?
- Can you correctly identify and play specific chromatic notes on respective instruments?
- Can you identify eighth rests and their time value and will utilize this symbol when it appears in written music?

Goals:

- Students will be able to explain the concept of enharmonics
- Students will be able to correctly identify and play specific chromatic notes on respective instruments
- Students will be able to identify eighth rests and their time value and will utilize this symbol when it appears in written music

Objectives:

- Students will be able to identify sharp signs, flat signs, natural signs, eighth notes, and eighth rests. Students will also be able to aurally identify enharmonic pitches.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher will review various flat and sharp pitches/notes previously learned by students on respective instruments. Review will include concept that flat lowers the pitch $\frac{1}{2}$ step, while sharp raises pitch $\frac{1}{2}$ step.

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- Explanation of the concept of enharmonics. Discuss functions of enharmonic notes.
- Teacher will name and play a particular flatted note and will show students proper fingering for the pitch. Teacher will name and play correct enharmonic equivalent for that note, showing students the fingering and sound/tone are the same.
- Teacher and students will make a chart using common note names and will add enharmonic equivalents, using both pitch names, to be used as a visual aid.
- Students and teacher will study enharmonic notes highlighted in lesson book, will check the fingerings for each, and will play these pitches individually.
- Students will listen to CD accompaniment for specific songs/exercises in lesson book which include usage of enharmonics to listen for differences in pitch, then will play these songs with/without CD accompaniment.
- Explanation of chromatic notes and how they are related to concept of enharmonics. Teacher will use piano as visual aid to demonstrate.
- Students and teacher will individually play specific songs/exercises in lesson book which include chromatic notes, reviewing first the enharmonic equivalents for note(s) students may not immediately recognize.
- Students will compare pitches by ear – same or different? Enharmonic or not?
- Teacher will review time values for whole notes and rests, half notes and rests, quarter notes and rests, and eighth notes.
- Explain eighth rests, what they look like, time value, which is same as eighth note, and the duration of $\frac{1}{2}$ beat of silence.
- Teacher will demonstrate eighth rests by playing specific song/exercise in lesson book, counting rests out loud while playing to demonstrate the duration of eighth rest.
- As a group, clap several eighth note and eighth rest patterns, counting out loud while clapping and tapping foot to steady quarter note rhythm on rhythm syllables and numbers.
- Students will play as a group specific songs/exercises in lesson book and band music after clapping them.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on songs/exercises.
 - Marking notation name above enharmonic notes
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Individual/group work on songs/exercises

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- Worksheets/charts
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.
 - Student performance of songs for other members of the lesson group.

Extensions:

- With teacher supervision, students will each draw a chart listening every note chromatically for one octave. Enharmonic equivalents will be indicated next to chromatic partner. Students will refer to this chart as necessary to recall alternate name of a pitch when practicing a piece of music.
- Students will play songs/exercises in lesson book which include eighth rests with CD accompaniment. CD accompaniment will emphasize timing involved for eighth rests so students observe rests at faster tempo.
- Students will study band music for respective instruments to determine if any chromatic and/or enharmonic equivalents. Students will determine if they recognize notes by a particular name and may circle affected notes as a visual reminder.
- Students will study band music for respective instruments to determine if any eighth rests and may circle them.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Correctives:

- Students and teacher will play specific exercises in lesson book that include enharmonics, chromatic notes and eighth rests, individually/as group. Students will continue to mark music with note name they already recognize above enharmonic notes.
- With teacher supervision, students will each draw a chart listing every note chromatically for one octave. Enharmonic equivalents will be indicated next to chromatic partner. Students will refer to this chart as necessary to recall alternate name of a pitch when practicing a piece of music.
- Students will continue to work on recognizing enharmonic notes and how to play these notes through practice of specific songs/exercises in lesson book, with/without CD accompaniment, in class and by practicing at home.

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Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- The Rhythm Trainer – rhythm practice game online <http://www.therhythmtrainer.com/>
- Music Racer – note name and fingering review www.musicracer.com
- Metronome Online – free online metronome <https://www.metronomeonline.com/>

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Unit #12: Music History, Technology, Writing/Listening Project

Big Idea #1: Using technology to research a standard piece of band repertoire (from a list created by the teacher). *If a student would like to use a piece of band repertoire not from the list, the teacher must approve it in advance.*

Essential Questions:

- What piece have you been most intrigued by?
- How can you use technology to find out more about this subject?

Concepts:

- Students will learn proper internet research techniques to acquire the information that they need.
- Students will discover more knowledge on a piece of band repertoire of their choice.

Competencies:

- Students will demonstrate their research abilities in class
- Students will compile their research into a project and presentation (several options for project – poster, brochure, power point, etc.)

Big Idea #2: Using the skills that they have learned in class and lessons to critically listen and analyze music

Essential Questions:

- How well is the group that you are listening to performing the selection?
- What could they have done better?
- What did they do well?

Concepts:

- Listening for key musical items such as playing in tune, playing correct rhythms, following the conductor, playing with good dynamics, etc.

Competencies:

- Students will demonstrate their listening skills by writing about what they have heard and discussing their thoughts and observations.

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Unit #12: Living Room Concert Project

Time Range in Days: 30 minutes/one lesson per week/2-4 lessons and ongoing

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.E, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.E, 9.1.8.G, 9.2.5.I, 9.2.5.L, 9.2.8.I, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D, 9.4.5.A, 9.4.5.D, 9.4.8.A, 9.4.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a, MU:Cn10.0.H.5a, MU:Cn11.O.T.5a

Anchor(s):

2c, 6e, 7b, 8b, 9a, 9b, 9c, 9d

NETS: 1, 2, 3, 5

Overview: Students will plan and carry out concert performance to be performed for friends and family members at home.

Focus Questions:

- Can you choose musical pieces to perform that interest you and use research time to find extended information on those pieces of music?
- Can you critically listen to your performance and reflect on the performance?
Can you listen to and respond to audience feedback on your performance?

Goals:

- Students will be able to choose musical selections that interests them (from their method book, concert music, or music found elsewhere)
- Students will be able to research and find extended information on the musical pieces they have selected
- Students will be able to critically listen to reflect on their individual performance and feedback from the audience

Objectives:

- Students will be able to choose the musical selections for this performance
- Research the musical selections for extended guided information to include in a printed program
- Create a project/writing assignment to demonstrate their newfound knowledge
- Analyze the performance and respond to feedback from an audience

(DOK: Level 1, 2, 3)

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Core Activities and Corresponding Instructional Methods:

- Students may choose to research on the internet history of a piece of concert band repertoire and write/type program notes for the printed program.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on songs/exercises.
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Individual/group work on songs/exercises
- **Summative:**
 - Student demonstration/presentation of project to class, teacher, or audience.
 - Student performance of a portion of the piece of repertoire.
 - Teacher evaluation based on materials used, information presented.
 - Audience/class response.

Extensions:

- Students may search for additional music written by the same composers of the pieces they have selected. Students may look in lesson book to see if additional songs are included by the same composer. Students may use library or parent, for CD's of music written by composer.
- Students will determine if music written by composer is unique, with certain characteristics, or if music is more generalized, and how.

Correctives:

- Students may include pieces of composer, from internet, or personal drawings of composer done by students.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- Computers or chrome books
- Internet access
- Materials for concert program – poster board, paper, markers, etc.

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Unit #13: Percussion Instruments

Big Idea #1: What instruments are in the percussion family?

Essential Questions:

- What makes an instrument a percussion instrument?
- What are some of the most commonly used/played percussion instruments?

Concepts:

- There are a variety of different ways and techniques to playing percussion instruments
- Identifying several basic percussion instruments that the students will be beginning to play and understanding how they are played

Competencies:

- Identifying the various percussion instruments, mallets, drum sticks, etc.

Big Idea #2: What is a proper playing position?

Essential Questions:

- How do you hold your drum sticks? What are the two playing positions called?
- How do you hold your mallets?

Concepts:

- The students will use matched grip at the elementary level, but should know the name of traditional grip for future use at the middle/high school level.

Competencies:

- Students will be able to demonstrate matched grip for snare drum sticks and xylophone mallets.

Big Idea #3: What is the proper way to strike the instruments?

Essential Questions:

- How do you use your hands to strike your snare drum?
- How do you use your hands to strike your xylophone?

Concepts:

- Bend at the wrist
- Low rebound height with sticks/mallets

Competencies:

- Students will demonstrate correct stick/mallet control

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Unit #13: Percussion Instruments (Drums and Mallets)

Time Range in Days: 30 minutes/one lesson per week/one year

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s):

M4.A.3.2.2, M4.A.3.2.1; M4.A.1.1.1; M4A.1.1.2; M4D.1.1.1; M5.A.1.3.3; M5.A.2.1.1; M5.A.2.1.2; M5.D.1.1.2; M5.D.1.2.1

Overview: Students will be able to recognize and play various rhythms and drum rudiments, using proper hand positions, technique, and counting, on several percussion instruments in lessons and band. Students who study percussion instruments will study both drums and mallet percussion.

Focus Questions:

- Can you identify by name the various percussion instruments in the band room?
- Can you explain how each instrument is played?
- Can you demonstrate a matched grip on mallets and snare drum sticks?

Goals:

- Students will be able to name the various percussion instruments in the band room.
- Students will be able to explain how each instrument is played.
- Students will be able to demonstrate a matched grip with mallets and snare drum sticks.

Objectives:

- Students will be able to recognize and play various rhythms and drum rudiments, use proper hand position, use proper technique and counting, demonstrate these skills on several percussion instruments in lessons and band. Percussion students will also be able to execute drum rudiments with proper technique.

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher will demonstrate how to properly hold snare drum sticks and mallets using matched grip. Students will work to maintain correct hand positions while playing instruments, moving only the wrists.

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- Teacher will work with percussion students on how to read music notation in order to successfully read rhythms/notation learned on a student's percussion instruments.
- Students will work on counting, preferable out loud, when playing percussion instruments.
- Students will become familiar with various rhythms, becoming more complex as the year progresses, and will be able to play those rhythms with increasing accuracy.
- Students will learn various rudiments/fundamentals, specific to percussionists, when working in lesson books, including flams, paradiddles, flam taps, flam accents, long rolls, five-stroke rolls, nine-stroke rolls, seventeen-stroke rolls, flamacues, rim shots, etc.
- Students will learn how to play various percussion instruments throughout the school year in lesson and band rehearsals including xylophone, snare drum, bass drum, suspended cymbals, crash cymbals, triangle, wood block, tambourine, claves, maracas/shakers, cowbell, sleigh bell, etc. Students will be responsible for taking care of these instruments during lessons, band rehearsals, and performances.
- Students will become a part of the beginning and/or advanced bands and must learn how percussion instruments fit in with other band instruments in creating concert band music. Students will learn what responsibilities they have when playing as a part of the band and will adjust to playing along with other instruments.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on songs/exercises.
 - Worksheets
 - Oral correction as a group of written counting of assigned songs/exercises.
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Individual/group work on songs/exercises
 - Improvisation/composition activities
 - Sight-reading
 - Worksheets
- **Summative:**
 - Oral testing/evaluation
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.
 - Student performance of songs for other members of the lesson group.

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Extensions:

- Teacher will play each of the exercises/songs with students individually/as a group, with students counting as they play.
- Once students can adequately play exercises/songs associated with specific rhythms in the lesson book, students will play again using CD accompaniment.
- Students, with guidance from teacher, will write appropriate counting underneath rhythms/measures in songs/exercises, or band music as deemed necessary to successfully count and play music
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Correctives:

- Students will work on recognizing and playing various rhythms, rudiments, and fundamentals through practice of specific songs/exercises in lesson book, with/without CD accompaniment, in class and by practicing at home, with students counting as they play.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- The Rhythm Trainer – rhythm practice game online <http://www.therhythmtrainer.com/>
- Music Racer – note name and fingering review www.musicracer.com
- Metronome Online – free online metronome <https://www.metronomeonline.com/>

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Unit #14: Overall Review and Assessment

Big Idea #1: Combining all musical elements learned over the year

Essential Questions:

- Can you identify rhythmic values, note names and corresponding fingerings, dynamic levels, time signatures, tempo markings, articulations, etc.?

Concepts:

- Students will combine the basic elements of music.
- Students will review the basic playing skills for their respective instruments

Competencies:

- Students will be able to perform songs/exercises/scales using the basic elements of music.
- Students will be able to perform scales, basic songs, and sight-reading activities to demonstrate their knowledge of playing skills.

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Unit #14: Overall Review and Assessment

Time Range in Days: 30 minutes/one lesson per week/2-4 lessons

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s):

R4.A.2.1.2; R5.A.2.1.2; M4.A.3.2.2; M4.A.3.2.1; M4.A.1.1.1; M4.A.1.1.2; M4.D.1.1.1; M5.A.1.3.3

Overview: Students will be able to successfully combine various notes learned on particular instruments with the time values, tempos, dynamics, rhythms, notes/pitches, concepts, and techniques learned throughout the first year of playing an instrument. Students will be able to prepare and adequately play particular songs/exercises/scales as an assessment in order to move into second level book(s).

Focus Questions:

- Can you identify the basic elements of music?
- Can you perform basic skills and demonstrate a general knowledge of your instrument?

Goals:

- Students will be able to identify the basic elements of music
- Students will be able to perform basic skills and demonstrate a general knowledge of the instrument

Objectives:

- Students will be able to combine various notes learned on particular instruments, time values, tempos, dynamics, rhythms, concepts, and techniques learned throughout the first year of playing an instrument. Students will also be able to prepare and adequately play particular songs/exercises/scales as an assessment in order to move into second level book(s).

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher and students will review everything learned to date in first book/first year according to respective instruments, including new pitches/notes, time values, tempos, dynamics, rhythms, concepts, and techniques.

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- Students will play specific songs near end of lesson book written as fun songs as well as band arrangements that serve as a review.
- Students and teacher will play with CD accompaniment so students can hear and work on learning respective instrument's part in band arrangements. Students and teacher will emphasize correct fingerings, rhythms, counting, and articulations until students can correctly play pieces at moderate to fast tempo with little or no mistakes.

Assessments:

- **Diagnostic:**
 - Teacher observation with individual correction.
 - Individual/group work on songs/exercises.
- **Formative:**
 - Weekly progress through effort, playing in class, and practice at home
 - Individual/group work on songs/exercises
- **Summative:**
 - Playing testing/evaluation
 - Student demonstration/teacher evaluation, discussion, and review at next lesson.
 - Student performance of songs for other members of the lesson group.
 - Spring Band Concert.

Extensions:

- Students will choose several previously learned songs/exercises throughout lesson book and will play as group to review pitches, correct fingerings, rhythms, counting, and articulations, with/without CD accompaniment.
- Students and/or teacher will assist others if anything is forgotten or cannot immediately be recalled.
- Students will practice at home at least 150 minutes each week to reinforce all learned in this unit.

Correctives:

- Students will choose several previously learned songs/exercises throughout lesson book and will play as group to use as further review pitches, correct fingerings, rhythms, counting, and articulations, with/without CD accompaniment.

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- Students will continue to practice various scales to become more comfortable playing specific notes for those scales, including sharps/flats, reading key signatures, using correct fingerings, articulations, and counting/rhythms.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- Concert band music

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Unit #15: Beginning Band

Big Idea #1: Students working together to play a song on their various individual instruments

Essential Questions:

- Can you read and follow your own music without the teacher sitting with you?
- Can you remain playing your own part while others around you are playing different things?

Concepts:

- Individual part reading and remaining focused on individual scores
- Listening around to the other parts of the band, and being part of the group

Competencies:

- Understanding and following the elements of music without individual help
- Understanding how to read note names and rhythms without help
- Understanding the various fingerings and positions and playing them without individual help

Big Idea #2: Following the cues of the director

Essential Questions:

- Can you follow the director while you are playing?

Concepts:

- Learning the various cues of the director

Competencies:

- Being proficient enough on an instrument to add on the elements of watching and following a conductor

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Unit #15: Beginning Band

Time Range in Days: 30 minutes/one band rehearsal per week/one year

Standard(s):

PA Academic Standards for Arts and Humanities
National Core Music Standards

Standards Addressed:

PA Standards: 9.1.5.A, 9.1.5.B, 9.1.5.C, 9.1.5.G, 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.2.5.L, 9.2.8.L, 9.3.5.A, 9.3.5.B, 9.3.5.D, 9.3.8.A, 9.3.8.D

National Core Music Standards: MU: Cr1.1.E.5a, MU:Cr3.1.E.5a, MU:Cr3.2.E.5a, MU:Pr5.3.E.5a, MU:Re9.1.E.5a

Anchor(s):

R4.A.2.1.2; R5.A.2.1.2; M4.A.3.2.2; M4.A.3.2.1; M4.A.1.1.1; M4.D.1.1.1; M5.A.1.3.3; M5.D.1.2.1

Overview: Students will rehearse and perform beginner to beginner/intermediate level concert band music in at least one major concert performance during the school year (usually spring), as well as possibly performing in smaller concerts/assemblies as opportunity may arise.

Focus Questions:

- Can you rehearse and perform beginner to beginner/intermediate level concert band music?
- Can you participate in at least one major concert performance during the school year?

Goals:

- Students will be able to rehearse and perform beginner to beginner/intermediate level concert band music.
- Students will be able to participate in at least one major concert performance during the school year (usually spring)
- Students will be able to perform in smaller concerts/assemblies as opportunity may arise

Objectives:

- Students will be able to rehearse and perform beginner to beginner/intermediate level concert band music, participate in at least one major concert performance, and perform in smaller concerts/assemblies

(DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Students will participate in weekly band rehearsals as a group separate from their weekly lesson time.

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- Students will have a progressive knowledge of music rhythms and notations and will have experience in playing such rhythms and notes in previously learned songs/exercises.
- Students are gradually added into beginning band based on a decision by the band teacher. Students must reach a certain level of achievement before the teacher feels they are ready for band. This level of achievement for entrance into the beginning band may vary from students to students, depending on their musical progression.
- Students will be exposed to a wide variety of music and musical styles which vary in difficulty, but do produce a challenge for each student. Concert music for beginning band is geared toward the amount of experience and ability level students have at this stage.
- Students will practice concert band music together, as a group, in instrumental group lessons and individually at home until each piece is adequately learned. Through band music, students may learn additional new pitches/notes, notation, rhythms, and key signatures, not yet encountered in instrumental lessons.
- Teacher and students will initially work on concert band music at a slower tempo than indicated in order to make notation corrections, work on particular rhythmic patterns and passages of music, and enable students to hear how their particular parts fit in with the rest of the band. Band music will reinforce the techniques and concepts learned in instrumental lessons.
- Teacher and students will work on concert band music in small sections repeating as often as necessary over the span of several rehearsals until the entire piece can be played.
- Students and teacher will work together to make each student comfortable with his/her respective instrument's music. That student will be able to play his/her part along with several other music parts at the same time. Students will become accustomed to how one instrumental part blends with the rest of the band to produce a complete piece of concert band music.
- Teacher will help students learn to work and perform together as a group/team with the same goals and objectives in mind. Students will build self-confidence because of a feeling on instant success and achievement in playing an instrument, both alone and as a member of a large group.
- All students do become a part of the beginning band in time to take part in scheduled concerts/performances, which produce positive reinforcement for the students and a feeling of self-accomplishment.
- Students may write audience introductions for each of the music selections to be performed at the spring band concert. Introductions should be entertaining, clever, and informative. Students may work individually or in small groups on the introductions.

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- Students will realize they enjoy playing an instrument and being a member of a performing group, both in rehearsals and in concerts.
- Students will work on learning proper performance etiquette by applying such proper behaviors to the band rehearsal itself.
- Students will learn proper audience behavior for concerts/assemblies and will help to teach their families such etiquette.

Assessments:

- **Diagnostic:**
 - Teacher observation with group response and correction.
 - Group work on concert band music.
 - Student's observations and responses.
- **Formative:**
 - Total weekly practice, in rehearsal and in practice at home, which will determine weekly progress.
 - Weekly progress of each piece of concert band music by entire beginning band.
- **Summative:**
 - Student demonstration/teacher evaluation, discussion, and review at next rehearsal.
 - Major concert performance(s).
 - Smaller concert performances, assemblies, or recitals.
 - Evaluation/discussion of performance(s) after watching/listening to concert video/DVD.

Extensions:

- Students will practice concert band music at a gradually faster tempo in class and by practicing at home.
- Students will assist others who need additional help with a particular section or piece of music. Will reinforce notes, rhythms, techniques, and concepts learned for all students.
- Students will perform in at least one major concert performance during the school year (usually spring), with the possibility of smaller concerts/assemblies/recitals as opportunities may arise.
- Students are encouraged to perform outside of band, such as at family gatherings, talent shows, church, assisted living homes, etc.

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Correctives:

- Students will practice concert band music at a gradually faster tempo in class and by practicing at home.
- Students will assist others who need additional help with a particular section or piece of music. Will reinforce notes, rhythms, techniques, and concepts learned for all students.
- Continued practice of concert band music as a group in rehearsal. Continued practice of sections of music not yet mastered at a slower tempo.

Materials and Resources:

- Student's instrument
- Sound Innovations, book 1 and CD
- Traditions of Excellence, book 1 and CD
- Various comprehensive band method instruction books
- Concert band music
- Small ensemble music
- Miscellaneous music

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Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Sound Innovations, book 1

Textbook ISBN #: 0739075195

Textbook Publisher & Year of Publication: Alfred Music 2010

Curriculum Textbook is utilized in (title of course): 1st Year Elementary Band

Name of Textbook: Traditions of Excellence, book 1

Textbook ISBN #: 0849770750

Textbook Publisher & Year of Publication: Kjos Music Company 2010

Curriculum Textbook is utilized in (title of course): 1st Year Elementary Band