

<b>COURSE:</b> Band	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Terminology and Symbols	

<p><b>NATIONAL STANDARDS:</b>  <b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and context;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.  Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>• <u>Rehearse, Evaluate and Refine</u>: evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music  9.3 Critical Response  9.4 Aesthetic Response</p>	<p><b>UNIT OBJECTIVES - SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Recognize and perform from the following musical terms:  <b>Articulations:</b> staccato, legato  <b>Dynamics:</b> forte, piano, mezzo-forte, crescendo, decrescendo  <b>Tempo:</b> Allegro, Moderato, Andante  <b>Accidentals:</b> sharps, flats, and naturals  <b>Forms and Phrasing:</b> breath marks, fermatas, repeat sign, round, duet, multiple measure rests</li> <li>2. Intro. Key signature of B flat and E flat concert</li> </ol>
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Teacher modeling</li> <li>2. Repetition of activities at home</li> <li>3. Rehearsal to perform contrasting dynamics</li> <li>4. Ensemble will recognize contrasting dynamic levels</li> <li>5. Rhythm Studies and Activities</li> <li>6. Discussion of musical expression</li> <li>7. Listening and performing with CD</li> <li>8. Perform music using different metronome markings/tempo</li> </ol>	<p><b>ASSESSMENTS :</b></p> <ol style="list-style-type: none"> <li>1. Student Critical listening</li> <li>2. Teacher observation and evaluation of student performance</li> <li>3. Peer/Self-Assessment</li> <li>4. Playing Tests</li> <li>5. Oral Questioning</li> <li>6. Quizzes</li> </ol> <p><b>REMEDIATION/MODIFICATION:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate and modify assignment as per</li> </ol>

**RESOURCES:**

Conductor  
Tradition of Excellence Book 1  
Excellence in Chamber Music Book 1  
Excellence in Theory Book 1  
2014 National Music Standards (Ensemble)

student needs.

2. Repetition of activities at rehearsals.
3. Play along with CDs at home.

**ENRICHMENT:**

Listening to live and recorded music.  
Playing songs using a variety of tempi and dynamics.

<b>COURSE:</b> Band	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Ensemble Techniques	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>• <u>Rehearse, Evaluate and Refine</u>: evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music</p> <p>9.3 Critical Response</p>	<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Count and play rhythms with a steady beat while tapping their foot.</li> <li>2. Demonstrate proper posture.</li> <li>3. Watch and follow the conductor while playing in 2/4, 3/4, and 4/4.</li> <li>4. Perform group warm-ups.</li> </ol>
<p><b>ACTIVITIES:</b></p> <p>Model – Conducting patterns  Preparatory Beats  Cut-offs  Dynamics</p> <p>Repetition of activities at home</p> <p><b>RESOURCES:</b></p> <p>Band Music  Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b></p> <ol style="list-style-type: none"> <li>1. Members of group critique section performing.</li> <li>2. View videotape of concert.</li> <li>3. Student self-assessment.</li> </ol> <p><b>REMEDIATION/MODIFICATION:</b></p> <p>Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b></p> <p>Rhythm Activities</p>

<b>COURSE:</b> Band	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Performance Etiquette	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 3:</b></p> <ul style="list-style-type: none"> <li>• <u>Evaluate and Refine</u>: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</li> <li>• <u>Present</u>: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</li> </ul> <p>Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music</p> <p>9.3 Critical Response</p>	<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Perform in all scheduled concerts.</li> <li>2. Perform with correct playing posture and foot tap.</li> <li>3. Demonstrate correct resting and playing positions.</li> <li>4. Respond appropriately to all teacher directed activity.</li> <li>5. Raise and lower instruments as a group in response to the conductor's gestures.</li> </ol>
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Practice standing and sitting for acknowledgement.</li> <li>2. Practice raising and lowering instruments.</li> <li>3. Discussion of proper audience etiquette prior to concert.</li> </ol> <p><b>RESOURCES:</b></p> <p>Performance etiquette message in program. Letter home to parents. 2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b></p> <ol style="list-style-type: none"> <li>1. Group critique.</li> </ol> <p><b>REMEDIATION/MODIFICATION:</b></p> <ol style="list-style-type: none"> <li>1. Reinforcement of skills.</li> <li>2. In the absence of a scheduled performance, students will be required to complete an alternative assignment at the discretion of the teacher.</li> </ol> <p><b>ENRICHMENT:</b></p> <p>Attend outside concerts</p>

<b>COURSE:</b> Band	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Repertoire	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and context;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>• <u>Rehearse, Evaluate and Refine</u>: evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>• <u>Present</u>: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music</p>	<p><b>UNIT OBJECTIVES - SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Perform with technical accuracy a varied repertoire of band literature with "beginning" and "very easy" levels of difficulty.</li> <li>2. Perform music representing diverse genres, cultures, and historical periods with expression and style appropriate for the work being performed.</li> </ol>
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Concerts</li> <li>2. Band rehearsals</li> <li>3. Warm-ups</li> <li>4. Listening CDs</li> <li>5. Performing familiar melodies</li> <li>6. Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b></p> <p>Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b></p> <ol style="list-style-type: none"> <li>1. Teacher observation of student performance.</li> <li>2. Group critique</li> <li>3. Playing test – must meet minimum proficiencies for admittance.</li> </ol> <p><b>REMEDIATION/MODIFICATION:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate and modify assignment as per student needs.</li> </ol> <p><b>ENRICHMENT:</b></p> <p>Exchange Concerts</p>

<b>COURSE:</b> Band	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Evaluating Music	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 7:</b></p> <ul style="list-style-type: none"> <li><u>Select</u>: Choose music appropriate for specific purposes and contexts.</li> </ul> <p>Re7.1- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <ul style="list-style-type: none"> <li><u>Analyze</u>: Analyze how the structure and context of varied musical works inform the response.</li> </ul> <p>Re7.2 - Response to music is informed by analyzing context (social cultural and historical) and how creators and performers manipulate the elements of music.</p> <p><b>Common Anchor 8:</b></p> <ul style="list-style-type: none"> <li><u>Interpret</u>: Support an interpretation of a musical work that reflects the creators' /performers' expressive intent.</li> </ul> <p>Re8.1 - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Common Anchor 9:</b></p> <ul style="list-style-type: none"> <li><u>Evaluate</u>: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</li> </ul> <p>Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music</p> <p>9.2 Historical and Cultural Contexts</p> <p>9.3 Critical Response</p>	<p><b>UNIT OBJECTIVES - SWBAT:</b></p> <ol style="list-style-type: none"> <li>Evaluate balance/blend, rhythmic accuracy, ensemble pulse and articulation while performing.</li> <li>Recognize styles from various cultures.</li> </ol>
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>Listen to and evaluate recordings of exemplary musical works.</li> <li>Listen to recordings and evaluate rehearsals.</li> <li>Listen to and evaluate individual student and group performances.</li> <li>Teacher modeling.</li> <li>Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b></p> <p>Band Music          Tradition of Excellence Book 1          Excellence in Chamber Music Book 1          Excellence in Theory Book 1          2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b></p> <ol style="list-style-type: none"> <li>Teacher directed questioning.</li> <li>Record rehearsals.</li> <li>Teacher observation of student performance.</li> </ol> <p><b>REMEDIATION/MODIFICATION:</b></p> <ol style="list-style-type: none"> <li>Differentiate and modify assignment as per student needs.</li> <li>Section rehearsals.</li> </ol> <p><b>ENRICHMENT:</b></p> <p>Exchange Concerts</p>



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

<p><b>NATIONAL STANDARDS:</b>  <b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li><u>Rehearse, Evaluate and Refine</u>: evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li><u>Present</u>: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p>
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<p><b>STATE STANDARDS:</b>  9.1 Production, Performance and Exhibition of Music</p>	<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>Students will demonstrate the correct posture for playing the instrument.</li> <li>Student will be able to tap a foot to a given steady tempo.</li> <li>Student will form the instrument specific embouchure.</li> <li>Student will demonstrate diaphragmatic breathing techniques.</li> </ol>
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>Student will sit with back straight on edge of chair with both feet flat on floor.</li> <li>Student will tap a foot to a variety of tempos given by the teacher.</li> <li>When student breathes deeply, abdomen should expand, shoulders should remain stationary.</li> <li>Teacher will explain and model the correct embouchure.</li> <li>Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b>  Mirror  Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b>  Teacher observation and evaluation of student performance   Student Self-Assessment</p> <p><b>REMEDIATION/MODIFICATION:</b>  Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b>  Peer Coaching</p>

<b>COURSE:</b> Instrumental Music (Brass & Woodwind)	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Instrument Assembly and Maintenance	

<p><b>NATIONAL STANDARDS:</b>  <b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li><u>Present</u>: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p>
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<p><b>STATE STANDARDS:</b>  9.1 Production, Performance and Exhibition of Music</p>	<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Student will learn proper instrument maintenance.</li> <li>2. Student will assemble instrument.</li> <li>3. Student will demonstrate correct hand position.</li> <li>4. Student will demonstrate proper fingering and positions for concert D, E flat, &amp; F.</li> <li>5. Students will be able to visually recognize concert D, E flat &amp; F.</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Woodwinds grease corks and assemble instrument. Brass – oil valves, lubricate trombone slides.</li> <li>2. Student assembles instrument together with teacher. Then, student assembles instrument with no assistance.</li> <li>3. Teacher modeling of correct hand/ slide position, student will emulate.</li> <li>4. Teacher will demonstrate correct fingering for D, E flat, &amp; F. Student will echo pitches played by teacher/ CD.</li> <li>5. Students sing, say, and finger concert D, E flat, &amp; F as per EE 2000, ex. 1-10.</li> <li>6. Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b>  Mirror  Teacher Modeling  Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b>  Teacher observation and evaluation of student performance</p> <p>Student Self-Assessment</p> <p><b>REMEDIATION/MODIFICATION:</b>  Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b>  Explain Fingering Chart</p>
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<b>COURSE:</b> Instrumental Music (Brass & Woodwind)	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Rhythm and Time	

<p><b>NATIONAL STANDARDS:</b>  <b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret:</u> develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p><b>Common Anchor 2:</b></p> <ul style="list-style-type: none"> <li>• <u>Plan and Make:</u> Select and develop musical ideas for defined purposes and contexts</li> </ul> <p>Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>
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<p><b>STATE STANDARDS:</b>  9.1 Production, Performance and Exhibition of Music  9.3 Critical Response</p>	<p><b>UNIT OBJECTIVES - SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Identify, define, and perform on their instruments the following note and rest values: quarter note/rest, half note/rest, whole note/rest, dotted half note, and eighth notes.</li> <li>2. Identify, define, and perform in the following time signature/meters: 4/4, 2/4, 3/4.</li> <li>3. Tap foot in the down up foot method while performing eighth notes, using a steady beat (self-generated and/or metronome generated)</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Write in syllables for note values, sign/say syllables perform rhythms.</li> <li>2. Discuss time signatures and complete the Essential Elements Quizzes.</li> <li>3. Write down &amp; up arrows, sing rhythms, play on monotone, perform Essential Elements Rhythm Raps.</li> <li>4. Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b>  Mirror  Flash Cards  Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b>  Teacher observation and evaluation of student performance   Student Self-Assessment</p> <p><b>REMEDIATION/MODIFICATION:</b>  Differentiate and modify assignment as per student needs.   Use rhythmic syllables "ta" and "ti"</p> <p><b>ENRICHMENT:</b>  Students write and perform own rhythmic composition.   Dotted quarter – eighth rhythm</p>
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<b>COURSE:</b> Instrumental Music (Brass & Woodwind)	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Instrument Range	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>• <u>Present</u>: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance and Exhibition of Music</p>	<p><b>UNIT OBJECTIVES - SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Name, finger, and play, with a characteristic tone, notes within a specific range</li> <li>2. Identify and perform in B flat concert key signature. <ul style="list-style-type: none"> <li>Flute / Bells : G - G      Trombone: A - G</li> <li>Clarinet: G – B flat      Tuba: AA – G</li> <li>Trumpet: A – A      Alto Sax: E - G2</li> <li>Horn: C – A      Tenor Sax: G – A2</li> </ul> </li> </ol>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Modeling</li> <li>2. Listen and perform with CD</li> <li>3. Matching pitch with CD or tuner</li> <li>4. Repetition of Activities</li> <li>5. Sing/say fingerings</li> <li>6. Lip Slurs ( Brass)</li> </ol> <p><b>RESOURCES:</b></p> <p>Tuner  Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b></p> <p>Teacher observation and evaluation of student performance</p> <p>Peer / Self-Assessment</p> <p>Written tests/ worksheets</p> <p>Playing Tests</p> <p><b>REMEDIATION/MODIFICATION:</b></p> <p>Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b></p> <p>Students write and perform own rhythmic composition.</p> <p>Extend ranges high and low</p>
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<b>COURSE:</b> Instrumental Music (Percussion)	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Physical Concepts for Percussionists	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 1:</b></p> <ul style="list-style-type: none"> <li><u>Imagine:</u> Generate musical ideas for various purposes and contexts</li> </ul> <p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p><b>Common Anchor 2:</b></p> <ul style="list-style-type: none"> <li><u>Plan and Make:</u> Select and develop musical ideas for defined purposes and contexts.</li> </ul> <p>Cr2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li><u>Present:</u> Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li><u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li><u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance;</li> <li><u>Interpret:</u> develop personal interpretations that consider creators’ intent.</li> </ul> <p>Pr4.1 - Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance and Exhibition of Music</p> <p>9.3 Critical Response</p>	<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>Demonstrate proper playing position by establishing proper fulcrum</li> <li>Determine correct drum height</li> <li>Demonstrate proper rebound/ single stroke</li> <li>Tap a foot to a steady given tempo</li> <li>Tap foot using down up method while performing eighth notes.</li> </ol>
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>Student echo play</li> <li>Teacher modeling</li> <li>Listen and perform with CD</li> <li>Click rhythms as students say “down-up” and tap foot.</li> <li>Repetition of activities at home</li> </ol> <p><b>RESOURCES:</b></p> <p>Alfred’s Drum Student Book 1</p> <p>2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b></p> <p>Teacher observation and evaluation of student performance</p> <p>Peer / Self-Assessment</p> <p><b>REMEDIATION/MODIFICATION:</b></p> <p>Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b></p> <p>Review of Treble Clef from General Music</p>

<b>COURSE:</b> Instrumental Music	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Music Terminology Symbols	
<p><b>NATIONAL STANDARDS:</b>  <b>Common Anchor 2:</b></p> <ul style="list-style-type: none"> <li><u>Plan and Make:</u> Select and develop musical ideas for defined purposes and contexts</li> </ul> <p>Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li><u>Rehearse, Evaluate and Refine:</u> evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	
<p><b>STATE STANDARDS:</b>  9.1 Production, Performance and Exhibition of Music  9.3 Critical Response  9.4 Aesthetic Response</p>	<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>Recognize and perform the following musical expressions:  Dynamics – f, mf, p; crescendo, decrescendo  Tempo – Allegro, Moderato, Andante  Accidentals – sharp, flat, natural  Articulations – ties, accent  Form and Phrasing – repeat sign, breath mark, fermata, round, duet, theme and variations</li> <li>Intro Key Sig. of B flat and E flat concert</li> </ol>
<p><b>ACTIVITIES:</b>  Teacher modeling  Discussion of musical expression  Listening and performing with CD  Repetition of activities at home  Perform music using different metronome markings/tempos</p> <p><b>RESOURCES:</b>  Essential Elements 2000 Book 1  Teacher Resource Kit Book 1  Recording of Band Music</p>	<p><b>ASSESSMENTS :</b>  Teacher observation and evaluation of student performance  Peer / Self-Assessment  Written tests / worksheets  Playing Tests  Oral Questioning  Quizzes</p> <p><b>REMEDIATION/MODIFICATION:</b>  Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b>  Playing songs using a variety of tempi and dynamics</p>

<b>COURSE:</b> Instrumental Music	<b>GRADE(S):</b> Level 1 (Grade 5)
<b>UNIT :</b> Percussion – Fundamentals	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 1:</b></p> <ul style="list-style-type: none"> <li>• <u>Imagine</u>: Generate musical ideas for various purposes and contexts</li> </ul> <p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p><b>Common Anchor 2:</b></p> <ul style="list-style-type: none"> <li>• <u>Plan and Make</u>: Select and develop musical ideas for defined purposes and contexts</li> </ul> <p>Cr2.1 Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>• <u>Present</u>: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators’ intent.</li> </ul> <p>Pr4.1 - Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance and Exhibition of Music</p>	<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>3. Recognize and perform the following notes, rests, and values: quarter, half, whole, eighth, dotted half.</li> <li>4. Recognize and perform in the following time signatures: 4/4, 2/4, 3/4</li> <li>5. Perform new rudiment: flams</li> <li>6. Mallets – Play selected exercises in the keys of C and Bb with proper sticking.</li> </ol>
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Teacher directed activity rhythms/down-ups.</li> <li>2. Clicking sticks while counting rhythms.</li> <li>3. Write in the correct counting.</li> <li>4. Discussion of time signatures.</li> <li>5. Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b></p> <p>Alfred’s Drum Student Book 1 2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS :</b></p> <p>Teacher observation and evaluation of student performance</p> <p>Peer / Self-Assessment</p> <p>Written tests / worksheets</p> <p><b>REMEDIATION/MODIFICATION:</b></p> <p>Differentiate and modify assignment as per student needs.</p>

Review Treble Clef

**ENRICHMENT:**

Sight Read Music with similar concepts

Rhythm Charts