



BEGINNING BAND 5TH-6TH

Approved by KSD Board of Education: May 19, 2025

Course Description:

Beginning Band is a year-long course open to 5th and 6th grade students who want to learn a woodwind, brass, or percussion instrument. This ensemble focuses on establishing basic skills in musical literacy, technical proficiency, and expressive performance through the study of varied repertoire at difficulty levels of .5 - 1. No prerequisite for this class is required.

Grade Level: 5th-6th Grade

Unit Scope and Sequence (Units Occur Simultaneously)

Unit 1: Foundations of Instrumental Sound

Unit 2: Foundations of Instrumental Technique

Unit 3: Foundations of Instrumental Musicianship

Course Enduring Understandings:

- Musicians express musical ideas by continuously analyzing, evaluating, and refining their performance, remaining open to new ideas, persisting through challenges, and applying appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures.

Course Essential Questions:

- How do musicians improve the quality of their performance?
- What criteria do musicians use to determine if a performance is ready to present to an audience?

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Unit 1: Sound

This unit explores the artistry of sound, including how it is produced and how musicians adjust it to create expressive performances. Students will gain an understanding of proper tone production, intonation, balance, and blend to help them refine their individual and ensemble playing.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• The evaluation of sound quality is informed by analysis, interpretation, and established criteria. • Performing with a characteristic tone is essential to a quality performance. • Performing with a properly maintained instrument is essential to a quality performance.	• How do musicians utilize sound quality to improve performance? • How do we judge the sound quality of musical work(s) and performance(s)? • How does proper instrument care and maintenance improve a musician's performance?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Proper Embouchure/Grip • Intonation • Characteristic tone within the range of a fifth • Assembly, Disassembly, and Storage • Process for cleaning and maintaining instrument	• Recognize, describe, and demonstrate a characteristic tone/timbre on their instrument. • Recognize, describe, and demonstrate "in tone playing" on their instrument. • Recognize, describe, and demonstrate the steps to properly assemble and disassemble their instrument.

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Unit 1: Sound

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation. (Perform 5)

Supporting Standards:

- A. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.. (MU:Pr5A.E.5a)

Priority Standard: Apply criteria to evaluate artistic work. (Respond 9)

Supporting Standards:

- A. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. (MU:Re9A.E.5a)

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Unit 2: Technique

This unit focuses on developing and refining the fundamental technical skills necessary for high-quality performance. Students will explore how technique influences musicality and expression. Through structured exercises, scales, rhythmic studies, and ensemble playing, students will build clarity, accuracy, and control on their instruments.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The way we judge musical technique is based on three things: the basic elements of music notation (like pitch, rhythm, and dynamics); the interpretation of subjective elements, such as phrasing and style; and the standards used to evaluate performances. - Performing with appropriate technique is essential to a quality performance.	- How do musicians utilize technique to improve performance? - How do we judge the craft and technique of musical work(s) and performance(s)?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Components of Playing (Technique) - Posture/Position - Hand Position/Mallet Grip - Foot Tap - Note/Rest Values - Whole, Half, Quarter - Meters 4/4, 2/4, 3/4, 6/8 - Tempo Markings - Moderato, Allegro, Ritardando - Scales - Major Pentascales (Concert C, Concert F, Concert Bb, Concert Eb, Concert Ab) - Major Scales Group 1 (Concert Ab, Concert Bb, Concert F) - Chromatic Scale Level 1 (Range of a Fifth)	- Recognize, describe, and demonstrate appropriate posture and position on their instrument. - Perform with pitch accuracy. - Perform with rhythmic accuracy. - Perform with a steady tempo. - Perform in time with one another. - Recognize, describe, and demonstrate appropriate articulation (including ensemble entrances and releases) on their instrument. - Perform using a practical range of their instrument.

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Unit 2: Technique

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation. (Perform 5)

Supporting Standards:

- a. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.. (MU:Pr5A.E.5a)

Priority Standard: Apply criteria to evaluate artistic work. (Respond 9)

Supporting Standards:

- a. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. (MU:Re9A.E.5a)

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Unit 3: Musicianship

This unit focuses on the skills and knowledge that make a performance expressive and musical. Students will explore how musicianship goes beyond playing the correct notes and rhythms by incorporating interpretation, analysis, and expression. They will also connect musicianship to other disciplines, cultures, and everyday life, deepening their understanding of musical meaning and purpose. Through listening, discussion, and performance, students will learn how to judge, apply, and refine their musicianship.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Musicianship is informed by analysis, interpretation, and established criteria. • Performing with appropriate musicianship is essential to a quality performance. • Understanding connections to varied contexts and daily life enhances musicians' creation, performance, and response.	• How do musicians utilize musicianship to improve performance? • How do we judge the musicianship of musical work(s) and performance(s)? • How do the other arts, disciplines, contexts, and aspects of daily life inform the creation, performance, and response to music?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Musical Staff/Grand Staff • Treble and Bass Clefs • Articulation Markings • Ledger Lines • Flat/Natural/Sharp signs (accidental) • Time Signature • Measures and Bar Lines/Double Bar • Breath Mark • Key Signatures • Enharmonics • Fermata • Pickup Note • Dynamic Markings • Solo/Soli/Tutti/Divisi • Unison • Repeat Sign • Musical Phrase • Repeat Signs/Codas	• Recognize, describe, and demonstrate characteristic elements of various styles of music. • Recognize, describe, and demonstrate various expressive markings on their music. • Recognize, describe, and demonstrate dynamic markings and contrasts on their instruments.

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Unit 3: Musicianship

Missouri Learning Standards

Priority Standard: Develop and refine artistic techniques and work for presentation. (Perform 5)

Supporting Standards:

- a. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. (MU:Pr5A.E.5a)

Priority Standard: Apply criteria to evaluate artistic work. (Respond 9)

Supporting Standards:

- a. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. (MU:Re9A.E.5a)

Priority Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (Connect 11)

Supporting Standards

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11A.E.5a)