



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

# MUSIC CURRICULUM



## ELEMENTARY (K-5)

Adopted: March 7, 2017

# **General Music**

# KINDERGARTEN

<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize that music has a steady beat</li> <li>• Sing in tune</li> <li>• Utilize shared space</li> <li>• Experience music from various cultures</li> <li>• Begin to develop appropriate audience behavior</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b>  <b>AKAS:</b> A.1-3  <b>NAME:</b> Cr1.1.Ka, Cr2.1.Ka, Cr3.1.Ka, Pr4.2.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explore and experience steady beat</li> <li>• Recognize musical contrasts (such as same/different)</li> <li>• Explore rhythm using iconic notation</li> </ul>	<ul style="list-style-type: none"> <li>• Pat a steady beat while listening, singing or rhythmically speaking</li> <li>• Show with movement the difference between long and short sounds</li> <li>• Echo or answer rhythm patterns using quarter notes, eighth notes, and quarter rests with body pats, claps, or instruments</li> </ul>
<p><b>Melody</b>  <b>AKAS:</b> A.1-3  <b>NAME:</b> Pr4.2.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of high and low pitches</li> </ul>	<ul style="list-style-type: none"> <li>• Move hands or body up or down to show pitch</li> <li>• Speak and sing using high and low sounds</li> </ul>
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> A.1-3, C.2  <b>NAME:</b> Pr4.2.Ka, Pr4.3.Ka, Re7.2.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of musical contrasts such as loud and soft sounds</li> <li>• Demonstrate awareness of expressive qualities such as tempo, dynamics, and voice quality</li> </ul>	<ul style="list-style-type: none"> <li>• Create loud and soft sounds using instruments and the voice</li> <li>• Show with movement the difference between fast and slow music</li> <li>• Create movement with body or scarves to identify loud, soft, fast, and slow while listening to music</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2  <b>NAME:</b> Pr5.1.Ka, Pr5.1.Kb, Pr6.1.Ka, Pr6.1.Kb</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing simple songs</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Perform music with expression with guidance</li> <li>• Apply feedback to refine performances</li> </ul>	<ul style="list-style-type: none"> <li>• Echo-sing short phrases in a five-note range: D-A</li> <li>• Sing songs using call and response</li> <li>• Sing songs with a group and alone, accompanied and unaccompanied</li> <li>• Perform sound effects to a story</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Movement</b></p> <p><b>AKAS:</b> A.1-3, C.2  <b>NAME:</b> Cr1.1.Kb, Re8.1.1a, Re9.1.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Utilize shared space</li> <li>• Create movement to music</li> <li>• Explore and perform locomotor and non-locomotor movements</li> </ul>	<ul style="list-style-type: none"> <li>• Walk, jog, skip, hop, gallop, tip-toe and march through space without touching others</li> <li>• Create a scattered formation with others</li> <li>• Perform motions such as swinging, shaking, and stretching in place</li> </ul>
<p><b>Connecting</b></p> <p><b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.Ka, Cn11.0.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that one's own culture creates music</li> <li>• Draw a picture that conveys the mood of the music</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> </ul>
<p><b>Listening/Responding</b></p> <p><b>AKAS:</b> C.1, 3  <b>NAME:</b> Cr2.1.Ka, Pr4.1.Ka, Re7.1.Ka, Re9.1.Ka</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Practice active listening and audience etiquette</li> <li>• State personal interest in varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate audience member behavior during a concert or peer performance</li> <li>• Experience a variety of vocal textures</li> <li>• Recognize different kinds of voices</li> <li>• Listen to and label short musical phrases as the same or different</li> </ul>

# Grade 1

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Pat steady beat while listening to music</li> <li>• Speak and sing using high and low sounds</li> <li>• Distinguish between loud/soft, fast/slow, long/short</li> <li>• Sing songs with a group from rote</li> <li>• Demonstrate walking, jogging, jumping, and gentle patting</li> <li>• Know that other cultures create music</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Keep the steady beat</li> <li>• Recognize high/low, loud/soft, fast/slow</li> <li>• Sing in tune</li> <li>• Utilize shared space</li> <li>• Experience music from various cultures</li> <li>• Demonstrate appropriate audience behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p><b>AKAS:</b> A.1, B.1 <b>NAME:</b> Cr2.1.1b, Pr4.2.1a, Cr3.1.1a, Pr4.2.1b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate steady beat</li> <li>• Perform, read, notate, and identify quarter notes, quarter rests, and eighth notes</li> <li>• Understand the difference between the beat and the rhythm</li> <li>• Read basic rhythm patterns using iconic or standard notation</li> </ul>	
<p><b>Melody</b></p> <p><b>AKAS:</b> A.1, B.1, C.1 <b>NAME:</b> Cr1.1.1a, Pr4.2.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of melodic contour</li> <li>• With guidance, create/improvise limited melodic patterns</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> B.1, C.1-2  <b>NAME:</b> Pr4.2.1a, Pr4.3.1a, Re7.2.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and describe music’s expressive qualities (such as dynamics and tempo)</li> <li>• Identify how music concepts are used for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Show same and different phrases with arm movement overhead arcs</li> <li>• Show tempos with corresponding movement</li> <li>• Use different tempos for one song and determine which works best</li> <li>• Use body locomotor movement to show awareness of loud and soft in a piece, e.g., march to loud, tiptoe to soft, etc.</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2-3, C.3  <b>NAME:</b> Pr5.1.1a, Pr5.1.1b, Pr6.1.1a, Pr6.1.1b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune within the range of D-A</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Perform music with expression with limited guidance</li> <li>• Apply feedback to refine performances</li> </ul>	<ul style="list-style-type: none"> <li>• Echo-sing short phrases</li> <li>• Accurately sing intervals between so, mi, and la</li> <li>• Create new words to a song and perform</li> </ul>
<p><b>Movement</b>  <b>AKAS:</b> B.2-3, C.2  <b>NAME:</b> Cr1.1.1a, Re8.1.1a, Re9.1.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Utilize shared space</li> <li>• Explore and perform locomotor and non-locomotor movements</li> <li>• Create movement to music</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate walking, skipping, running, hopping, jumping, and galloping without touching others</li> <li>• Perform in place motions such as jumping, twisting, clapping, patting, and stretching</li> <li>• Perform simple dances in circles, lines, and with partners</li> <li>• Move expressively to music showing same and different phrases</li> </ul>
<p><b>Connecting</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.1a, Cn11.0.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Sing simple phrases in another language</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>• Identify a personal experience that could form the basis of a song</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening /Responding</b>  <b>AKAS:</b> C.1, 3  <b>NAME:</b> Cr2.1.1a, Pr4.1.1a, Re7.1.1a, Re9.1.1a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Practice active listening and audience etiquette.</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify singular or multiple instrument sounds</li> <li>• During school performances sit calmly and listen quietly</li> <li>• Understand the difference between pitched and unpitched instruments</li> <li>• Classify classroom instruments by family</li> <li>• Identify children and adult voices in listening examples</li> <li>• Listen to music related to students' cultural background</li> </ul>

# Grade 2

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Read, notate, perform quarter note, quarter rests, and eighth notes</li> <li>• Understand upward and downward melodic contour</li> <li>• Understand dynamics and tempo affect mood</li> <li>• Sing in tune within range of D-A</li> <li>• Utilize shared space while performing locomotor activities</li> <li>• Know that other cultures create music</li> <li>• Understand the difference between steady beat and rhythm</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p>AKAS: A.1-3, B.1 NAME: Cr1.1.2a, Cr2.1.2b, Cr3.1.2a, Pr4.2.2b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform, read, notate, and identify quarter notes, quarter rests, half notes, half rests, eighth notes</li> <li>• Recognize, interpret and improvise basic rhythm patterns by using standard notation</li> </ul>	
<p><b>Melody</b></p> <p>AKAS: A.1-3, B.1, C.1 NAME: Cr1.1.2b, Cr3.1.2a, Pr4.2.2a, Pr4.2.2b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform and improvise melodic patterns using iconic or standard notation</li> </ul>	



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> B.1, C.1-2  <b>NAME:</b> Pr4.2.2a, Pr4.3.2a, Re7.2.2a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent</li> <li>• Describe how music concepts are used to support a specific purpose in music</li> </ul>	<ul style="list-style-type: none"> <li>• Move to the dynamics of a song in an appropriate way or to show either gradual or sudden change</li> <li>• Move to the steady beat of music, changing as the beat gradually or suddenly changes tempo</li> <li>• Listening to music and use manipulatives of different shapes to show the form of the music</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2-3, D.3  <b>NAME:</b> Pr5.1.2a, Pr5.1.2b, Pr6.1.2a, Pr6.1.2b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune within range D-B</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Perform music with expression and technical accuracy</li> <li>• Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>• Explore speaking, whispering, singing and calling voices</li> <li>• In a small group or as an individual, sing a rote song using stated qualities</li> <li>• Sing rote songs and simple melodies in tune using do, re, mi, so, la</li> <li>• Perform simple rhythmic, melodic, and harmonic ostinatos</li> </ul>
<p><b>Movement</b>  <b>AKAS:</b> B.1-2, C.2  <b>NAME:</b> Cr1.1.2a, Re8.1.2a, Re9.1.2a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform/create locomotor and non-locomotor movements</li> <li>• Perform/create sequenced movements with guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Add leaping and sliding to movement repertoire</li> <li>• Create 2 or 3 beat patterns to accompany a song using such actions as patting, clapping, or snapping</li> <li>• Perform simple dances in circles, lines, and with partners</li> </ul>
<p><b>Connecting</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.2a, Cn11.0.2a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or Perform action songs, singing games, and dances of various cultures and genres</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>• Discuss personal experiences that could form the basis of songs</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening/Responding</b>  <b>AKAS:</b> C.1, 3  <b>NAME:</b> Cr2.1.2a, Pr4.1.2a, Re7.1.2a, Re9.1.2a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music from various cultures and genres</li> <li>• Practice active listening and audience etiquette</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various instrument families and voices</li> <li>• Recognize two or more pitches sounding simultaneously</li> <li>• Listen to examples and decide if a song has an accompaniment</li> </ul>

# Grade 3

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Read, notate, perform quarter note, quarter rests, half notes, half rests, and eighth notes</li> <li>• Know melodies move in steps, leaps, and repeated notes</li> <li>• Sing in tune within range of D-B</li> <li>• Recognize two or more pitches sounding simultaneously</li> <li>• Be able to use combinations of locomotor and non-locomotor skills</li> <li>• Know that other cultures create music</li> <li>• Demonstrate the difference between steady beat and rhythm</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune expressively</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p><b>AKAS:</b> A.1-3, B.1  <b>NAME:</b> Cr1.1.3a, Cr1.1.3b, Cr2.1.3b, Cr3.1.3a, Pr4.2.3b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform, read, notate, and identify quarter, half, whole, eighth, sixteenth, and dotted half, notes and rests</li> <li>• Recognize, improvise, and-interpret basic rhythm patterns using standard notation</li> <li>• Understand that grouping of beats is called meter</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduce written rhythms by using body percussion or classroom instruments</li> <li>• Aurally identify and perform rhythms</li> <li>• Compose, notate, and perform rhythms and ostinatos in simple meters</li> </ul>
<p><b>Melody</b></p> <p><b>AKAS:</b> A.1-3, B.1, C.1  <b>NAME:</b> Cr1.1.3a, Cr1.1.3b, Cr3.1.3a, Pr4.2.3a, Pr4.2.3b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, and improvise melodic phrases and ostinatos in treble clef using iconic and standard notation</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a song that could include, so<sup>1</sup>, la<sup>1</sup>, do, re, mi, so, la, do<sup>1</sup></li> <li>• Play recorders reading notes on the treble staff, G, A, B, and E</li> <li>• Play melodic instruments reading notes on the treble staff</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> B.1, C.1-2  <b>NAME:</b> Pr4.2.3a, Pr4.3.3a, Re7.2.3a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how intent is conveyed through expressive qualities (such as dynamics and tempo)</li> <li>Describe how a response to music can be informed by the structure and context</li> </ul>	<ul style="list-style-type: none"> <li>Create a sound piece that uses the various dynamic markings</li> <li>Create a piece with a specific form using classroom instruments or recorders</li> <li>Create an introduction and coda to a song using classroom instruments</li> <li>Play recorders using fermatas</li> <li>Explore ways that the timbre of an instrument affects the mood of the piece</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2-3, C.3  <b>NAME:</b> Pr5.1.3a, Pr5.1.3b, Pr6.1.3a, Pr6.1.3b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Sing in tune within range C-D1</li> <li>Perform appropriately for the audience and specific purpose</li> <li>Perform music with expression and technical accuracy</li> <li>Apply teacher-provided and collaboratively developed criteria to rehearse and evaluate the effectiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>Sing rote songs in tune using so<sup>1</sup>, la<sup>1</sup>, do, re, mi, so, la, do<sup>1</sup></li> <li>Sing or play a melody that could include above intervals</li> <li>Use the singing voice in creative ways to characterize a chosen text through pitch, volume, tempo and timbre</li> <li>Sing or play ostinatos, counter-melodies, 2-part rounds, and partner songs</li> </ul>
<p><b>Movement</b>  <b>AKAS:</b> B.1-2, C.2  <b>NAME:</b> Cr1.1.3a, Pr6.1.3a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Perform/create locomotor and non-locomotor movements</li> <li>Perform/create sequenced movements with limited guidance</li> </ul>	<ul style="list-style-type: none"> <li>Perform hand jives and singing games using both locomotor and non-locomotor movements</li> <li>Experience AB and ABA form through movement</li> <li>Perform more complex dances in circles, lines, and with partners</li> </ul>
<p><b>Connecting</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.3a, Cn11.0.3a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>Listen, sing, move, or play instruments to Alaska Native music</li> <li>Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>Identify individual experiences that provide context for the musical works of others</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening/Responding</b></p> <p><b>AKAS:</b> C.1-3  <b>NAME:</b> Cr2.1.3a, Pr4.1.3a, Pr6.1.3b, Re7.1.3a, Re9.1.3a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music of various cultures and genres</li> <li>• Demonstrate active listening and audience etiquette</li> <li>• Evaluate musical works applying established criteria</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify music excerpts as solo voices or harmony with or without accompaniment</li> <li>• Identify brass, woodwind, string, percussion, and voice</li> <li>• Identify different vocal timbres</li> <li>• Understand that three or more pitches played simultaneously make up a chord</li> <li>• Identify melody vs. accompaniment</li> </ul>

# Grade 4

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Read, notate, perform quarter note, quarter rests, half notes, half rests, whole notes, whole rests, and eighth notes</li> <li>• Understand meters of 2/4, 3/4, 4/4</li> <li>• Recognize melodic patterns of same, different, or similar</li> <li>• Read standard treble clef notation</li> <li>• Sing in tune within range C-D<sup>1</sup></li> <li>• Perform locomotor and non-locomotor movements alone and with a group</li> <li>• Know that other cultures create music</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune expressively</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p>AKAS: A.1-3, B.1 NAME: Cr1.1.4a, Cr1.1.4b, Cr2.1.4b, Cr3.1.4a, Pr4.2.4b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, notate, and identify quarter notes and rests, half notes and rests, whole notes and rests, dotted half notes, eighth notes, and sixteenth notes</li> <li>• Improve rhythmic ideas within meter</li> </ul>	
<p><b>Melody/Harmony</b></p> <p>AKAS: A.1-3, B.1, C.1 NAME: Cr1.1.4a, Cr1.1.4b, Cr3.1.4a, Pr4.2.4b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, and improvise melodic phrases and ostinatos using standard notation in treble clef</li> <li>• Play and improvise harmonic ideas to a melody</li> </ul>	
	<ul style="list-style-type: none"> <li>• Read, write, identify, and create rhythms in a variety of meters</li> <li>• Identify 2/4, 3/4, 4/4 and C meters</li> <li>• Improve rhythmic solos in a piece</li> </ul>	
	<ul style="list-style-type: none"> <li>• Identify a simple known song by its notation</li> <li>• Name notes when presented</li> <li>• Read notes to play a simple melody</li> <li>• Create melodies using instruments or singing</li> <li>• Add counter-melodies ostinatos, or I and V chords to a song</li> <li>• Sing songs using so<sub>1</sub>, la<sub>1</sub>, do, re, mi, fa, so, la, ti, and do<sup>1</sup></li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AKAS:</b> B.1, C.1-2  <b>NAME:</b> Pr4.2.4a, Pr4.3.4a, Re7.2.4a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre)</li> <li>• Explain how responses to music are informed by the structure and context</li> </ul>	<ul style="list-style-type: none"> <li>• Identify phrases in songs and listening examples</li> <li>• Add, label, and perform tempo markings and dynamics to music, readings, or dramatizations to reflect emotion</li> <li>• Describe how texture affects mood of a piece</li> </ul>
<p><b>Performing</b>  <b>AKAS:</b> B.2-3, C.3  <b>NAME:</b> Pr5.1.4a, Pr5.1.4b, Pr6.1.4a, Pr6.1.4b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation</li> <li>• Sing in tune within range B1 to Eb</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Apply teacher-provided and collaboratively developed criteria to rehearse and evaluate the accuracy and expressiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>• Sing rote songs and sight sing in tune using so<sup>1</sup>, la<sup>1</sup>, do, re, mi, fa, so, la, ti, and do<sup>1</sup></li> <li>• Sing and play partner songs and canons</li> <li>• Sing songs in harmony</li> <li>• Perform 2 or 3-part music on a variety of classroom instruments</li> </ul>
<p><b>Movement</b>  <b>AKAS:</b> B.2-3, C.2  <b>NAME:</b> Cr1.1.4a, Pr6.1.4a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform/create locomotor and non-locomotor movements</li> <li>• Perform sequenced movements</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform movement ostinato</li> <li>• Perform dances in lines, circles, concentric circles, and with partners</li> <li>• Perform locomotor and non-locomotor movements with the addition of weight transference and contrary motion</li> </ul>
<p><b>Connecting</b>  <b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.4a, Cn11.0.4a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> <li>• Investigate careers in music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, sing, move, and/or play instruments to music from other cultures</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>• Discuss personal experiences that provide context for the musical works of others</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening/Responding</b></p> <p><b>AKAS:</b> C.1-3  <b>NAME:</b> Cr2.1.4a, Pr4.1.4a, Pr6.1.4b, Re7.1.4a, Re9.1.4a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music of various cultures and genres</li> <li>• Demonstrate active listening and audience etiquette</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> <li>• Evaluate musical works applying established criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Experience major and minor tonalities and their effect on mood</li> <li>• Identify the four instrument families and the instruments within each, including world instruments and different ensembles</li> <li>• Identify melody vs harmony; counter melodies</li> </ul>



# Grade 5

<p><b>Readiness Standards</b></p> <p>The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand rhythmic notations</li> <li>• Understand treble clef notation</li> <li>• Understand tempo and dynamic markings</li> <li>• Sing in tune within range B<sub>1</sub>-E<sup>b1</sup></li> <li>• Sing songs in two parts</li> <li>• Demonstrate more complex movements in a group</li> <li>• Understand melodic contour</li> <li>• Identify instrumental and vocal sounds</li> <li>• Experience music from other cultures, including Alaska Native cultures</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to read music</li> <li>• Sing in tune expressively</li> <li>• Perform vocal and instrumental accompaniments</li> <li>• Continue to develop solo and group movement skills</li> <li>• Appreciate and experience music from various cultures</li> <li>• Continue to develop appropriate concert behaviors</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Rhythm</b></p> <p>AKAS: A.1-3, B.1 NAME: Cr1.1.5a, Cr1.1.5b, Cr2.1.5b, Cr3.1.5a, Pr4.2.5b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, notate, and identify quarter, half, whole, dotted half, eighth, sixteenth, dotted quarter/eighth notes</li> <li>• Improvise rhythmic ideas within meter</li> <li>• Explore syncopation</li> </ul>	
<p><b>Melody/Harmony</b></p> <p>AKAS: A.1-3, B.1, C.1 NAME: Cr1.1.5a, Cr1.1.5b, Cr3.1.5a, Pr4.2.5b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read, perform, and improvise melodic phrases and ostinatos in major and minor tonalities using standard notation in treble clef</li> <li>• Create and use counter-melodies to a song</li> <li>• Improvise harmonic ideas and patterns to a melody</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Form/Expressive Elements</b>  <b>AK. Content Standards:</b> A.A.1-5  <b>National:</b> 2,5-6</p> <p><small>This category was added on 10/15/2018 - in curriculum previously adopted in 2010.</small></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• understand theme and variation</li> <li>• review changing dynamic and tempo markings</li> <li>• identify musical road-map markings such as: coda, D.S., first and second endings, D.C. al fine</li> <li>• explore rondo form</li> </ul>	<ul style="list-style-type: none"> <li>• Aurally identify music composed in theme and variation form</li> <li>• Compose and perform a sound piece using theme and variation form</li> </ul>
<p><b>Performing</b></p> <p><b>AKAS:</b> B.2-3, C.3  <b>NAME:</b> Pr5.1.5a, Pr5.1.5b, Pr6.1.5a, Pr6.1.5b</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing in tune within a range of B<sub>b1</sub> to E<sub>1</sub></li> <li>• Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation</li> <li>• Perform appropriately for the audience and specific purpose</li> <li>• Apply teacher-provided and established criteria to rehearse and evaluate the accuracy and expressiveness of performances</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs using full major and minor tonalities</li> <li>• Sing rote songs in tune using so<sub>1</sub>, la<sub>1</sub>, do, re, mi, fa, so, la, ti, and do<sup>1</sup></li> <li>• Sing or play pieces with two or three independent parts on a variety of classroom instruments</li> <li>• Perform three and four part rounds with accompaniment</li> </ul>
<p><b>Movement</b></p> <p><b>AKAS:</b> B.1-2, C.2  <b>NAME:</b> Cr1.1.5a, Pr6.1.5a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Perform/create sequenced movements with others</li> </ul>	<ul style="list-style-type: none"> <li>• Create movement to show form</li> <li>• Perform dances in lines, circles, concentric circles, and with partners</li> <li>• Perform locomotor and non-locomotor movements with the addition of weight transference and contrary motion</li> </ul>
<p><b>Connecting</b></p> <p><b>AKAS:</b> D.1-2  <b>NAME:</b> Cn10.0.5a, Cn11.0.5a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Experience American music, Alaskan Native music, and other world cultures through listening, singing, and movement</li> <li>• Investigate careers in music</li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, sing, move, and/or play instruments to music from other cultures</li> <li>• Listen, sing, and perform songs, singing games, and dances of various cultures represented in the classroom and community</li> <li>• Discuss individual experiences and other influences that provide context for the musical work of others</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Listening/Responding</b></p> <p><b>AKAS:</b> C.1, 3  <b>NAME:</b> Cr2.1.5a, Pr4.1.5a, Pr6.1.5b, Re7.1.5a, Re9.1.5a</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music of various cultures and genres</li> <li>• Evaluate musical works applying established criteria</li> <li>• Model active listening and audience etiquette</li> <li>• Discuss personal interest in, knowledge about, and purpose of varied musical selections</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific instruments or voice classifications, including changed/unchanged voices by listening</li> <li>• Aurally identify instruments of band and orchestra ensembles</li> </ul>

# **CHOIR**

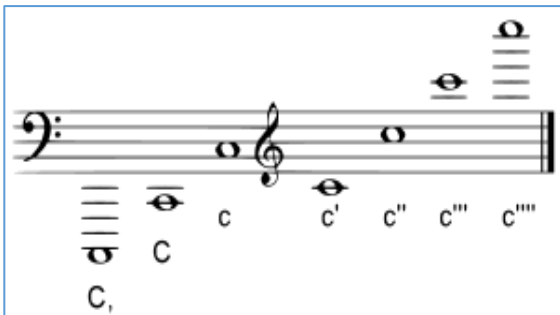
# CHOIR

<p><b>Grades:</b> 3-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Choir</i> offers instruction in vocal technique and is open to all students. The development of correct posture and technique is stressed and there are opportunities for ensemble singing as students become ready. Performance opportunities may be made available for various audiences as described in the course syllabus.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the teacher’s directions</li> <li>• Understand basic music fundamentals (preferred but not required)</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Develop ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Vocal Techniques</b>  <b>AKAS:</b> B.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to sing in-tune, singing with uniform vowel and consonant production</li> <li>• Use proper warm-up techniques and understand voice care</li> <li>• Sing with expression using proper tone quality, posture, diction, and breathing</li> <li>• Develop good breath support through exercises involving active use of the major breathing muscles</li> <li>• Identify pitch and melodic patterns as they appear in the treble clef; review contour of melodic lines</li> </ul>	<ul style="list-style-type: none"> <li>• Practice <i>Breathing</i>, the <i>Tank</i>, the <i>Siren</i>, and the <i>Snake</i> exercises (see Appendix)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Choral Literature</b>  AKAS: C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Sing: a cappella, unison with accompaniment, partner songs, two- and three-part rounds, and easy two-part music</li> <li>▪ Songs using sign language</li> <li>▪ Songs from a variety of cultures, periods, and styles, including foreign languages</li> </ul>	<ul style="list-style-type: none"> <li>• Use additional materials such as: <i>K-8 Music Magazine</i>, <i>Music Alive!</i>, <i>Music Express</i>, <i>Activate</i>, and <i>Get America Singing, Vols. I &amp; II</i>, etc.</li> <li>• Sing songs from folk, popular, art, spirituals, novelty, and patriotic literature</li> </ul>
<p><b>Ear Training</b>  AKAS: B.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to match pitch</li> <li>• Correctly sing major and minor intervals</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize the use of the keyboard in the choir rehearsal so that the children can hear the voices and better assess where improvement is needed</li> </ul>
<p><b>Reading Fundamentals</b>  AKAS: C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Sing using solfa, numbers, or note names</li> <li>▪ Recognize standard rhythm notation in simple meters, 4/4, 3/4, 2/4 and 6/8, with whole, half, dotted half, quarter and 8th notes, and corresponding rests</li> <li>▪ Recognize and respond to the following forms: AB, ABA, Rounds and Canon</li> <li>• Read notes in treble clef musical road map signs in music</li> <li>• Identify and apply accidentals not in key signatures</li> <li>• Follow one line of music within a score</li> </ul>	<ul style="list-style-type: none"> <li>• Perform standard rhythm notation through echo clapping, aurally and note reading</li> <li>• Use SmartMusic computer program to reinforce basic rhythms</li> <li>• Play games to reinforce the treble clef (e.g., <i>Floor Staff Game</i> [five lines and spaces on floor, jump to correct note when called]; <i>Around the World</i> with treble clef flash cards)</li> </ul>
<p><b>Performance Skills</b>  AKAS: b.1-3, C.1-3  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Prepare and polish music for concerts</li> <li>• Sing songs from memory with balance in an ensemble</li> <li>• Show correct stage presence to reflect the style of the music</li> <li>• Demonstrate appropriate concert behavior</li> <li>• Follow: the conductor cues for entrances and releases</li> <li>• Use large motor skills in space limited by risers when appropriate</li> <li>• Perform movement sequences</li> <li>• Create movement to compliment a song</li> <li>• Apply appropriate posture while singing, both sitting and standing</li> </ul>	<ul style="list-style-type: none"> <li>• Watch video of performance; discuss and write an evaluation of skills</li> <li>• Practice <i>The Ladder</i> exercise (see Appendix)</li> <li>• Perform as a soloist or in a small group</li> <li>• Perform in concert</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Listening</b> <b>AKAS:</b> C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>▪ Listen to vocal recordings</li> </ul>	<ul style="list-style-type: none"> <li>• Attend choir and various vocal performances</li> <li>• Have students listen, as you play major, minor intervals</li> </ul>

# ORCHESTRA





# BEGINNING ORCHESTRA

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Beginning Orchestra</i> offers instruction in violin, viola, cello, and string bass technique and is open to any student. The development of correct posture and technique will be stressed and there will be opportunities for ensemble playing as students become ready. Performance opportunities may be made available for various audiences. Recommended minimum contact time is 90 minutes per week, during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Use poster sized pictures of the instruments and labels with magnetic stick on tape so students can place the labels on the posters</li> <li>• Make a tetraflexagon that has the instrument parts, and names of the parts, so students can study the parts</li> <li>• Have students create a city or country from a picture of an instrument and label the parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Body Format</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> <li>○ proper bow grip</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Posture rubric (checklist)</li> <li>• Use bow exercises to reinforce proper bow grip and technique</li> <li>• Violinist and violist should use a shoulder pad</li> <li>• Demonstrate and post pictures</li> <li>• Bow movement exercises without the instrument</li> <li>• Have students tap bow pinkie if there is tension</li> </ul>
<p><b>Playing Technique</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major tetrachord</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, and up-bow to start</li> <li>○ use of fourth finger for violin and viola</li> </ul> </li> <li>• Introduce minor tetrachord</li> </ul>	<ul style="list-style-type: none"> <li>• Use guitar-style pizzicato to begin</li> <li>• Use tapes for finger placement (car detail tape is recommended for the tape)</li> <li>• Short fingernails are necessary for correct left hand finger placement</li> <li>• Play <i>Mary Had a Little Lamb</i>, or <i>Hot Cross Buns</i> using F natural fingering for the minor tetrachord</li> <li>• Pizzicato only in the beginning</li> <li>• Twinkle killer (no open strings)</li> <li>• Twinkle extreme (variations)</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ sounds demonstrating the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by introducing control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the <i>Full Bow</i> exercise (Bow Speed Chart)</li> <li>• <i>Bow Only</i> activities to reinforce proper right arm movement</li> </ul>
<p><b>Ear Training</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to: <ul style="list-style-type: none"> <li>○ recognize the characteristic sound of a major scale</li> <li>○ play simple tunes by rote</li> <li>○ match a pitch</li> <li>○ adjust left finger placement in order to manipulate a pitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Echo playing</li> <li>• Sing scale in solfege</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ tempo markings: moderato, andante, and allegro</li> <li>○ sharp, and natural signs</li> <li>○ dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> <li>○ in the keys of D and G major</li> </ul> </li> <li>• Introduce musical forms AB and ABA</li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Using vinyl tape, create an oversized staff on the floor with no clef signs, and two ledger lines above and below the staff, have students spell words on the staff, while others play the word on their instrument (vinyl tape is available through Central Stores)</li> <li>• Use Twinkle to teach ABA form</li> <li>• Use spelling worksheets to reinforce literacy</li> <li>• Pitches in the following ranges: <ul style="list-style-type: none"> <li>○ Violin: G3 to E5</li> <li>○ Viola: G3 to E5</li> <li>○ Cello: G2 to E4</li> <li>○ Bass: G2 to E4</li> </ul> </li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<ul style="list-style-type: none"> <li>• To help students understand note values, compare a whole note to a \$4 bill, a dotted half to a \$3 bill, a half note to a \$2 bill, a quarter note to \$1, eighth note are equal to a half dollar each, and sixteenth notes are equal to a quarter dollar (fake \$4 and \$3 bills can be found at pawn shops)</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> <li>○ ability to play independent line within an ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appendix has a note about proper concert behavior that can be copied into a program</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>• Develop an understanding on concert etiquette, both as a performer and as an audience member</li> </ul>	<ul style="list-style-type: none"> <li>• Downloadable NAME etiquette worksheet</li> </ul>
<b>Notation, Composition, &amp; Improvisation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for C, D, and G major</li> <li>• Recognize and name signatures 4/4, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, and G-major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> </ul>
<b>Sight Reading</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Introduce sight reading skills including awareness of:               <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ accidentals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential Elements Book 2</i>, uses the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>- tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>

# INTERMEDIATE ORCHESTRA

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> <i>Beginning Orchestra</i> or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Intermediate Orchestra</i> is designed for those students who are not quite ready for advanced strings, but who are past the beginning stage. Time will be spent developing individual technique and playing orchestra literature in which students must follow separate parts. There may be opportunities for performances. Recommended minimum contact time is 90 minutes per week, during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Beginning Orchestra</i></li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Use poster sized pictures of the instruments and labels with magnetic stick on tape so students can place the labels on the posters</li> <li>• Make a tetraflexagon that has the instrument parts, and names of the parts, so students can study the parts</li> <li>• Have students create a city or country from a picture of an instrument and label the parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Body Format</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ correct posture without excess tension</li> <li>○ proper left arm position</li> <li>○ proper right arm position for arco and pizzicato</li> <li>○ proper bow grip</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Model and reinforce</li> <li>• Posture rubric (checklist)</li> <li>• Use bow exercises to reinforce proper bow grip and technique</li> <li>• Violinist and violist should use a shoulder pad</li> <li>• Demonstrate and post pictures</li> <li>• Bow movement exercises without the instrument</li> <li>• Have students tap bow pinkie if there is tension</li> </ul>
<p><b>Playing Technique</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ right arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, and hooked bowing</li> <li>○ Minor tetrachord</li> <li>○ Fourth finger for violin and viola</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use tapes for finger placement (car detail tape is recommended for the tape)</li> <li>• Short fingernails are necessary for correct left hand finger placement</li> <li>• Minor tetrachord use <i>Mary Had a Little Lamb</i>, <i>Hot Cross Buns</i>, <i>Twinkle</i> (with a Bb and F natural), <i>Yankee Doodle</i> Major and Minor</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ sounds demonstrating the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by introducing control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate and reinforce</li> <li>• Use full bow exercise</li> </ul>
<p><b>Ear Training</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce the ability to: <ul style="list-style-type: none"> <li>○ recognize the characteristic sound of a major scale</li> <li>○ match a pitch</li> <li>○ adjust left hand finger placement in order to manipulate a pitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Echo playing</li> <li>• Singing the scale in solfege</li> <li>• Play simple tunes by rote</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ the following tempo markings: moderato, andante, allegro, largo, vivace, and ritardando</li> <li>○ sharp and natural signs</li> <li>○ Reinforce musical forms AB, ABA, and introduce A A1 B A1 (sonata form)</li> <li>○ dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> </ul> </li> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Using vinyl tape, create an oversized staff on the floor with no clef signs, and two ledger lines above and below the staff, have students spell words on the staff, while others play the word on their instrument (vinyl tape is available through Central Stores)</li> <li>• Theme and variations (on Twinkle, for example)</li> <li>• Spelling worksheets</li> <li>• pitches in the following ranges: <ul style="list-style-type: none"> <li>○ Violin: G3 to B5</li> <li>○ Viola: C3 to E5</li> <li>○ Cello: C2 to E4</li> <li>○ Bass: E2 to E4</li> </ul> </li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<ul style="list-style-type: none"> <li>• To help students understand note values, compare a whole note to a \$4 bill, a dotted half to a \$3 bill, a half note to a \$2 bill, a quarter note to \$1, eighth note are equal to a half dollar each, and sixteenth notes are equal to a quarter dollar (fake \$4 and \$3 bills can be found at pawn shops)</li> <li>• Rhythm flashcards</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reinforce: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> <li>○ ability to play independent line within an ensemble</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appendix has a note about proper concert behavior that can be copied into a program</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of concert etiquette both as a performer and as an audience member</li> </ul>	<ul style="list-style-type: none"> <li>• Downloadable NAME etiquette worksheet</li> </ul>
<b>Notation, Composition, &amp; Improvisation</b> AKAS: A.1-3 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for D and G major</li> <li>• Recognize and name time signatures 4/4, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, and G-major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> </ul>
<b>Sight Reading</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Reinforce sight reading skills including awareness of:               <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ Accidentals</li> <li>○ signs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>-tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>



# ADVANCED ORCHESTRA

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> <i>Intermediate Orchestra</i> or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Advanced Orchestra</i> is designed for those students who have developed sufficient technique and musical independence to play standard graded orchestral literature successfully. Time will be spent reinforcing and developing individual playing technique, and rehearsing literature of a wide range of styles. Opportunities for performance may be available. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience/performance behavior appropriate for the context and style of music performed</li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals taught in <i>Intermediate Orchestra</i></li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Be able to follow the instructor’s directions</li> <li>• Develop skills needed to perform on instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify: <ul style="list-style-type: none"> <li>○ parts of the instrument</li> <li>○ parts of the bow</li> <li>○ names of the strings</li> </ul> </li> <li>• Demonstrate understanding of proper care and maintenance of instrument and bow</li> </ul>	<ul style="list-style-type: none"> <li>• Make a tetraflexagon that has the instrument parts, and names of the parts, so students can study the parts</li> <li>• Have students create a city or country from a picture of an instrument and label the parts</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Technique</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• introduce: <ul style="list-style-type: none"> <li>○ shifting techniques</li> <li>○ vibrato techniques</li> </ul> </li> <li>○ refine and expand: <ul style="list-style-type: none"> <li>○ left hand finger placement for open string major and minor tetrachord</li> <li>○ finger patterns for whole steps, half steps, double stops, and chromatic alterations</li> <li>○ Minor tetrachord</li> <li>○ bow arm technique for detache bowing, pizzicato, slurred bowing, bow lift, up-bow to start, hooked bowing, consecutive up-bows with no lift, spiccato bowing, and loure bowing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Short fingernails are necessary for correct left hand finger placement</li> <li>• Balance point for bow especially for spiccato bowing</li> <li>• Minor for <i>Mary Had A Little Lamb, Hot Cross Buns, Yankee Doodle</i></li> </ul>
<p><b>Tone Quality</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine: <ul style="list-style-type: none"> <li>○ sounds demonstrating the characteristic tone quality of the instrument</li> <li>○ awareness of ways to improve tone production by introducing control of bow speed, bow weight, and bow placement (parallel to bridge)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher plays simple note pattern; then students echo trying to copy the same</li> <li>• Use full bow exercises</li> </ul>
<p><b>Ear Training</b>  <b>AKAS:</b> B.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce tuning the instrument to A440 from an electronic tuner</li> <li>• Refine the ability to: <ul style="list-style-type: none"> <li>○ recognize the characteristic sound of a major scale</li> <li>○ play simple tunes by rote</li> <li>○ match a pitch</li> <li>○ adjust left finger placement in order to manipulate a pitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Figuring out simple melodies by ear</li> <li>• Echo playing</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify and play: <ul style="list-style-type: none"> <li>○ notes of the lines and spaces of the staff and appropriate ledger lines in treble, alto, or bass clef</li> <li>○ tempo markings: moderato, andante, allegro, largo, vivace, and ritardando</li> <li>○ sharp and natural signs</li> <li>○ dynamic symbols: p, mp, mf, f, crescendo, and decrescendo</li> <li>○ various signs as they occur in the music: repeat, solo/soli/tutti/divisi/unison, accent, staccato, marcato, first and second endings, D.C al fine, fermata, D.S. al coda</li> <li>○ in the keys of D and G, major</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Using vinyl tape, create an oversized staff on the floor with no clef signs, and two ledger lines above and below the staff, have students spell words on the staff, while others play the word on their instrument (vinyl tape is available through Central Stores)</li> <li>• Use worksheets to reinforce</li> <li>• Pitches in the following ranges: <ul style="list-style-type: none"> <li>○ Violin: G3 to B5</li> <li>○ Viola: C3 to E5</li> <li>○ Cello: C2 to E4</li> <li>○ Bass: E2 to E4</li> </ul> </li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to read, count, and play the following notes and rests: whole, half, dotted half, quarter, eighth, dotted quarter, sixteenth</li> <li>• Demonstrate understanding of the use of note and rest values in various rhythmic combinations</li> <li>• Define and play in the following meters: 4/4, 3/4, 2/4, and common time</li> <li>• Define and play rhythm patterns incorporating ties, up-beats, and fermatas</li> </ul>	<p>To help students understand note values, compare a whole note to a \$4 bill, a dotted half to a \$3 bill, a half note to a \$2 bill, a quarter note to \$1, eighth note are equal to a half dollar each, and sixteenth notes are equal to a quarter dollar (fake \$4 and \$3 bills can be found at pawn shops) Rhythm flashcards</p>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine: <ul style="list-style-type: none"> <li>○ awareness of correct intonation within an ensemble</li> <li>○ understanding of the concept of melody and harmony</li> <li>○ awareness of the importance of a steady beat</li> <li>○ awareness of conductor's beat patterns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appendix has a note about proper concert behavior that can be copied into a program</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Concert &amp; Rehearsal Expectations (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ ability to play independent line within an ensemble</li> <li>○ awareness of all voices within an ensemble</li> <li>○ awareness of all voices within an ensemble</li> <li>• Develop an understanding of concert etiquette both as a performer and as an audience member</li> </ul>	
<p><b>Notation, Composition, &amp; Improvisation</b>  <b>AKAS:</b> A.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of musical notation</li> <li>• Recognize and name key signatures for D, G, C and F major</li> <li>• Recognize and name time signature 4/4, 3/4, 2/4, and 6/8</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the notes, rests, and musical symbols previously introduced</li> <li>• Write the key signatures and scales in the keys of D, G, C, and F major</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Improvise answers in the same style to given rhythmic and melodic phrases</li> <li>• Improvise simple rhythmic and melodic ostinato</li> </ul>
<p><b>Sight Reading</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine sight reading skills including awareness of: <ul style="list-style-type: none"> <li>○ key signature</li> <li>○ time signature</li> <li>○ rhythm</li> <li>○ tempo marking</li> <li>○ accidentals</li> <li>○ signs (e.g., bowings, repeats, D.C. &amp; D.S. al fine /al Coda)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Essential Elements Book 2</i>, uses the acronym <b>STARS</b> to help the student be aware of the skills being developed in sight reading (<b>S</b>-signatures, time and key; <b>T</b>- tempo; <b>A</b>-accidentals; <b>R</b>-rhythm; <b>S</b>-signs)</li> </ul>

**BAND**

# BEGINNING BAND

<p><b>Grades:</b> 4-5  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Beginning Band</i> is open to any student without previous music experience, or to those with less than one year of experience. The instruments taught are those normally found in band class. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the teacher’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Identify parts of the instrument by their proper names</li> <li>• Properly assemble and disassemble the instrument</li> </ul> <p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Care for reeds properly</li> <li>• Demonstrate proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument demonstrations</li> <li>• Instrument care day</li> <li>• Place posters of instruments around room</li> <li>• Instruction for cork grease application</li> <li>• Instruction for slide grease/oil application</li> <li>• Instruction for valve oil application</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Lubricant removal/application water removal</li> </ul>	
<p><b>Playing Posture</b>  <b>AKAS:</b> B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times</li> </ul> <p><b><u>Woodwinds &amp; Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet percussion instruments-and auxiliary percussion instruments as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Compare <i>good</i> and <i>bad</i> position</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>• Stop playing, watch and listen when the conductor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> <li>• Develop appropriate practice techniques</li> <li>• Develop and utilize appropriate warm-up techniques</li> <li>• Develop appropriate resting position and playing position</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Teacher demonstrations</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Develop awareness of ways to improve tone production</li> <li>• Develop embouchure and tonguing techniques (proper cheek, mouth, and mouthpiece position)</li> <li>• Develop the ability to produce a steady airstream</li> </ul> <p><b><u>Woodwinds and Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ use proper breathing techniques and breath support</li> <li>◦ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul> <p><b><u>Percussion Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>◦ produce an even sound with both hands while playing appropriate level rudiments</li> <li>◦ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks in their placement on the appropriate instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> <li>• Call and response on instruments</li> <li>• Breathing exercises such as breathing gym</li> <li>• Comparing airstream to a hose or sprinkler or balloon</li> </ul>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank method</li> <li>• Mouthpiece playing such as sirens and simple songs</li> <li>• Call and response using specific articulations</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Woodwind &amp; Brass Techniques (cont.)</b></p>	<p><b><u>Woodwinds Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Reed instruments tongue the tip of the reed</li> <li>• Flutes tongue behind the top teeth</li> <li>• Steady, consistent tone</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to tongue and use slurs</li> <li>• Changing partials</li> <li>• Buzzing consistent tone</li> </ul> <p><b><u>Trombone Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Introduce legato tonguing for slurs</li> </ul>	
<p><b>Percussion Techniques</b></p> <p>AKAS: A.3, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ play the following skills, flam, single stroke, multiple bounce stroke, high sticks (accent), low sticks</li> <li>◦ steady beat</li> </ul> </li> </ul> <p><b><u>Bass Drum Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ play with proper technique to include muting with opposite hand or knee</li> </ul> </li> </ul> <p><b><u>Mallet Percussion Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ alternate hands/sticking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Playing with a metronome</li> <li>• Lap playing</li> <li>• Call and response</li> <li>• Touch playing bells</li> </ul>
<p><b>Aural Skills &amp; Application</b></p> <p>AKAS: A.1, B.1-2, C.3, D.1</p> <p>NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>◦ identify the tuning mechanisms of the instrument</li> <li>◦ sing given pitch</li> <li>◦ identify highness and lowness of pitch</li> <li>◦ match pitch on instrument</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Website: <a href="http://trainer.thetamusic.com/en/content/dango-brothers">http://trainer.thetamusic.com/en/content/dango-brothers</a></li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Aural Skills &amp; Application</b> <b>(cont.)</b>	<u><b>Woodwinds and Brass Instruments</b></u> Develop ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument	
<b>Musical Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Name and play the notes on their instruments aligned with the pitch ranges below (as learned in their method book)</li> <li>• Identify and play sharp, flat, according to the needs of the particular instrument</li> <li>• Identify and play exercises and/or pieces in the key of concert b<sup>b</sup> major</li> </ul> <u><b>Woodwinds and Brass Instruments</b></u> <ul style="list-style-type: none"> <li>• Play pitches necessitated by appropriate grade level repertoire and/or method book and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises</li> <li>• Mad minutes (note naming)</li> <li>• Flute: a4 to g5 (a' - g'')</li> <li>• Oboe: a4 to g5 (a' - g'')</li> <li>• Bassoon: g2 to g3 (g - g)</li> <li>• Clarinet: b3 to a4 (b - a')</li> <li>• Alto saxophone: f#-f#4 to e5 (f# - e'')</li> <li>• Tenor saxophone: a4 to a5 (a' - a'')</li> <li>• Cornet or trumpet: b3 to a4 (b' - a'')</li> <li>• Horn: d4 to d5 (d' - d'')</li> <li>• Trombone or baritone/euphonium: a2 to g3 (a - g)</li> <li>• Tuba: a1 to g2 (c, - g)</li> </ul>
<b>Rhythmic Literacy</b> AKAS: A.3, B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to:               <ul style="list-style-type: none"> <li>◦ count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, double eighth</li> <li>◦ introduce 3/4 and 2/4 meters</li> <li>◦ perform in 4/4 time</li> <li>◦ perform rhythm patterns incorporating fermatas and ties</li> <li>◦ introduce pickup note (anacrusis)</li> <li>◦ introduce the concept of internalizing the beat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> <li>• Rhythm Flash Cards</li> </ul>
<b>Melodic</b> AKAS: A.3, B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Introduce correct phrasing techniques</li> <li>• Introduce dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during warm-ups</li> <li>• Pencil in breath marks as needed in music</li> <li>• Play familiar, simple tunes by ear</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Melodic (cont.)</b>	<ul style="list-style-type: none"> <li>Identify the beginning and end of phrase</li> <li>Understand direction of pitches within the melody or line</li> </ul>	
<b>Symbols &amp; Terms</b> <b>AKAS:</b> A.2, B.1, C.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop ability to: <ul style="list-style-type: none"> <li>demonstrate knowledge of various signs as they occur in the music: repeat sign, solo/ tutti/divisi/unison, fermata, final bar line, bar lines, measures, breath marks, clefs, time signatures, multiple measure rests</li> <li>identify and define the following dynamic markings: p, f and the symbols for crescendo and decrescendo</li> <li>interpret fingering charts for their instrument</li> <li>identify concert B<sup>b</sup> major key signature</li> <li>Identify and demonstrate knowledge of common time and 4/4 time signatures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Post terms around the room</li> <li>Use <i>Sound Innovations</i> book to reinforce and introduce concepts</li> </ul>
<b>Notation &amp; Composition</b> <b>AKAS:</b> A.1-3, B.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Draw the notes, rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>Reverse mad minutes</li> <li>Rhythm dictation</li> </ul>
<b>Sight Reading</b> <b>AKAS:</b> A.2-3, B.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>Weekly sight reading</li> </ul>
<b>Critical Listening &amp; Analysis</b> <b>AKAS:</b> B.1, C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>Develop knowledge of various styles of music other than current popular trends through listening in the classroom</li> <li>Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>Performance reports</li> <li>Play recordings of standard band repertoire</li> <li>Attending and evaluating live performances</li> </ul>

# INTERMEDIATE BAND

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Intermediate Band</i> is designated for those students who are not ready for advanced band, but are past the beginning stage. The class will spend time on technical exercises as well as standard band literature in preparing students for advanced band. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Follow the instructor’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Properly assemble and disassemble the instrument</li> <li>• Identify parts of by their proper names</li> </ul> <p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Care for reeds properly</li> <li>• Demonstrate proper lubrication of the instrument (e.g., what to use, what not to use, how to use)</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<b>The Instrument (cont.)</b>	<b><u>Brass Instruments</u></b> <ul style="list-style-type: none"> <li>• Water removal</li> </ul>	
<b>Playing Posture</b> AKAS: B.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue development of proper playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times in a section</li> </ul> <b><u>Woodwinds &amp; Brass Instruments</u></b> <ul style="list-style-type: none"> <li>• Continue to properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <b><u>Percussion Instruments</u></b> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<b>Concert &amp; Rehearsal Expectations</b> AKAS: A.1-3, B.1-3, C.1-3, D.102 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to:               <ul style="list-style-type: none"> <li>◦ understand and follow the conductor’s right and left hand conducting patterns and gestures</li> <li>◦ stop playing, watch and listen when the conductor stops the ensemble</li> <li>◦ demonstrate appropriate concert etiquette as an audience member and performer</li> <li>◦ develop practice techniques</li> <li>◦ develop and utilize appropriate warm-up techniques</li> <li>◦ Reinforce proper playing and resting positions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Micro-practice (little sections)</li> </ul>
<b>Tone Quality</b> AKAS: A.3, B.1-2, C.3, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue development of sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Continue to develop awareness of ways to improve tone production</li> <li>• Continue to improve steady airstream</li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Tone Quality (cont.)</b></p>	<p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ improve proper breathing techniques, proper embouchure, and use of tongue</li> <li>○ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul> <p><b><u>Percussion -</u></b></p> <ul style="list-style-type: none"> <li>• continue to develop ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level skills</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, mallets, and sticks</li> </ul> </li> </ul>	
<p><b>Woodwind &amp; Brass Techniques</b></p> <p><b>AKAS:</b> A.3, B.1-2, C.3, D.1</p> <p><b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs</li> </ul> <p><b><u>Woodwinds</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop good tonguing and airstream techniques</li> <li>• Introduce octave embouchure change for high and low notes for flute players</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Develop ability to use slurs on melodic phrases and consecutive partials (lip slurs)</li> </ul> <p><b><u>Trombone</u></b></p> <ul style="list-style-type: none"> <li>• Develop proper slur techniques with slide and tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• Mouthpiece playing (sirens and simple songs)</li> <li>• Call and response using specific articulations</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Percussion Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Snare Drum</b></u>  <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify and play the following skills flam, single stroke, multiple bounce stroke, high sticks (accent), low sticks, lead hands (both hands)</li> <li>○ play with snares off</li> <li>○ Make appropriate decisions on hand/sticking choice</li> </ul> </li> </ul> <u><b>Bass Drum, Cymbals, and Auxiliary Percussion</b></u>  <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ play with proper technique ( to include muting with opposite hand or knee for bass drum)</li> </ul> </li> </ul> <u><b>Mallet Percussion</b></u>  <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ play rolls on suspended cymbal and triangle</li> <li>○ play indicated scales</li> <li>○ Make appropriate decisions on hand/sticking choice</li> </ul> </li> </ul> </p>	<ul style="list-style-type: none"> <li>• Lap playing</li> <li>• Call and response</li> <li>• Playing with a metronome</li> </ul>
<p><b>Aural Skills &amp; Application</b>  <b>AKAS:</b> A.3, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b>  <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>○ identify and utilize the tuning mechanisms of the instrument</li> <li>○ sing given pitch</li> <li>○ Match pitch on instrument</li> <li>○ Identify highness and lowness of pitch</li> </ul> </li> </ul> <u><b>Woodwinds and Brass</b></u>  <ul style="list-style-type: none"> <li>• Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Call and response</li> <li>• <a href="http://trainer.thetamusic.com/en/content/dango-brothers">http://trainer.thetamusic.com/en/content/dango-brothers</a></li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Musical Literacy</b>  AKAS: A.3, B.1-2, C.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Name and play the notes on their instruments aligned with the pitch ranges below (as learned in their method and repertoire)</li> <li>Identify and play sharp, flat, and natural signs</li> <li>Identify and play scales in the keys of Concert B<sup>b</sup> and E<sup>b</sup> major</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>Introduce-alternate fingerings/positions</li> <li>Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>Scale exercises</li> <li>Write out Concert B<sup>b</sup> and E<sup>b</sup> scales on their instrument</li> <li>Scale exercises in Sound Innovations</li> <li>Mad Minutes</li> <li>Reverse mad minutes</li> <li>Note bingo</li> <li>Recommended Instrument Ranges according to the American Standard Pitch Notation (Helmholtz Pitch Notation):  Flute: -F4 to Bb5 (f' - bb'')  Oboe: F4 to Bb5 (f' - bb'')  Bassoon: G2 to Bb3 (G - bb)  Clarinet: G3 to Bb4 (G - bb')</li> <li>Alto Saxophone: D4 to G5 (d' - g'')</li> <li>Tenor Saxophone: F4 to C6 (f' - c''')</li> <li>Cornet or Trumpet: Bb3 to C5 (bb - c'')</li> <li>F Horn: Bb3 to Eb5 (bb - eb'')</li> <li>Trombone or Baritone/Euphonium: G2 to Bb3 (G - bb)</li> <li>Tuba: G1 to Bb2 (G, -Bb)</li> </ul>
<p><b>Rhythmic-Literacy</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Continue to develop the ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth</li> <li>Develop the ability to count and perform rhythm patterns including dotted half notes, single eighths, and percussion to include sixteenth notes</li> <li>Define and perform in 4/4 (common time), 3/4 and 2/4</li> <li>Perform rhythm patterns incorporating fermatas, ties, slurs, and pickup notes</li> <li>Reinforce the concept of internalizing the beat</li> <li>Continue to develop the skill of counting through multiple measure rests</li> </ul>	<ul style="list-style-type: none"> <li>Daily rhythm activity</li> <li>Rhythmic dictation</li> <li>Rhythm Flash Cards</li> <li>Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melodic-Awareness</b>  <b>AKAS:</b> A.3, B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ balance within the section and within the total ensemble</li> <li>○ play indicated dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play familiar, simple tunes by ear</li> <li>• Play scales with dynamics and balance</li> </ul>
<p><b>Symbols &amp; Terms</b>  <b>AKAS:</b> A.2, B.1, C.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to: <ul style="list-style-type: none"> <li>○ continue to demonstrate knowledge of various signs and terms as introduced in Beginning Band</li> <li>○ demonstrate knowledge of various signs and terms including articulation, double bar line, right-facing repeat, first and second endings, staccato, legato/tenuto, accent, D.C. al fine, D.S. al fine, one measure repeat sign</li> <li>○ define the following dynamic markings: p, mp, mf, f and the symbols for crescendo and decrescendo</li> <li>○ identify key signatures for Bb and Eb Major</li> <li>○ Identify and demonstrate knowledge of common time, 4/4 and 3/4 time signatures</li> <li>○ introduce the following tempo markings: largo, andante, and introduce formal organizations: round/canon, theme and variations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Matching terms quiz</li> </ul>
<p><b>Notation &amp; Composition</b>  <b>AKAS:</b> A.1-2, B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Draw the notes, rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales and key signatures</li> <li>• Write out rhythms</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Reverse mad minutes</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Sight Reading</b> <b>AKAS:</b> A.2-3, B.1, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>
<b>Critical Listening &amp; Analysis</b> <b>AKAS:</b> B.1, C.1-3, D.1-2 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> <li>• Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> </ul>

# ADVANCED BAND

<p><b>Grades:</b> 5-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Advanced Band</i> is designed for students who have successfully completed <i>Beginning Band</i> and/or <i>Intermediate Band</i>. The class will spend time on technical exercises as well as appropriate level band literature in preparing students for middle/junior high school and high school bands. Recommended minimum contact time is 90 minutes per week during the school day.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Be able to follow the instructor’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Possess knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to demonstrate proper care of the instrument including cleaning, proper carrying techniques while the instrument is assembled, and proper storage in the case</li> <li>• Properly assemble and disassemble the instrument</li> <li>• Identify parts of instrument by their proper names</li> </ul>	<ul style="list-style-type: none"> <li>• Instrument repair day</li> <li>• Instrument demonstrations</li> <li>• Place posters of instruments around room</li> <li>• Assist instructor in deep cleaning of instruments at the end of the year</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>The Instrument (cont.)</b></p>	<p><b><u>Woodwind Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Begin to evaluate reed strength in relation to student progress</li> <li>• Continue to use proper lubrication of the instrument: what to use, what not to use, how to use</li> </ul> <p><b><u>Brass Instruments</u></b></p> <ul style="list-style-type: none"> <li>• Use of main tuning slide</li> <li>• Lubricant removal/application</li> <li>• Water removal</li> </ul>	
<p><b>Playing Posture</b>  <b>AKAS:</b> B.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop proper playing posture: total body, arm, hand, wrist, and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times within the band</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to properly support the instrument while sitting or standing to play</li> <li>• Proper neck-strap adjustment when applicable</li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Use proper grip/playing position for snare drum, bass drum, mallet instruments, and auxiliary percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrations</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to: <ul style="list-style-type: none"> <li>○ understand and follow the conductor's right and left hand conducting patterns and gestures</li> <li>○ stop playing, watch and listen when the conductor stops the ensemble</li> <li>○ understand appropriate concert etiquette as an audience member and a performer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice sheets</li> <li>• Silent rehearsals (Monk Day)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<b>Concert &amp; Rehearsal Expectations (cont.)</b>	<ul style="list-style-type: none"> <li>○ develop appropriate practice techniques</li> <li>○ develop and utilize appropriate warm-up techniques</li> <li>○ reinforce appropriate playing and resting position</li> </ul>	
<b>Tone Quality</b> <b>AKAS:</b> A.3, B.1-2, C.3, D.1 <b>NAME:</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue development of sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Continue to improve steady airstream</li> <li>• Continue to develop awareness of ways to improve tone production</li> </ul> <p><b><u>Woodwinds and Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ improve proper breathing techniques, proper embouchure, and use of tongue</li> <li>○ produce evenly sustained straight tones using a good embouchure</li> </ul> </li> </ul> <p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ produce characteristic single stroke, double stroke, and multiple bounce strokes</li> <li>○ produce an even sound with both hands while playing appropriate level skills</li> <li>○ demonstrate awareness of variations in sound which result in using different beaters, and sticks</li> </ul> </li> <li>• Begin to make appropriate mallet choice according to the needs of the specific instrument and piece</li> </ul>	<ul style="list-style-type: none"> <li>• Long tones</li> <li>• Long note championship</li> <li>• Invite instrument specialists into the classroom to demonstrate proper tone</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, tenuto, staccato, and slurs</li> </ul> <p><b><u>Woodwinds</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop good tonguing and airstream techniques</li> <li>• Reinforce octave embouchure change for high and low notes for flute players</li> <li>• Introduce and reinforce going over the break for clarinets</li> </ul> <p><b><u>Brass</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to use slurs on melodic phrases and consecutive partials (lip slurs)</li> </ul> <p><b><u>Trombone</u></b></p> <ul style="list-style-type: none"> <li>• Continue to develop proper slur technique with slide and tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Rubank Method</li> <li>• Mouthpiece playing such as sirens and simple songs</li> <li>• Call and Response using specific articulations</li> </ul>
<p><b>Percussion Techniques</b>  <b>AKAS:</b> A.1, B.1-2, C.3, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <p><b><u>Snare Drum</u></b></p> <ul style="list-style-type: none"> <li>• Identify and play the following skills: single paradiddle, flam, flam tap, five-stroke roll, nine-stroke roll</li> <li>• Play single stroke and double stroke rolls</li> <li>• Introduce basic rudiments</li> <li>• Play-with snares off</li> <li>• Introduce rim and rim-shot techniques</li> </ul> <p><b><u>Bass Drum, and Cymbals</u></b></p> <ul style="list-style-type: none"> <li>• Play with proper technique to include muting with opposite hand or knee</li> </ul> <p><b><u>Mallet Percussion</u></b></p> <ul style="list-style-type: none"> <li>• Play single rolls on timpani, suspended cymbal and triangle</li> <li>• Play indicated scales</li> <li>• Make appropriate decisions on hand/sticking choice</li> </ul>	<ul style="list-style-type: none"> <li>• Play scales on piano</li> <li>• 40 essential rudiments</li> <li>• Play with metronome</li> <li>• Lap playing</li> <li>• Chair drumset</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Aural Skills &amp; Application</b>  AKAS: A.1, B.1-2, C.3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to: <ul style="list-style-type: none"> <li>○ identify and utilize the tuning mechanisms of the instrument</li> <li>○ sing given pitch</li> <li>○ match pitch on instrument</li> <li>○ introduce the concept of tuning within a section and the whole group</li> </ul> </li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Introduce adjustment of tension on all types of drum heads and to tune timpani, all with the aid of the instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a tuner</li> <li>• Internalization of the pitch (listen, sing, play)</li> <li>• Call and response</li> <li>• <a href="http://trainer.thetamusic.com/en/content/dango-brothers">http://trainer.thetamusic.com/en/content/dango-brothers</a></li> </ul>
<p><b>Musical Literacy</b>  AKAS: A.3, B.1-2, C.2-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef</li> <li>• Identify and play sharp, flat, and natural signs</li> <li>• Memorize and play scales in the keys of Concert Bb and Eb, F</li> <li>• Write the scales listed above</li> </ul> <p><b>Woodwinds and Brass</b></p> <ul style="list-style-type: none"> <li>• Introduce and reinforce alternate fingerings/positions</li> <li>• Play pitches necessitated by appropriate grade level repertoire and continue to expand range on instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Scale exercises and worksheets</li> <li>• Mad minutes</li> <li>• Reverse mad minutes</li> <li>• Note bingo</li> <li>• Range builders</li> <li>• Recommended Instrument Ranges according to the American Standard Pitch Notation (Helmholtz Pitch Notation):  Flute: F4 to C6 (f' - c''')  Oboe: F4 to C6 (f' - c''')  Bassoon: G2 to C4 (G - bb)  Clarinet: G3 to G5 (G - g''')  Alto Saxophone: D4 to A5 (d' - a'')  Tenor Saxophone: D4 to C6 (d' - c''')  Cornet or Trumpet: A3 to D5 (a - d'')  Horn: A3 to Eb5 (a - eb'')  Trombone or Baritone/Euphonium: G2 to C4 (G - c')  Tuba: G1 to C3 (G, -c)</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Rhythmic Literacy</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, double eighth, single eighths, and dotted half, and sixteenth for percussion</li> <li>• Introduce and Develop the ability to count and perform rhythm patterns including syncopated eighths, dotted quarters</li> <li>• Define and perform in 4/4 (common time), 3/4 and 2/4 time</li> <li>• Introduce cut time and 6/8</li> <li>• Perform rhythm patterns incorporating fermatas, ties, slurs, and pickup notes</li> <li>• Reinforce the concept of internalizing the beat</li> <li>• Continue to develop the skill of counting through multiple measure rests</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> <li>• Monster Sight Reader</li> <li>• Replicate the conducting patterns 4/4, 3/4, 2/4 meters</li> <li>• Rhythm dictation</li> <li>• Rhythm Flash Cards</li> </ul>
<p><b>Melodic-Awareness</b>  AKAS: A.3, B.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ identify, define, and use correct phrasing techniques</li> <li>○ balance within the section and within the total ensemble</li> <li>○ play indicated dynamics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics during scale activities</li> <li>• <i>Sound Pyramid</i>-when playing in an ensemble, players should think about the sound being produced (specifically the balance of the sound) in the shape of a pyramid. Instruments at the top of the pyramid should produce less volume and instruments at the bottom should produce more volume so there is a good balance</li> <li>• Play familiar, simple tunes by ear</li> </ul>
<p><b>Symbols &amp; Terms</b>  AKAS: A.2, B.1, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to: <ul style="list-style-type: none"> <li>○ define and demonstrate knowledge of various signs as they occur in the music: repeat sign, solo/soli/tutti/divisi/unison-accent, legato/tenuto, staccato, first and second endings, right-facing repeat sign, one measure repeat sign, D.C. al fine, fermata, and D.C. al coda</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Post terms around the room</li> <li>• Introduce march form</li> <li>• Introduce aba form and pattern recognition</li> <li>• Matching terms quiz</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Symbols &amp; Terms (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ define the following dynamic markings: p, mp, mf, f, pp, ff, and the symbols for crescendo and decrescendo</li> <li>○ identify key signatures for Concert Bb, Eb, and F Major</li> <li>○ identify and demonstrate knowledge of common time, 2/4, 3/4 and 4/4 time signatures</li> <li>○ reinforce the following tempo markings: largo, andante, and allegro, and introduce maestoso, moderato, and ritardando</li> <li>○ define and recognize formal organizations: round/canon, theme and variations,</li> <li>○ introduce the terms melody and harmony</li> <li>○ introduce tacet, arpeggio, syncopation</li> </ul>	
<p><b>Sight Reading</b> AKAS: A.2-3, B.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to sight read music literature at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly sight reading</li> </ul>
<p><b>Notation &amp; Composition</b> AKAS: #1, #2, #3, #4, #10 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop ability to draw the notes, rests and musical symbols previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Write out scales</li> <li>• Write out rhythms</li> <li>• Reverse mad minutes</li> <li>• Write the aforementioned key signatures and scales in concert pitch and transposed pitch</li> <li>• Complete a given melody by filling in the missing notes</li> <li>• Compose an ending to a given melody</li> <li>• Compose a variation on a given melody</li> <li>• Rhythm dictation</li> </ul>
<p><b>Critical Listening &amp; Analysis</b> AKAS: B.1, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of various styles of music other than current popular trends through listening in the classroom and attending live performances</li> <li>• Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reports</li> <li>• Play recordings of standard band repertoire</li> </ul>

# JAZZ BAND

<p><b>Grades:</b> 4-6  <b>Length:</b> Two Semesters  <b>Prerequisite:</b> Audition or Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Jazz Band</i> will give students an opportunity to experience different styles of music literature and the creative process unique to jazz. Students will be required to be enrolled in band or orchestra unless they play instruments not commonly found in these ensembles, or with the permission of the instructor. Recommended minimum contact time is 60 minutes per week.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow teacher’s directions</li> <li>• Perform basic music fundamentals taught in <i>Beginning Band</i></li> <li>• Demonstrate knowledge of proper care and assembly of instrument</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Be exposed to a variety of musical activities through participating in or attending performances</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Develop skills needed to perform instrument outside the classroom</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Woodwind &amp; Brass Techniques</b>  <b>AKAS:</b> A.2-3, B.1-2, C.2-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Woodwinds</b></u></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of: <ul style="list-style-type: none"> <li>◦ alternate fingers</li> </ul> </li> </ul> <p><u><b>Brass</b></u></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of: <ul style="list-style-type: none"> <li>◦ upper range</li> <li>◦ alternate positions/fingerings</li> </ul> </li> </ul>	
<p><b>Rhythm Section Techniques</b>  <b>AKAS:</b> A.2-3, B.1-2, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b>  <u><b>Piano</b></u></p> <ul style="list-style-type: none"> <li>• Introduce ability to: <ul style="list-style-type: none"> <li>◦ know and use introductory chord symbols such as dominant 7</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Use common chord symbols in comping technique for piano and mallet instruments</li> <li>• Basic drumset beats like swing and rock</li> <li>• Basic jazz bass comping including I and V in time</li> </ul>	

Concepts	Mastery Core Objectives	Suggested Activities
<b>Rhythm Section Techniques (cont.)</b>	<p><b><u>Bass</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a knowledge of and ability to:               <ul style="list-style-type: none"> <li>◦ know and use introductory chord symbols such as dominant 7</li> <li>◦ keep accurate time</li> </ul> </li> </ul> <p><b><u>Guitar</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a knowledge of and ability to:               <ul style="list-style-type: none"> <li>◦ identify and play introductory chord</li> </ul> </li> </ul>	
<b>Musical Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of basic chord construction and symbols for major, minor, and dominant 7 chords</li> </ul>	
<b>Rhythmic Literacy</b> AKAS: A.3, B.1-2, C.2-3, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of how notes and phrases are played in swing, Latin, and rock styles</li> </ul>	<ul style="list-style-type: none"> <li>• Count out rhythms and write them on the board</li> <li>• Warm ups on rhythms</li> <li>• Scales on new rhythms and articulations</li> </ul>
<b>Melodic Awareness</b> AKAS: A.3, B.1-2, D.1 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of:               <ul style="list-style-type: none"> <li>◦ correct phrasing techniques in varying jazz styles</li> <li>◦ balance within the section</li> <li>◦ balance within the total ensemble</li> </ul> </li> </ul> <p><b><u>Lead Trumpet, Trombone, and Alto Saxophone</u></b></p> <ul style="list-style-type: none"> <li>◦ abilities required of this position</li> </ul> <p><b><u>Rhythm Section</u></b></p> <ul style="list-style-type: none"> <li>◦ ability to play as a unit and in response to the large ensemble or a soloist</li> </ul>	<ul style="list-style-type: none"> <li>• Warm-ups with different dynamics</li> <li>• Listening across the ensemble</li> </ul>
<b>Symbols &amp; Terms</b> AKAS: A.3, B.1-2, C.1-2, D.1-2 NAME:	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the following jazz articulations: fall off short and long, glissando</li> <li>• Develop a knowledge of accent markings and how they are performed in varying jazz styles</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing jazz font</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Improvisation</b>  AKAS: A.3, B.1-2, C.1-2, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge and technique to improvise solos using common major and minor scales</li> <li>• Introduce ability to create improvised solos using melodic line, rhythm, tone quality, and style appropriate to the music</li> </ul>	<ul style="list-style-type: none"> <li>• Scale examples: (major, dorian, mixolydian, bebop, blues)</li> </ul>
<p><b>Musical Styles</b>  AKAS: A.1-3, B.1-3, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce ability to define and play differing musical styles related to the jazz ensemble idiom such as swing and straight eighth notes</li> <li>• Introduce common jazz forms such as 12 bar blues and ABA</li> </ul>	<ul style="list-style-type: none"> <li>• Other examples: 12 bar song form, 32 bar song form, AABA, ABAC</li> <li>• Funk, rock, swing, and Latin genres</li> </ul>
<p><b>Sight Reading</b>  AKAS: A.2-3, B.1, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce ability to sight read appropriate level literature</li> </ul>	<ul style="list-style-type: none"> <li>• Accidentals and alternate fingerings</li> <li>• Key signature and time signature reinforcement</li> </ul>
<p><b>Critical Listening &amp; Analysis</b>  AKAS B.1, C.1-3, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce knowledge of varying jazz styles and performers through classroom listening and attending live performances</li> <li>• Begin to develop the ability to recognize contrasting and similar sections in a piece</li> </ul>	

# **Alternate Style**

# BEGINNING GUITAR

<p><b>Grades:</b> 5-6  <b>Length:</b> One Quarter or One Semester or Yearlong <i>(Designed to be flexible: possibly two one-quarter courses, one semester, or a full year-long course)</i>  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>          In <i>Beginning</i> Guitar, students will be introduced to beginning techniques of playing the guitar. These techniques may include: reading chord frames, standard notation, or TAB. Strumming and picking techniques will be explored.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument</li> <li>• Expand knowledge of music history and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending performances</li> <li>• Develop skills needed to perform instruments outside the classroom</li> <li>• Develop and refine ability to make critical and constructive criticism of one’s own performance and the performance of others</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of the instrument</li> <li>• Locate strings by letter name and/or number</li> <li>• Demonstrate proper care and maintenance of the instrument:             <ul style="list-style-type: none"> <li>○ cleaning</li> <li>○ proper carrying techniques, in and out of the case</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have a poster/or posters on which the students may practice labeling the parts</li> <li>• Have students create acronyms for the string names, lowest to highest e.g., every apple does go bad eventually (elmo ate dynamite good-bye elmo)</li> <li>• Fat string, big number (6), skinny string small number (1)</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Playing Posture</b> AKAS: B.1, D.1 NAME:	<ul style="list-style-type: none"> <li>o proper storage of the case</li> </ul> <b>Students will:</b> <ul style="list-style-type: none"> <li>• Keep the back straight</li> <li>• Placement of guitar body on upper leg</li> <li>• Optional use of foot stand</li> <li>• Angle of guitar neck</li> <li>• Correct left and right hand position</li> </ul>	<ul style="list-style-type: none"> <li>• Model the correct playing posture and have students copy and model back to teacher</li> <li>• Introduce foot stool and guitar strap</li> </ul>
<b>Tone Quality</b> AKAS: B.2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop good tone through the use of a pick and/or strumming with the right hand</li> <li>• Become aware of dynamics through the use a pick or strumming with the right hand</li> <li>• Be aware that tone development is affected by the correct placement and pressure of the left hand fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Left hand fingernails need to be short for correct placement</li> <li>• Introduce the use of right hand fingernails for playing</li> </ul>
<b>Tuning Techniques</b> AKAS: B.2 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Gain an awareness of the sounds of the instrument being in tune</li> </ul>	<ul style="list-style-type: none"> <li>• Use of tuning devices such as Snark</li> </ul>
<b>Rhythmic Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Develop the ability to use various strumming patterns appropriate for the style</li> </ul>	<ul style="list-style-type: none"> <li>• Strum a quarter note pattern in 2/4, 3/4, and 4/4 time</li> <li>• Follow the rhythmic pattern of the melody</li> <li>• Strum one time per measure as appropriate for the song being accompanied</li> </ul>
<b>Musical Literacy</b> AKAS: B.2, C.1-2, D.1 NAME:	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Read and play chords using a chord chart</li> <li>• Read and play melodies using tab and/or standard notation in first position</li> <li>• Identify the strings in a chord frame, and be able to place the correct fingers on the correct strings</li> <li>• Explore the Spanish terms for the right hand fingers</li> <li>• Identify the symbols for down and up strumming</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested beginning chords: em, am, g, d, c, a, a7, d7, g7, e, e7, f</li> <li>• Be able to identify a treble clef, the names of the lines and spaces</li> <li>• Understand the notation used in tab</li> <li>• Understand the use of ledger lines and their names for playing on the lower strings of the guitar</li> </ul>

# CHAMBER ENSEMBLE

<p><b>Grades:</b> K-6  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Chamber Ensemble</i> is designed to offer ensemble opportunities that do not fit in the category of band, orchestra, or choir. This could include, but is not limited to: guitar ensemble, handbell choir, recorder ensemble, ukulele ensemble, new music ensemble, percussion ensemble, etc. Students will perform music with emphasis on notation reading or rote learning, according to what is most appropriate for the ensemble. This is a progressive skills class which may be repeated for credit.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Be able to follow the instructor’s directions</li> <li>• Understand basic music fundamentals (preferred, but not required)</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve vocal skills</li> <li>• Improve ensemble singing</li> <li>• Increase awareness of music fundamentals</li> <li>• Develop awareness of music history and cultural differences in music</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Enjoy a variety of musical activities through participating in or attending performances</li> <li>• Refine ability to make aesthetic judgments of music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Instrument Care</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the applicable instruments/equipment</li> <li>• Demonstrate proper care of the instrument/equipment including cleaning, proper carrying technique while the instrument is assembled, and proper storage</li> </ul>	



<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Performance &amp; Rehearsal Expectations</b>  <b>AKAS:</b> B.2-3, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing and resting positions</li> <li>• Position stand and body to be able to watch the conductor/leader when applicable</li> <li>• Stop playing, watch and listen when the conductor/leader stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument/equipment</li> <li>• Demonstrate increased awareness of ways to improve tone production</li> <li>• Perform using musical expression, including but not limited to: dynamics, tempo, style, articulation, and phrasing</li> </ul>	
<p><b>Music Notation</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Read and play music using a system for notating music, appropriate for age/skill level of the ensemble (when applicable)</li> <li>• Understand and identify cues or markings used to convey the intent of the music (such as dynamics, tempo, form, style)</li> </ul>	
<p><b>Rhythmic Knowledge</b>  <b>AKAS:</b> B.2, C.1, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Count and perform rhythm patterns combining various notes and rests appropriate for the age/skill level of the ensemble</li> </ul>	
<p><b>Critical Listening &amp; Analysis</b>  <b>AKAS:</b> C.1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Will experience various styles of music other than current popular trends through listening in the classroom and/or attending live performances</li> </ul>	

# ELEMENTARY KEYBOARD

<p><b>Grades:</b> 4-6  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>          In <i>Elementary Keyboard</i>, students will be introduced to the piano or electronic keyboard. Students will be introduced to the basics of standard music notation and technique. Recommended contact time is 60 minutes per week.</p>	
<p><b>Readiness Standards</b>          The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use keyboard with proper care</li> <li>• Be able to follow the instructor’s directions</li> <li>• Participate cooperatively in a group</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of proper care and use of the instrument</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> <li>• Improve technical skills on the keyboard</li> </ul>	
<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>The Instrument</b>  <b>AKAS:</b> B.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn direction of the notes - up is to the right, down is to the left</li> <li>• Recognize the groupings of black keys</li> <li>• Be able to find all the C's, G's and F's in relationship to the black keys, also be able to identify middle C</li> <li>• If an acoustic piano is available, show students how the keys</li> </ul>	<ul style="list-style-type: none"> <li>• Play all the groups of 2 black keys going up or down, alternating hands; repeat playing groups of three black keys</li> <li>• Name all white keys and be able to find them in relationship to black keys</li> <li>• Keyboard worksheets</li> </ul>
<p><b>Playing Posture</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn correct posture:             <ul style="list-style-type: none"> <li>○ height adjustments to the seating may be needed for correct posture</li> <li>○ forearms are parallel to the floor with no bend in the wrist</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A footstool is recommended for smaller students, this improves posture and balance, (hanging legs will fall asleep, milk carton crates may work)</li> <li>• Eyes on music not fingers</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Technique</b>  <b>AKAS:</b> B.2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn: <ul style="list-style-type: none"> <li>○ finger numbers</li> <li>○ RH and LH (abbreviations)</li> <li>○ hands should be in a relaxed position, playing on the fleshy fingertip and outside edge of thumb</li> <li>○ curved fingers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Play catch with a bean bag or Cush ball, using a partner or one handed catches, or by oneself, ball or beanbag goes no higher than eyes</li> <li>• Make a balloon with your hands together, wrists touching, tap fingertips together</li> <li>• Tap fingertips to the thumb tip</li> <li>• Wiggle fingers as the finger numbers are called out</li> <li>• Fingernails need to be short</li> </ul>
<p><b>Musical Theory</b>  <b>AKAS:</b> A.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce quarter notes, half notes, and whole notes and counting their value while playing</li> <li>• Learn the music alphabet, forwards and backwards</li> <li>• Learn about moving in octaves by moving from one black key group to another</li> </ul>	<ul style="list-style-type: none"> <li>• Clap rhythms and count the clapping</li> <li>• Write in counting</li> <li>• Rhythm flashcards</li> </ul>
<p><b>Melodic Perception</b>  <b>AKAS:</b> A.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of melody and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>• Play hands separately</li> <li>• Play melody with both hands</li> <li>• Play melody and accompaniment with opposite hands</li> </ul>
<p><b>Symbols &amp; Terms</b>  <b>AKAS:</b> A.2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize: <ul style="list-style-type: none"> <li>○ treble clef locates notes and keys above middle C</li> <li>○ the bass clef locates notes and keys below middle C</li> <li>○ the grand staff connects notes above and below middle C</li> <li>○ the symbols for quarter, half, whole and dotted half notes and their corresponding rests</li> <li>○ a repeat sign and final bar line</li> <li>○ differentiate line and space notes on a staff and leger lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sharps raise a note by one key</li> <li>• Flats lower a note by one key</li> <li>• Recognize that crescendo and decrescendo are similar to the math symbols greater than and less than</li> <li>• The symbols for slurs and ties</li> <li>• Note naming exercises</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<b>Symbols &amp; Terms (cont.)</b>	<ul style="list-style-type: none"> <li>○ introduce the concept of intervals</li> <li>○ introduce sharps and flats symbols in music</li> </ul>	
<b>Tone Quality</b> <b>AKAS:</b> B.1-2, D.1 <b>NAME:</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Recognize that touch changes the sound of the instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Pounding is not allowed</li> <li>• Touch affects tone quality</li> <li>• Dynamics are also affected by how the keys are hit</li> <li>• Staccato articulation is produced as if you are touching something hot, strike the key quickly and release</li> </ul>

# HANDBELL CHOIR

<p><b>Grades:</b> 5-6  <b>Length:</b> One Semester  <b>Prerequisite:</b> Teacher Recommendation</p>	<p><b>Overview:</b>  <i>Handbell Choir</i> is offered to all students who wish to learn to play handbells in an ensemble setting. This course is recommended for students who read music and/or have some performance experience.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Possess physical abilities adequate to play handbells</li> <li>• Be able to follow the instructor’s directions</li> <li>• Demonstrate audience behavior appropriate for the context and style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Learn the various terminology and vocabulary associated with handbells and ringing</li> <li>• The appropriate care and handling of bells</li> <li>• The identification of individual bells and the sounds they produce</li> <li>• Students learn how to read and play from a simple musical score that uses standard western notation</li> <li>• Follow beat patterns</li> <li>• Work collaboratively as part of a group</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>Performing</b>  <b>AKAS:</b> B.1-3, C. 1-3  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop handbell techniques: ringing, dampening, shake, thumb damps, martellato, tower swings, weaving, 4-in-hand</li> <li>• Perform: <ul style="list-style-type: none"> <li>○ a varied repertoire of handbell music alone and with others</li> <li>○ various rhythmic patterns using whole, half, quarter, eighth, and sixteenth notes, along with dotted and triplet patterns, and duple and compound meters as the score indicates</li> <li>○ demonstrate ability to read a handbell score and describe how the elements of music are used</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform in scheduled concerts or other musical events</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Performing (cont.)</b></p>	<ul style="list-style-type: none"> <li>○ recognize assigned notes and their corresponding accidentals on the music staff and apply them to bell performance</li> <li>○ recognize lead lines-and melody lines in multi- part ringing</li> <li>○ create chords by playing given notes together; create harmony by playing repertoire as an ensemble</li> <li>○ play assigned notes and matching accidentals on handbells; apply various advanced handbell techniques as indicated by the musical</li> <li>○ score (e.g., trills, martellato, mart-lift, echo, thumb damp, plucking, mallet, 4-in-hand, and shelly ringing)</li> <li>○ prepare and polish music for concerts</li> <li>○ demonstrate appropriate concert behavior</li> </ul>	
<p><b>Connecting</b> AKAS: D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify periods of history as handbell use developed</li> <li>• Develop repertoire of various music with understanding of its origins and purpose</li> <li>• Investigate career fields</li> </ul>	<ul style="list-style-type: none"> <li>• Explore various historical, cultural, and pop styles</li> <li>• Use internet to research musical careers</li> </ul>
<p><b>Listening/Analysis</b> AKAS: B.3, C.1-3, D.1-2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate individual competency in an ensemble setting</li> <li>• Listen to, analyze, and describe examples of handbell music</li> <li>• Evaluate a given musical work in terms of its aesthetic expressive qualities and explain the musical elements used explain relationships between music and the other arts, describing similarities and distinctions</li> <li>• Explain relationships between music and the other arts, describing similarities and distinctions</li> <li>• Apply theory and methods to proper performance techniques; recognize handbell notation as it applies to various ringing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to recordings of various handbell choirs playing a variety of sacred and secular music</li> <li>• Compare/contrast two versions of a handbell piece</li> </ul>

# STEEL PAN ENSEMBLE

<p><b>Grades:</b> 6  <b>Length:</b> One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>Steel Pan Ensemble</i> is designed for the beginning student who wishes to learn how to play instruments in a steel drum ensemble. Students will spend time on scales, solo and ensemble literature, and appropriate level music written for the steel drum ensemble. <b>This is a progressive skills class which may be repeated for credit.</b></p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow the instructor’s directions</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Improve sense of music history and cultural differences in music</li> <li>• Use musical instruments with proper care</li> <li>• Continue to enjoy a variety of musical activities through participating in or attending performances</li> <li>• Improve technical skills on instrument</li> <li>• Increase knowledge of music fundamentals</li> <li>• Refine skills needed to perform instrument outside the classroom</li> <li>• Develop and refine ability to make aesthetic judgments of music</li> <li>• Develop and refine ability to make critical and constructive criticisms of one’s own performance and the performances of others in music</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>	<ul style="list-style-type: none"> <li>• Properly assemble and disassemble the instrument</li> <li>• Demonstrate proper care of the instrument including cleaning, proper carrying technique while the instrument is assembled, and proper storage in the case</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper playing position</li> <li>• Position stand and body to be able to watch the conductor at all times</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper playing position</li> <li>• Position stand and body to be able to watch the conductor at all times</li> <li>• Demonstrate total body, arm, hand, wrist, and finger position</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and follow the cues provided by the instructor</li> <li>• Develop the ability to play as an ensemble without the aid of a conductor</li> <li>• Develop the ability to learn by rote in the authentic tradition of steel pan playing</li> <li>• Have the opportunity to improvise solos</li> <li>• Stop playing, watch and listen when the instructor stops the ensemble</li> <li>• Understand appropriate concert etiquette as an audience member and a performer</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce sounds demonstrating the characteristic tone quality of the instrument</li> <li>• Demonstrate awareness of the sweet spot for each note on assigned steel pan</li> </ul>	
<p><b>Musical Literacy</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the ability to name and play the notes of the lines and spaces of the staff, in treble clef or bass clef and appropriate ledger lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and play sharp, flat, and natural signs</li> </ul>
<p><b>Rhythmic Literacy</b> AKAS: B.2, C.1, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Further develop ability to count and perform rhythm patterns combining various notes and rests, including whole, half, quarter, eighth, and dotted half</li> </ul>	<ul style="list-style-type: none"> <li>• Daily rhythm activity</li> </ul>



Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Melodic Awareness</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be aware of phrasing as it pertains to form in a piece</li> <li>• Play simple tunes by ear</li> <li>• Demonstrate ability to balance within the section and within the whole ensemble</li> <li>• Define and play all indicated dynamics, both as a soloist, and as the dynamic ranges relate to the ensemble</li> </ul>	
<p><b>Symbols &amp; Terms</b>  AKAS: B.2, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define, play, and demonstrate knowledge of all musical symbols and terms as they occur in appropriate level literature</li> <li>• Define and play all indicated tempo markings</li> </ul>	
<p><b>Musical Styles</b>  AKAS: B.1-3, C.1-2, D.1-2  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to varying styles of traditional steel pan music including but not limited to calypso, soca, reggae, and pop arrangements (bomb tunes)</li> </ul>	
<p><b>Sight Reading</b>  AKAS: B.1, 3, C.1-2, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to sight read appropriate level music literature</li> </ul>	
<p><b>Music Appreciation</b>  AKAS: B.1, C.1-3, D.1  NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Increase and refine knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom or attending live performances</li> </ul>	

# WORLD MUSIC

<p><b>Grades:</b> 5-6  <b>Length:</b> One Quarter or One Semester  <b>Prerequisite:</b> None</p>	<p><b>Overview:</b>  <i>World Music</i> is open to students at all levels of music experience. Students will spend time on multicultural music, and music fundamentals. <i>World Music</i> will focus on teaching music the way it is taught in many countries around the world - as an aural tradition passed down from generation to generation.</p>	
<p><b>Readiness Standards</b>  The following are expected indicators of student readiness for entering each grade level.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Participate cooperatively in a group</li> <li>• Follow instructor’s directions</li> <li>• Demonstrate ability to play with appropriate position and posture</li> <li>• Perform basic music fundamentals</li> <li>• Demonstrate standard behavior appropriate for the contest and style of music performed</li> <li>• Demonstrate correct stage presence to reflect the style of the music performed</li> </ul>	
<p><b>Ongoing Learner Goals</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with others</li> <li>• Use musical instruments with proper care</li> <li>• Improve technical skills on instrument and voice</li> <li>• Increase knowledge of music fundamentals</li> <li>• Expand knowledge of multicultural music and cultural differences in music</li> <li>• Learn to enjoy a variety of music activities through participating in or attending live performances</li> <li>• Develop skills needed to perform outside the classroom</li> <li>• Sing songs with percussion and other instruments from various multicultural traditions</li> <li>• Develop solo and accompaniment techniques</li> </ul>	
<p><b>Concepts</b></p>	<p><b>Mastery Core Objectives</b></p>	<p><b>Suggested Activities</b></p>
<p><b>The Instrument</b>  <b>AKAS:</b>  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of world instruments</li> <li>• Demonstrate proper care of the instrument including, proper carrying techniques, and proper storage</li> <li>• Recognize the human voice as an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrument families</li> <li>• Sound science, sound waves, vibration, amplification, etc.</li> </ul>

Concepts	Mastery Core Objectives	Suggested Activities
<p><b>Playing Posture</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop proper playing posture</li> <li>• Total body, arm, hand, wrist and finger position</li> <li>• Position chair, stand, and body to be able to watch the conductor at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate performance and audience etiquette</li> </ul>
<p><b>Concert &amp; Rehearsal Expectations</b> AKAS: B.2-3 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow the conductor/leader</li> <li>• Develop the ability to play as an ensemble without the use of a conductor/leader</li> <li>• Understand the role of the leader in a drum circle and the traditional values of respect, balance, community, and listening that are intrinsic to world music</li> <li>• Follow the direction of the drum circle's leader</li> <li>• Stop playing, watch, and listen when the conductor stops the ensemble</li> <li>• Use traditional patterns to improvise solo parts</li> </ul>	<ul style="list-style-type: none"> <li>• Call and response</li> <li>• Basic performance and audience etiquette</li> <li>• Listening quizzes</li> </ul>
<p><b>Tone Quality</b> AKAS: B.2, D.1 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop sounds demonstrating the characteristic tone quality of the instrument and human voice</li> <li>• Develop awareness of ways to improve tone production</li> <li>• Demonstrate awareness of variations in sound which result in using different hand techniques, mallets and sticks relative to placement on the appropriate instrument</li> <li>• Demonstrate techniques for playing various types of drums and percussion equipment and for singing</li> </ul>	<ul style="list-style-type: none"> <li>• Learn vocabulary to describe (i.e., high, low, breathy, warm, thin, full, bright, resonant)</li> </ul>
<p><b>Tuning &amp; Intonation</b> AKAS: B.2 NAME:</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to match pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Call and response</li> <li>• Sliding vocal warmups</li> </ul>

<b>Concepts</b>	<b>Mastery Core Objectives</b>	<b>Suggested Activities</b>
<p><b>Pitch Perception</b>  <b>AKAS:</b> A.1, C.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify highness and lowness of pitch and line contour</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodies on mallet instruments, using a pentatonic scale (black keys on a piano)</li> <li>• Contrast high and low</li> <li>• Relate to direction (R or L) on piano and talk about length of strings</li> <li>• Size of instrument in relation to pitch</li> </ul>
<p><b>Rhythmic Perception</b>  <b>AKAS:</b> B.2, C.1-2, D.1  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the difference between beat and rhythm</li> <li>• Understand the concept of beat groupings and divisions (eighth notes/sixteenth notes)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop ability to count and perform rhythm patterns combining various notes and rests including whole, half, quarter, eighth, dotted half, dotted quarter and sixteenth</li> <li>• Define and perform in common time, cut time, 3/4, 2/4 and 6/8</li> </ul>
<p><b>Improvisation</b>  <b>AKAS:</b> A.1-3, B.1-3, C.1-3, D.1-2  <b>NAME:</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop ability to create improvised solos using a pentatonic scale, rhythm, tone quality and style appropriate to the music</li> <li>• Improvise new drumming ensemble patterns which are complementary to those played by others in the ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Use parameters and specific guidelines for improvisation</li> <li>• Start with four beats</li> <li>• Trading twos or trading fours</li> <li>• Question and answer Call &amp; Response</li> </ul>