



Greenwich Public Schools Parent Curriculum Guide

Band: Fourth Grade Band (Year 1)

Families as Partners in Learning

The focus for the music department is to continue to develop units of instruction and assessments for our four Artistic Processes: (1) making meaningful expression such as performing on an instrument or singing (**PERFORMING**), (2) expressing personal ideas by composing or improvising music (**CREATING**), (3) responding to music such as critiquing the work we hear (**RESPONDING**), (4) interpreting symbolic expression by different disciplines, cultures, and history (**CONNECTING**). The integration of technology with music specific digital tools is ongoing to enhance the learning opportunities for all students, “Communicate effectively for a given purpose” and “Recognize and respect other cultural context and points of view”.

All students will develop knowledge of the varied career pathways that can be accomplished while participating in band.

The Band program begins in Grade 4 and continues through Grade 5. All students can elect to participate by choosing to play an instrument in the band. The district provides one, 30 minute pull-out small group lesson per week to provide students critical early instruction on the instrument, including instruction on instrument care, playing and resting position and high-quality playing technique specific to their chosen instrument. The teaching of musical skills on the instrument is reinforced through the use of a method book (*Tradition of Excellence*) and assessed by measuring the various skills in a mid-year assessment (February) and an end-of-year assessment (May) where students perform two songs that included the identified grade level skills.

As students experience weekly success with self-control, motor skills, and musical skills, confidence infects all areas of learning. A musical student who is allowed to excel in an intensive music lesson setting may foster the joy of learning even if other areas of school are a struggle. Teamwork is developed when students play together as a musical ensemble, give compliments and constructive criticism to their classmates as modeled by the teacher.

Click [Music At-a-Glance for the National Core Arts Standards for Traditional and Emerging Ensembles Strand](#)
Click [National Core Arts Standards](#) to learn more about the Arts Standards

Units	Student Learning Expectations
Unit: Technique Enduring Understandings: <ul style="list-style-type: none">Playing an instrument allows a musician to express music ideas that exceed the range,	Students Will: Label, assemble, care for, and store their instrument properly. Hold their instrument correctly. Use good posture when playing.

<p>timbre, and dynamics of the voice.</p> <ul style="list-style-type: none"> • Proper technique is essential to being a good musician. • Technique requires practice and the development and control of muscles. 	<p>Form a proper embouchure.</p> <p>Use good breath control.</p> <p>Use correct articulation.</p> <p>Play with piano and forte dynamics with good tone and support.</p> <p>Play appropriate warm ups with teacher direction (lip slurs, long tones, first 5 notes of scales).</p> <p>Perform Tradition of Excellence Rhythm Studies #21, 23, 25, 27 on any of the first 5 notes from Bb scale (repeats can be an optional extension activity) with a steady beat (Quarter=60-80BPM)</p>
<p>Unit: Musicianship Enduring Understandings:</p> <ul style="list-style-type: none"> • Singing and playing an instrument are means of communication, capable of expressing feelings and emotions that surpass the spoken language. • The arts express ideas, feelings, and human experience. • Artistic choices are influenced by personal experiences and human development. • Musical accuracy allows groups of musicians to express musical ideas that exceed the range, timbre, and dynamics of the voice. • Performing involves interpretative decisions. 	<p>Students Will:</p> <p>Play using staccato and legato articulation.</p> <p>Perform Tradition of Excellence Rhythm Studies #21, 23, 25, 27 using both types of articulation (repeats can be an optional extension activity)</p> <p>Identify forte (f) and piano (p) and perform same rhythm studies as above using varying dynamics.</p>

<ul style="list-style-type: none"> ● Artistic expression can be analyzed, described, and evaluated, both intellectually and emotionally, in a variety of ways. ● Responding to the arts enhances one’s life and influences one’s personal expression. ● Each arts discipline is a language unto itself, communicated through a unique system of symbols and terms. ● Literacy in the arts is valuable in facilitating the transfer of artistic expression. 	
<p>Unit: Literacy</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Musical accuracy allows groups of musicians to play together. ● Each arts discipline is a language unto itself, communicated through a unique system of symbols and terms. ● Notational literacy empowers independent musicians. ● Notation gives permanence to a composition. ● Standard music notation 	<p>Students Will:</p> <p>“Sound before sight” - play the following 3-note songs by ear: Closet Key, Fais Dodo, Frog in the Meadow, Merrily We Roll Along, Hot Cross Buns, Pierrot, Pitter Patter, Sailor Sailor, Snail Snail</p> <p>Read with fluency, the first 5 notes of the concert Bb major scale.</p> <p>Musical “Mad Minute” (treble and bass), including percussion</p> <p>Define the following terms: Staff, measure, bar line, double bar line, clef (treble, bass), breath mark, repeat sign, round</p>

<p>includes symbols that visually represent sounds, and a universal set of terms that aid understanding.</p> <ul style="list-style-type: none"> • Musical notation describes rhythm, pitch, dynamics, and articulation. • Standard notation allows music to be transmitted from composers to musicians to audience. • Good musicians are able to identify when they are playing correctly. 	
<p>Unit: Improvisation Enduring Understandings:</p> <ul style="list-style-type: none"> • The arts express ideas, feelings, and human experience. • Artistic choices are influenced by personal experience and human development. • Singing and playing instruments are means of communication, capable of expressing feelings and emotions that surpass the spoken language. • Performing involves 	<p>Students Will: Think original musical thoughts.</p> <p>Create rhythmic patterns first using rhythmic syllables and the repeating pattern on their instrument.</p>

<p>interpretive decisions.</p> <ul style="list-style-type: none"> ● Creating in the arts uses imagination, self-discipline, problem-solving and experience. ● Process impacts product. ● Improvisation expresses ideas and feelings in the moment. ● Improvisation and composition involve guidelines and structure, which may be amended during the creative process. ● Since music is an aural art form, aural literacy (e.g. listening critically) is an important component of being musically literate. ● Audiation is an essential skill for good music readers. ● Good musicians are able to identify when they are playing correctly. 	
<p>Benchmarks</p>	<p>Concert Bb Major Scale and Arpeggio</p> <p>Prepared piece (winds/brass/mallets): “Itsy Bitsy Spider” (#24 in Tradition of Excellence)</p> <p>Sight reading (winds/brass/mallets)</p>