PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Elementary Band - Year 2

Curriculum Writing Committee:

_____

Grade Level: 5

Date of Board Approval: _____

Course Weighting: Band Year 2

Lessons	20 pts.
Rehearsal	20 pts.
Practice Chart - based on min 150 mins/week	5 pts.
Assessments	20 pts.
Concerts	25 pts.

Curriculum Map

Overview:
Elementary Instrumental Music/Band – Second Year is intended for students in the fifth grade and more advanced fourth grade students who wish to play a band instrument, which includes the woodwind, brass, and percussion families. In this graded course students will continue to build upon the skills, technique, notation, pitches, and musical concepts learned in their first year of playing an instrument. These students will progress, according to their abilities, to a more advanced level by learning the fundamentals and technique associated with their respective instrument in a cumulative one to two year period. Students will continue to learn how to read music and will understand the music theory involved. Students will receive one small group instruction class weekly.

As a second year band, commonly referred to as cadet band, students will apply the fundamentals and technique learned with their respective instruments to a band rehearsal setting. Students will learn how to play their respective instrumental parts in concert band music and will recognize how the various instrumental parts work in combination to form a concert piece. Students will continue to gain experience playing together as a group, as well as playing individually, and will enjoy/appreciate the benefits of both. Personal responsibility and teamwork will be emphasized in small group instruction and band rehearsals. The band will participate in public performances during the school year, in addition to smaller concerts and assemblies as they arise. These performances will be a culmination of the concepts, notation, technique, and musical skills learned throughout the year(s). The cadet band will have one – two full band rehearsals per week throughout the school year. Attendance is expected at small group instruction, rehearsals, and performances.

Goals:

- **Marking Period 1 and 2 (90 days) -** Students will be able to …
  - **Unit #1: Review of First Year of Instrument Instruction (Ongoing)**
    - Students will be able to Demonstrate an understanding of music notation and rhythms both verbally and through performance.
    - Students will Correctly recall how to play specific pitches learned in the first year of instruction using proper technique.
    - Students will Improve sight reading skills based on previously learned concepts and technique.
    - Students will Demonstrate proper maintenance specific to their instrument.
  - **Unit #2: Accidentals and Sight Reading (Ongoing)**
    - Students will be able to Correctly identify accidentals within a piece of music and play those notes correctly when performing this music.
    - Students will Improve sight reading skills based on the awareness of specific elements
      prior to playing a piece of music for the first time: observance of key signature, time signature, tempo marking, accidentals, dynamics, unusual or complicated rhythms and rests, observation of all signs within the music to indicate repeat signs and articulations.
  - **Unit #3: Tempos and Dynamics (Ongoing)**
    - Students will Have a working knowledge of various tempo markings and will recognize and be able to play music that include these tempos.
    - Students will be able to Identify the dynamic markings of forte, mezzo forte, and piano and will improve in playing music with these dynamic levels.
    - Students will Practice to create crescendos and decrescendos as indicated in their music, while concentrating on having a proper embouchure and using good breath control.
    - Students will Understand and observe the terms ritardando and rallentando, within a piece of music.
  - **Unit #4: Time Signatures (Ongoing)**
    - Students will be able to Identify note values within a piece of music according to its time signature.
    - They will Understand cut time, will recognize it in its various forms, and will be able to correctly count and play music with this time signature.
    - Students will be able to Correctly count and perform music written in various time signatures.
  - **Unit #5: Key Signatures and Scales (Ongoing)**
    - Learn that key signatures and scale recognition assist students in observing and understanding the structure of a piece of music.
    - When students become proficient performing various scales they will recognize scales within a piece of music. Their technical performance will advance because of improvement in fingering coordination, dexterity,

muscle memory, overall timing, and intonation. This will strengthen students' confidence in their performance of an instrument and will allow them to analyze the musical structure of a song quickly.
    - Recognize scales within a piece of music.
    - Improve fingering coordination, dexterity, muscle memory, overall timing, and intonation.
    - Strengthen confidence in their performance of an instrument and will allow them to analyze the musical structure of a song quickly.
    - Students will be introduced to minor scales and will Accurately play minor scales.
- **Unit #6: Percussion Instruments/Drums (Ongoing)**
    - Students will Become familiar with various rhythms, becoming more complex as the second year progresses, and will be able to play those rhythms with increasing accuracy.
    - Students and teacher will work together Work with teacher to improve students' precision of drum rolls.
    - Students will Improve their playing/performance of concert band music through technical accuracy.
    - Students will be introduced to Identify various percussion instruments and will be able to physically perform on those instruments with technical proficiency.
    - Students will Develop an understanding of how specific percussion parts enhance concert band music, and will understand that the percussion section is the rhythmic center of a band.
- **Unit #7: Cadet Band (Ongoing)**
    - Students will be exposed Gain exposure to a wide variety of music and musical styles which vary in difficulty, but produce while providing a challenge for each student.
    - Students will Interpret written music notation and will work to competently perform this music.
    - Improvement of sight reading skills.
    - Students will Understand and appreciate the differences between playing as part of a small group or sectional and playing in a larger band rehearsal atmosphere.
    - Teacher will help students learn to Work and perform together as a group/team with the same goals and objectives in mind.
    - Students will learn to Listen to hear if they are performing their specific parts correctly.
    - Students will Become comfortable with playing music written for specific instruments, and playing their respective instrumental part in conjunction with several other parts simultaneously to create a full band arrangement.
    - Students will Develop self-confidence and will enjoy being a participating member of a large performing group and the teamwork involved.
    - Students will come to the realization that they enjoy playing an instrument and being a member of a performing group, both in rehearsals and concerts/performances.

- **Unit #8: Specific Instrumental Technique and Review – Second Year of Instruction (Ongoing)**
  - Students will be able to Properly demonstrate various forms of technique and fundamentals specific to each respective instrument.
  - Students will Review time signatures, key signatures, accidentals, rhythms, concepts of note values, articulations, technique, scales, enharmonics, chromatic scales, new pitches/notes and fingerings according to respective instruments.
  - Review of Learn new pitches and fingerings that will serve as an introduction to alternate fingering techniques of specific instruments.

- **Marking Period 3 (45 days) -** Students will be able to …
  - **Unit #9: Enharmonics and Chromatic Scales (Ongoing)**
    - Students will be able to Explain the concept of enharmonics and will be able to correctly identify enharmonic notes and their more common equivalents within a piece of music.
    - Students will Recognize and work to correctly perform a chromatic scale observing enharmonics that appear within the scale.
  - **Unit #10: Articulations and Directional Symbols**
    - Students will Understand and observe various repeat signs and directional symbols/terms within a piece of music.
    - Students will Correctly perform music with specific directional repeats signs and terms.
    - Students will Use proper technique on respective instruments to correctly perform articulations within a piece of music to enhance musical interpretation and expression.
  - **Unit #11: Eighth Rests, Syncopation, Sixteenth Notes (Ongoing)**
    - Students will Recognize eighth rests, will understand its time value, and will observe this rest when it appears in written music.
    - Students will have Demonstrate an understanding of syncopation in music and will be able to identify the styles of music syncopation is most associated with.
    - Students will be able to Identify and properly count sixteenth notes and will recall the time value of sixteenth notes in relation to other notation. Students will tap their feet and use a metronome as an aural aid to counting accurately.
    - Students will Execute rhythms including eighth rests, sixteenth notes, and syncopation using an approved system of counting to accurately portray rhythmic patterns.

- **Marking Period 4 (45 days) -** Students will be able to …
  - **Unit #12: One Eighth and Two Sixteenth Notes Rhythm Pattern;**
  - **Two Sixteenth and One Eighth Note Rhythm Pattern; Dotted Eighth and**

- **Sixteenth Note Rhythm Pattern, Eighth Note Triplets Eighth Note/Sixteenth Note Combinations, Dotted Eighth Note-Sixteenth Note Combinations, Eighth Note Triplets (Ongoing)**
  - Students will have Demonstrate an understanding of the dotted eighth and sixteenth note rhythm in music and will be able to identify this rhythm as it appears in concert band music.
  - Students will be able to Identify and properly count the eighth and two sixteenth notes combination rhythm and will recall the time value of the eighth and sixteenth notes in relation to other notation.
  - Students will be able to Identify and properly count the two sixteenth notes and an eighth note combination rhythm.
  - Students will Compare this rhythm and counting to the eighth and two sixteenth notes rhythm.
  - Students will Compare these rhythms and counting to the traditional rhythm off of sixteenth notes and will determine the similarities and differences.
  - Students will Learn to recognize eighth note triplets and will understand it has a different subdivision of the beat when compared to traditional eighth notes and sixteenth notes.
  - Students will have Demonstrate an understanding of the dotted eighth and sixteenth note rhythm in music and will be able to identify this rhythm as it appears in concert band music.

Big Ideas:

- Big Idea #1: It is important for students entering into their second year of learning how to play a band instrument to have a solid foundation in which to build upon. A thorough review is necessary in order to prepare to learn new notation, pitches, technique, and musical concepts.
- Big Idea #2: Accidentals appear frequently within written music. It is important for students to recognize this notation as it occurs and to understand that accidentals are not a part of the key signature/structure of a song, and must be performed correctly.
- Big Idea #3: Sight reading is a skill that needs continuous development with musicians. Sight reading increases a student's level of interpretation of symbols, notation, rhythms, technique, and vocabulary within the music.
- Big Idea #4: It is important for students to understand not only know the meanings of tempos and dynamic levels. but to interpret and correctly perform them within the music. In addition, students need to develop an understanding of style. This will help students understand what the composer is trying to portray or express within the music.
- Big Idea #5: Music has been written throughout history in various styles/genres. Performance of music includes the Observation of the time signature and key signature before a piece is played in order helps musicians to understand the overall rhythmic spirit of the music.
- Big Idea #6: It is important for students to observe and recognize key signatures at the beginning of and within a piece of music because key signatures help to determine the overall structure of a piece of music. There are numerous key signatures, and students should be able to determine the names of the key signatures so they may successfully perform music.Combine 5 & 6 into one statement
- Big Idea #7: Scales form the skeletal structure of a piece of music and act as a guide for proper notation within a song. When students become proficient performing various scales they will recognize the presence of scales within a piece of music. and will see improvement in their playing. This will strengthen students' confidence in their performance on an instrument and will allow them to analyze the musical structure of a song quickly.
- Big Idea #8: Enharmonics are two notes that are written differently, with different names, but sound the same and use the same fingering. Students must understand why enharmonic notes appear, recognize situations in music during which enharmonics occur, and accurately play the correct pitch for each note. A chromatic scale is a scale based on ascending and descending in one half step sequential intervals without omitting any notes and is the basis for all scales.
- Big Idea #9: Performing on a musical instrument requires a musician to utilize proper technique and stylistic interpretation of the written music. This includes the knowledge of where to go within the music and the inclusion of specific articulations to express the composer's intent and musical expression.
- Big Idea #10: Written music involves pitches and rhythms. Written music is very specific in terms of notation values and counting, and its performance as such. Students must understand that music is mathematical and includes the subdivision of musical beats within measures. Students must be able to accurately perform these rhythms using proper technique and a steady, continuous beat.

- Big Idea #11: Sixteenth notes are rhythms that involve the subdivision of a musical beat into quarters and are a fundamental rhythmic concept. Students' technical abilities and overall performance become advanced with the accurate performance of sixteenth note rhythms.
- Big Idea #12: Written music is very specific in terms of notation values and counting, and its performance as such. Students must understand that music is mathematical and includes the subdivision of musical beats within measures. Eighth notes and sixteenth notes are Rhythms that involve the subdivision of a musical beat into halves and quarters and are fundamental rhythmic concepts. Students' technical abilities and overall performance become more advanced with the accurate performance of eighth and sixteenth note rhythm combinations.
- Big Idea #13: Performance on percussion instruments requires correct technique to perform proper rhythm and style. requires correct technical facility. Achievement of accurate musical performance requires physical coordination when playing a percussion instrument(s).
- Big Idea #14: Playing printed music requires interpretation of the symbols, rhythms, and vocabulary. Achievement of accurate musical performances requires mental concentration and counting of musical notation to be performed on a percussion instrument(s), as well as interpretation of style.
- Big Idea #15: Students who are members of the cadet band are capable of playing more difficult music in a variety of styles than the beginning band because they are in their second year of instruction, are more experienced, and have advanced considerably on their respective instruments.
- Big Idea #16: Students are introduced to and become proficient with technique and fundamentals that are specific to their respective instruments. It is important to have a solid foundation to continue to build upon in order to learn new notation, pitches, technique, and musical concepts.

Textbook and Supplemental Resources:

- **Sound Innovations, Book 2**
  - **Textbook ISBN:** various
  - **Textbook Publisher/Year of Publication:** Alfred Music / 2010

- **Supplemental Resources:**
  - Concert repertoire

Curriculum Plan

Unit 1: Review of First Year of Instrument Instruction

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
  - 9.1.5.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.1.5.I Identify arts events that take place in schools and in communities.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.G Relate works in the arts to geographic regions:
    - Africa
    - Asia
    - Australia
    - Central America
    - Europe
    - North America
    - South America
  - 9.2.5.I Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
  - 9.2.5.L Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).
  - 9.3.5.A Recognize critical processes used in the examination of works in the arts and humanities.
  - 9.4.5.C Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).

Objectives:

- Students will recall and successfully play pitches learned on their specific instrument using correct fingerings and technique. (DOK: Level 1 and Level 2)
- Students will be able to demonstrate rhythms learned in their first year of instruction through performance and counting verbally and numerically or syllabic counting. (DOK: Level 2)
- Students will be able to recognize and apply various time signatures and key signatures

within pieces of music and focus exercises. (DOK: Level 1 and Level 4)
- Students will be able to recall various tempos, dynamics, articulations, repeat signs and will be able to apply them to music performance. (DOK: Level 1 and Level 4)
- Students will be able to demonstrate proper care for instruments:
    - Woodwinds will demonstrate proper reed and cork care
    - Brass will demonstrate proper valve and slide care (including cleaning and applying grease to tuning and valve slides) (DOK: 1 and Level 2)

Core Activities and Corresponding Instructional Methods:
- Teacher and student demonstrations.
- Individual performance and/or demonstration of music selection.
- Echoing between teacher and students and between students and students.
- Playing music of varying difficulties that include specific notation, pitches, rhythms, technique, dynamics, tempos, time signatures, key signatures, articulations, repeat signs, all previously learned in the first year of instruction.
- Students and teacher will choose several songs/exercises from the first instruction book and play together as a group to use as a continued review.
- Students and teacher will select several songs/exercises from the beginning pages of the second instruction book to sight read individually and/or as a group to improve sight reading skills and the application of concepts learned to date.
- Daily emphasis on rehearsal techniques that develop solid fundamental musicianship.
- Demonstration and guidance with instrument care.

Assessments:

- **Diagnostic:**
    - Group discussion, individual performance, group performance, teacher observation with individual response/correction.

- **Formative:**
    - Individual performance, group performance, weekly progress/recall through performance in class and practice at home, sight reading.

- **Summative:**
    - Student demonstration/teacher evaluation, evaluation of specific music assignment, group instruction attendance, band rehearsal attendance, class participation.
    - Student demonstration of correct posture, playing (hand) position, and embouchure.

- **Correctives:**
    - Students will refer to fingering chart in lesson book for any pitches/notes or fingerings forgotten from the first year of instruction.
    - Students will continue to work on sight reading skills by playing specific songs/exercises individually and/or as a group.

- Students will listen to accompaniment CD's before playing songs/exercises, and will then play songs with CD accompaniment.
- Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of skills and concepts learned in the first year of instruction.

- **Extensions:**
  - Students will practice specific songs/exercises in first and second lesson book, with/without CD/online accompaniment, in class and by practicing at home as a continuation of the review.
  - Students will look over a new song/exercise prior to sight reading it and will refer to lesson book to look up any forgotten concepts.
  - Students will sight read specific songs/exercises individually and/or as a group. Sight reading requires students to interpret what they are reading, recall what has been previously learned, and apply such information to the music as they are playing.
  - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of skills and concepts learned in the first year of instruction.
  - Students will show proper care techniques, such as reed care, cork care, oiling valves, and cleaning and reapplying grease to tuning slides with guidance from the teacher.

Unit 2: Accidentals and Sight Reading

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.3.5.A Recognize critical processes used in the examination of works in the arts and humanities.

Objectives:

- Students will be able to recognize and interpret accidentals within a piece of music. (DOK: Level 1 and Level 2)
- Students will be able to correctly interpret a key signature and will apply the key signature to notation when playing/performing a piece of music. (DOK: Level 3 and Level 4)
- Students will be able to improve sight reading skills through analysis of specific elements such as key signature, time signature, tempo marking, accidentals, dynamics, unusual or complicated rhythms and rests, observation of all signs within the music to indicate repeat signs and articulations prior to playing a piece of music for the first time. These include recognition of. Sight reading skills will improve when observation of these areas are applied to the performance of a piece of music. (DOK: Level 1, Level 2 and Level 4)

Core Activities and Corresponding Instructional Methods:

- Teacher and student discussion of accidentals.
- Teacher and student demonstrations.
- Students will study specific songs/exercises, measure by measure, and will identify any accidentals that appear within the music next to affected notation.
- Students may circle accidentals as needed to serve as a visual reminder as students play the music.
- Sight reading/playing music of varying difficulties that include specific notation, pitches, rhythms, technique, dynamics, tempos, time signatures, key signatures, articulations, repeat signs.
- Students and teacher will select several songs/exercises from first and second instruction book or concert band music to sight read individually and/or as a group to improve sight reading skills and the application of concepts learned to date.
- Teacher will have students briefly look at new music and play it together as a group without stopping. A discussion of sight reading will follow including analysis of how and why any mistakes were made.
- Daily emphasis on rehearsal techniques that develop solid fundamental musicianship.

Assessments:

- **Diagnostic:**
  - Group discussion, individual performance, group performance, teacher observation with individual response/correction.

- **Formative:**
  - Individual performance, group performance, weekly progress/recall through performance in class and practice at home, sight reading.

- **Summative:**
  - Student demonstration/teacher evaluation, evaluation of specific music assignment, group instruction attendance, band rehearsal attendance, class participation, concert participation.

- **Correctives:**
  - Students and teacher will play specific songs/exercises in instruction book and band music that include accidentals, individually/as a group, with/without CD or online accompaniment, in class and by practicing at home.
  - Students will listen to accompaniment via CD or online before playing songs/exercises as a group in class and in practicing at home.
  - Students will make a chart of specific areas to observe prior to playing a piece of music for the first time. Students will refer to the chart as needed when preparing to sight read music.
  - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.

- **Extensions:**
  - Students will discontinue circling accidentals in music, will work on recalling where accidentals are located within the music, and will correctly play these accidentals as they occur.
  - Students will use online or CD accompaniment individually and/or as a group in class and in practice at home.
  - Students will work to improve sight reading skills by playing music never played in class/band rehearsal, using any type of music and/or new songs/exercises in instruction book.
  - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.

Unit 3: Tempo and Dynamics

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.C Relate works in the arts to varying styles and genres and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
  - 9.3.5.A Recognize critical processes used in the examination of works in the arts and humanities.
  - 9.4.5.A Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).

Objectives:

- Students will recognize and observe the indicated tempo markings of a piece of music. (DOK: Level 1 and Level 2)
- Students will recognize and be able to differentiate between the dynamic levels in a piece of music, including other relevant markings. (DOK: Level 1 and Level 3)
- Students will understand and correctly interpret crescendos and decrescendos as they occur in music. (DOK: Level 1 and Level 2)
- Students will demonstrate an understanding of tempo change terms such as ritardando and rallentando and will be able to determine when and why they are to be applied to a piece of music. Students will be able to correctly perform music that includes a ritardando or rallentando. (DOK: Level 2 and Level 3)
- Students will observe and correctly interpret/perform the following tempo change indicators: accelerando and "a tempo," and will be able to differentiate between the two terms. (DOK: Level 1, Level 2 and Level 3)

Core Activities and Corresponding Instructional Methods:

- Teacher and student discussion of tempos in music, including pronunciation, English translation, and how it is applied to music.
- Teacher guided discussion/review of tempo markings and their pronunciations learned to date including allegro, moderato, andante, and introduction of new tempo markings adagio, allegretto, maestoso.
- Students will play as a group, songs/exercises in second instruction book that have tempos listed at beginning of song, particularly adagio, allegretto, maestoso. Students will determine the correct speed/tempo of the song and will play the music as indicated

using a metronome set at the appropriate speed.

- Students will perform songs from the second instruction book using accompaniment CD's or online accompaniment to form a better understanding of tempo speeds.
- Students will use foot tapping or hand clapping while performing a piece of music to reinforce the tempo/speed of each song.
- Discussion of dynamics in music, including pronunciation, English translation, markings, and how they are applied in music. These include forte, mezzo forte, mezzo piano, and piano.
- Students will identify tempo and changes (ex. accelerando and ritardando) that occur in musical selections through both aural recognition and performance.
- Students will listen to examples of music from instruction book that include dynamics and will work to correctly identify the dynamic levels within the music. Students will play songs/exercises in second instruction book with/without CD or online accompaniment, as well as band music that have dynamic markings indicated. Students will work to perform these pieces with the correct dynamic levels.
- Students will be introduced to crescendos and decrescendos within music, their pronunciation, and their purpose in music performance. Students will provide examples of crescendos and decrescendos that occur in daily life.
- Students will identify dynamic levels and changes (ex. crescendo / decrescendo) that occur in musical selections through both aural recognition and performance.
- Students will listen to examples of music that involve crescendos and decrescendos and will describe their function in a piece of music.
- Students will play songs/exercises and band music that include crescendos and decrescendos, working to control their sound levels using proper breath support.
- Students will listen to examples of music that involve a ritardando or rallentando and will describe their function within a piece of music. Discussion of the pronunciation of each.
- Students, with teacher guidance, will play songs/exercises or concert band music correctly that include the term ritardando or rallentando, or their abbreviations.
- Students will observe and correctly interpret/perform the following tempo change indicators: accelerando and "a tempo." Teacher will discuss with class the function of the tempo changes.
- Daily emphasis on rehearsal techniques that develop solid fundamental musicianship.

Assessments:

- **Diagnostic:**
  - Group discussion, individual performance, group performance, teacher observation with individual response/correction.

- **Formative:**
  - Individual performance, group performance, weekly progress/recall through performance in class and practice at home, sight reading.

- **Summative:**
  - Student demonstration/teacher evaluation, evaluation of specific music

assignment, group instruction attendance, band rehearsal attendance, class participation, concert performance.

- **Correctives:**
  - Students and teacher will play songs/exercises in instruction book and band music that indicate tempo markings, using a metronome to reinforce proper speed required for each song.
  - Students will listen to online accompaniment or CD's that have tempo markings before playing songs/exercises as a group in class and in practicing at home.
  - Students will listen to online or CD accompaniments or CD's that have dynamic markings before playing songs/exercises as a group in class and or in practice at home.
  - Students will perform a song individually using correct dynamics levels, and tempo change indicators with feedback and support from other class members.

- **Extensions:**
  - Students will listen to recorded music that provides examples of the various tempo
    markings to achieve a better understanding in terms of speed for how fast/slow apiece should be performed.
  - Students will continue to review tempos by writing the name of each tempo on separate note cards. Students will then determine the correct order of the tempos from slow to fast and will provide song examples of each tempo.
  - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.
  - Students will insert dynamics to songs/exercises that have no dynamics written and will provide an explanation of why these dynamics are used in certain areas of the music.
  - Students will sight read music with of various tempo and dynamic indicators, working to improve their sight reading skills.

Unit 4: Time Signatures

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
  - 9.3.5.A Recognize critical processes used in the examination of works in the arts and humanities.

Objectives:

- Students will recognize the indicated time signature at the beginning of a piece of music. (DOK: Level 1)
- Students will be able to recognize and apply through performance various time signatures within pieces of music. (DOK: Level 1 and Level 4)
- Students will compare cut time (alla breve) to the traditional 4/4 time signature and will determine the meaning of the bottom number of each, as well as the beats per measure. (DOK: Level 3)
- Students will determine the correct notation values for music written in cut time - alla breve. (DOK: Level 3)
- Students will compare the 6/8 time signature to the traditional 4/4 time signature and to cut time, and will determine the meaning of the bottom number of each, as well as the beats per measure and its note values. (DOK: Level 3)
- Students will determine the correct notation values for music written in the 6/8 time signature. (DOK: Level 3)
- Students will be able to correctly identify, count, and perform music written in the traditional 4/4, 3/4, and 2/4 time signatures, as well as the cut time and 6/8 time signatures. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Teacher guided discussion/review of time signatures learned to date including 4/4, 3/4, and 2/4, with a review of how to count each time signature, and the rhythmic feel each time signature produces within the music.
- Explanation of cut time signature, the meaning of each number, including beats per measure and how note values are affected.
- Students will make a chart of these time signatures and their note values to use for

reference. Comparison of meaning of bottom numbers in 4/4 and cut time signatures.

- Students will observe specific songs/exercises in the second instruction book which are written in a cut time signature. Students will tap one foot, clap and count out loud the rhythms/ measures in each of these pieces prior to playing the music.
- Emphasis will be made to always check the time signature before performing a piece of music.
- Students will write counting underneath measures of songs/exercises written in cut time, and will then play said songs on respective instruments, using a metronome to reinforce counting.
- Students will look at specific songs/exercises in lesson book written in the 6/8 time signature and will determine how many beats each note receives. Students will clap and count out loud the rhythms/measures prior to playing the music. Students may play with/without CD accompaniment.
- Students will write counting underneath the notation of songs written in 6/8 time, counting six beats per measure, and will then play these songs on respective instruments, using a metronome to reinforce counting.
- After students have become comfortable playing/counting in the 6/8 time signature,the teacher will introduce students to a different way to count in the 6/8 time, using only two beats per measure, rather than six beats.
- Daily emphasis on rehearsal techniques that develop solid fundamental musicianship.

Assessments:

- **Diagnostic:**
  - Group discussion, class performance, individual performance, teacher observation with student response/corrections.

- **Formative:**
  - Observation of band rehearsals, small group instruction classes, weekly progress/recall through playing in band rehearsals and practice at home, sight reading.

- **Summative:**
  - Student demonstration/teacher evaluation and discussion at next rehearsal/group sectional, group instruction attendance, band rehearsal attendance, class participation, concert performances.

- **Correctives:**
  - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.
  - Students will continue to concentrate on tapping the foot to the beat and will use a metronome to reinforce the beat location.
  - Students will play songs/exercises within the second instruction book individually and/or as a group, with/without CD accompaniment, concentrating on tapping the foot to the beat.

    - Students will write counting underneath the notation of songs written in 6/8 time, counting six beats per measure, and will then play these songs on respective instruments, using a metronome to reinforce counting.

- **Extensions:**
    - Students will continue writing down counting and will indicate where beats are emphasized in each measure before playing songs written in cut time.
    - Students will play songs/exercises within the second instruction book individually and/or as a group, with/without CD accompaniment, concentrating on tapping the foot to the beat.
    - Students will sight read new concert band music, songs/exercises that include the cut time or 6/8 time signature.

Unit 5: Key Signatures and Scales

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
  - 9.3.5.A Recognize critical processes used in the examination of works in the arts and humanities.
  - 9.3.5.E Describe and use types of critical analysis in the arts and humanities.

Objectives:

- Students will be able to identify and correctly apply key signatures to notation within a piece of music prior to its performance. (DOK: Level 2 and Level 4)
- Students will be able to recall and state the order of flats and sharps within a key signature and will work to correctly identify the names of key signatures. (DOK: Level 1 and Level 2)
- Students will be able to recognize and perform a concert B flat scale, with correct interpretation of the key signature. (DOK: Level 1, Level 2 and Level 3)
- Students will understand how scales are the basic building blocks of music composition. (DOK: Level 1)
- Students will be able to differentiate between Major and minor scales. (DOK: Level 3)
- Students will improve sight reading skills through performance of new songs/exercises/concert music and identification of varying key signatures. (DOK: Level 1 and Level 2)

Core Activities and Corresponding Instructional Methods:

- Discussion of key signatures. Students will identify various key signatures in each song prior to playing a piece of music.
- Students will play specific songs/exercises in second instruction book, with/without CD accompaniment and concert band music with various key signatures, which may/may not include key signature changes, paying attention to notation affected by key change.
- Explanation of major scales in music including how they are structured, including notation that scales begin and end on, how they what scales sound like using familiar solfege, and observation of key signatures in scales.
- Explanation of major scales, how they are structured, what note each scale begins and ends on, what scales sound like using familiar solfege as an example, and observation of key signatures in scales.
- Students will play a concert B flat scale as it appears in second instruction book

individually on respective instruments with teacher making corrections as needed. Students will understand use of concert B flat scale as a warm-upscale.
- Analysis of various scales including concert E flat major scale, concert F major scale, concert A flat major scale, concert C major scale. Students will compare each scale in terms of key signature and intervals.
- Students will listen to recordings, teacher demonstration of natural minor scales, and compare songs and scales to major scales. Students will examine intervals between each note for a natural minor scale.
- Students will work to correctly play minor scales and will identify pieces of music written in a minor key signature.
- Students will study concert band music for respective instruments to determine key signature and to determine if any scales, or scale-wise movement, are included within music. Students will determine what scale music is based on and will refer to the key signature for help.
- Daily emphasis on rehearsal techniques that develop solid fundamental musicianship.

Assessments:

- **Diagnostic:**
  - Group discussion, individual performance, group performance, teacher observation with individual response/correction.

- **Formative:**
  - Individual performance, group performance, weekly progress/recall through performance in class and practice at home; sight reading.

- **Summative:**
  - Student demonstration/teacher evaluation, evaluation of specific music assignment, small group instruction attendance, band rehearsal attendance, class participation, concert performance.

- **Correctives:**
  - Students may write flats, sharps, or natural signs next to affected notes as necessary from key signature or key change to serve as a visual reminder for students.
  - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.
  - Students will play songs/exercises within second instruction book individually and/or as a group, with/without online or CD accompaniment, listening to determine if the music is in a major or minor key.

- **Extensions:**
  - Students will work on playing various scales which appear in second instruction book at a progressively faster tempo in class and through practicing at home.

- Students will be assigned specific scales to learn, perform, and memorize.
- Students will study concert band music for respective instruments to determine key signature and to determine if any scales, or scale-wise movement, are included within music. Students will determine what scale music is based on and will refer to the key signature for help.
- Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.
- Students will work on improving sight reading skills by playing music with varying key signatures.

Unit 6: Percussion Instruments/Drums

- **Standards:**
    - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
    - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
    - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
    - 9.1.5.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
    - 9.1.5.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
    - 9.1.5.F Describe works of others through performance or exhibition in two art forms.
    - 9.1.5.G Recognize the function of rehearsals and practice sessions.
    - 9.1.5.I Identify arts events that take place in schools and in communities.
    - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
    - 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
    - 9.2.5.I Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
    - 9.4.5.A Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).
    - 9.4.5.C Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).

Objectives:

- Students will be able to differentiate between various rolls learned on the snaredrum, including five-stroke rolls (eighth note roll), nine-stroke rolls (quarter note roll), seventeen-stroke rolls (half note roll), and long rolls and will work to become more proficient in their execution. (DOK: Level 2 and Level 3)
- Percussion students will recall and be able to demonstrate various rudiments and fundamentals specific to percussionists when playing/performing from instruction book and concert band music, including flams, paradiddles, flam taps, flam accents, flam paradiddles, flamacues, rim shots. (DOK: Level 1 and Level 2)
- Percussion students will be able to identify rhythmic patterns as they occur within concert band music. (DOK: Level 2)
- Students will perform on various percussion instruments in small group instruction classes and band rehearsals/performances, including snare drum, bass drum, suspended cymbal, crash cymbals, triangle, wood block, tambourine, claves, maracas/shakers, cowbell, sleigh bells. Students will be responsible for taking care of these instruments at all times. (DOK: Level 2 and Level 3)

- Students will learn how to play additional auxiliary percussion instruments such as hi-hat cymbals, timbales, guiro, wind chimes, bongos, and will be able to differentiate the proper playing technique for each instrument. (DOK: Level 2 and Level 3)
- Students will be able to interpret rhythms, notation, time signature, tempo, and dynamics and will apply the correct rudiments and fundamentals necessary to perform the music accurately. (DOK: Level 3 and Level 4)

Core Activities and Corresponding Instructional Methods:

- Students will review the various rudiments/technique learned within the first year of playing percussion instruments.
- Teacher will introduce and demonstrate additional rudiments used by percussionists such as drags/ruffs, tap flams, thirteen stroke rolls, pataflaflas.
- Students and teacher will work together to improve students' precision of drum rolls. Teacher will introduce and demonstrate open rolls versus closed rolls, with great emphasis on sticking.
- Students will work on correctly counting as they read notation/rhythms when playing percussion instruments.
- Teacher and students will play together specific songs/exercises in instruction book and concert band music that include rolls, rudiments, and fundamentals with/without CD or online accompaniment.
- Students will work to correctly observe time signatures, dynamics, tempos, and various symbols that occur within a piece of concert band music.
- Percussionists will be members of the cadet band and must learn how percussion instruments play an important role in concert band music, Students will learn understanding what responsibilities they have when playing in the band and will become accustomed to playing along with other instruments.
- Teacher and student demonstrations.
- Sight reading/playing music of varying difficulties that include specific rudiments, fundamentals, rhythms, technique, dynamics, tempos, time signatures, repeat signs.
- Students and teacher will select several songs/exercises from second instruction book or concert band music to sight read individually and/or as a group to improve sight reading skills and the application of concepts learned to date.
- Daily emphasis on rehearsal techniques that develop solid fundamental musicianship.
- Provision of opportunities for students to perform individually and as a concert band, applying all concepts learned to date.

Assessments:

- **Diagnostic:**
  - Group discussion, percussion class performance, individual performance, teacher observation with student response/corrections.

- **Formative:**
  - Observation of band rehearsals, sectional group performance, weekly

progress/recall through playing in band rehearsals and practice at home, sight reading.

- **Summative:**
    - Concert performances, class participation, student demonstration/teacher evaluation and discussion at next rehearsal/group sectional, group instruction attendance, band rehearsal attendance.

- **Correctives:**
    - Students, with guidance from the teacher, will write appropriate counting underneath rhythms/measures in songs/exercises or concert band music, as deemed necessary to successfully count and play.
    - Students will work on recognition and performance of various rhythms, rudiments, rolls, and fundamentals through practice of specific songs/ exercises in second instruction book, with/without CD or online accompaniment, in class and through practice at home, with students counting as they play.
    - Students will refer to a rudiment chart to recall how to perform specific skills.
    - Students will continue to work on sight reading skills by playing new songs/exercises or concert band music individually and/or as a group.

- **Extensions:**
    - Students will listen to recorded music that provides examples various rudiments, rhythms, and fundamentals to achieve a better understanding of how a piece should be performed.
    - Teacher and students will play exercises/songs with students counting as they play.
    - Students will play songs/exercises within second instruction book individually and/or as a group, with/without CDor online accompaniment.
    - Students, with guidance from the teacher, will write appropriate counting underneath rhythms/measures in songs/exercises or concert band music, as deemed necessary to successfully count and play.
    - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.

Unit 7: Cadet Band

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
  - 9.1.5.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
  - 9.1.5.F Describe works of others through performance or exhibition in two art forms.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.1.5.I Identify arts events that take place in schools and in communities.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
  - 9.2.5.I Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
  - 9.4.5.A Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).
  - 9.4.5.C Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).

Objectives:

- Students will interpret written music notation and will work to competently perform this music by employing correct fingerings, technique, rhythms, and observation of dynamics, tempos, key signatures, articulations. (DOK: Level 3 and Level 4)
- Sight reading skills will improve because of continued exposure and analysis of new music. (DOK: Level 4)
- Students will understand and appreciate the differences between playing as part of a small group or sectional and playing in a larger band rehearsal atmosphere. (DOK: Level 2)
- Students will learn to listen in order to critique the performance of their specific parts. (DOK: Level 4)
- Students will learn to listen to how their specific instrumental part in a song blends together with the other sections of the music. (DOK: Level 2)

Core Activities and Corresponding Instructional Methods:

- Students will participate in weekly band rehearsals as a group, separate from their regularly scheduled small group instruction.
- Teacher and students will initially work on playing concert band music at a slower tempo to make pitch correction, and analyze and play particular rhythmic patterns and passages of music, and to enable students to hear how their specific instrumental parts coordinate with the rest of the band.
- Teacher and students will work on concert band music in sections, breaking down music into its smaller elements, repeating sections as necessary over the span of several rehearsals, gradually increasing the length of sections practiced, until the entire piece can be played.
- Teacher and students will gradually increase the tempo of the music until the band can comfortably play at concert level tempo.
- Students will rehearse with intentions of gaining ability to play musically as an ensemble.
- Students will continue to build self-confidence because of a feeling of instant success and achievement in playing an instrument, both individually and as a member of a large group.
- Students will practice concert band music together as a group at band rehearsals, in small group instruction classes, and individually at home until each piece is completely learned.
- Students will practice music at home to prepare for more efficient rehearsals and concert performance.
- Students will demonstrate proper performance etiquette through application of proper behaviors to the band rehearsal itself.
- Students will learn proper audience behavior for concerts/assemblies and will help to teach their families such etiquette.
- Daily emphasis on rehearsal techniques that develop solid fundamental musicianship.
- Provision of opportunities for students to perform individually and as a concert band.

Assessments:

- **Diagnostic:**
  - Group discussion, sectional class performance, teacher observation with student response/corrections.

- **Formative:**
  - Observation of band rehearsals, sectional group performance, weekly progress/recall through playing in band rehearsals and practice at home, sight reading.

- **Summative:**
  - Concert performances, class participation, student demonstration/teacher evaluation and discussion at next rehearsal/group sectional, group instruction attendance, band rehearsal attendance.

- **Correctives:**
    - Teacher and students will address any new pitches, notation, rhythms, key signatures, or other such technique not yet learned in small group instruction classes, playing as a group, with/without teacher accompaniment.
    - Students will assist others who need additional help with a particular piece of music to reinforce the notes, rhythms, techniques, and concepts learned.
    - Continued practice of concert band music and/or sections of music in band rehearsal.

- **Extensions:**
    - Students will practice concert band music at a gradually faster tempo in class and by practicing at home.
    - Members of the cadet band will occasionally practice with the beginning band during their rehearsal time throughout the school year in an effort to help the beginning band students to hear how their respective instrumental parts blend with the other instruments of the band. Cadet band members will act as role models and leaders to the beginning band students, and will help to make corrections when the beginners encounter problems with the concert band music.
    - Cadet band members will help beginning and students to learn proper performance etiquette by applying such proper behaviors to the band rehearsal.
    - Students will perform in at least one major concert performance during the school year (usually spring), with the possibility of additional concerts, assemblies, or recitals as opportunities may arise.
    - Students with exceptional ability may be asked by the director to participate in extra performances or festivals.
    - Students are encouraged to perform outside of band, such as at family gatherings, talent shows, church, assisted living homes.
    - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of everything learned to date.

Unit 8: Specific Instrumental Technique and Review – Second Year of Instruction

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
  - 9.1.5.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
  - 9.1.5.F Describe works of others through performance or exhibition in two art forms.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.1.5.I Identify arts events that take place in schools and in communities.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
  - 9.2.5.I Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
  - 9.4.5.A Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).
  - 9.4.5.C Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).

Objectives:

- Students will recall specific technique and will perform exercises/songs within the second instruction book to reinforce the technique learned by students on respective instruments. (DOK: Level 1 and Level 2)
- Students will review and apply concepts of rhythms, notation and note values, key signatures, accidentals, articulations, enharmonics, diatonic scales and chromatic scales according to their respective instruments. (DOK: Level 1 and Level 4)
- Students will determine how to play various low pitches/notes and/or high pitches/notes as they appear in specific exercises/songs in the second instruction book and/or in concert band music. (DOK: Level 3)
- Students will be able to demonstrate alternate fingerings for their respective instruments. (DOK: Level 2)

Core Activities and Corresponding Instructional Methods:

- Students and teacher will work on specific technique exercises within the second instruction book to reinforce technique learned by students on respective instruments. Students will play individual at a slower tempo, continuing to practice these exercises in class and at home until they can correctly play at a moderate tempo with little or no mistakes.
- Students will continue to learn how to play various low pitches/notes and/or high pitches/notes as they appear in music. Students may refer to a fingering chart as necessary.
- Woodwind instrument students will begin to work on playing exercises/songs within the second instruction book that introduce alternate fingerings for specific notation. Explanation will be given in regards to when alternate fingering is appropriate for use.
- Students will play exercises/songs that include alternate fingerings in class and will practice at home until students are comfortable with alternate fingerings. Students will practice one alternate fingering at a time before continuation to other notes. Students will work to achieve proficiency.
- Students and teacher will play as a group specific songs and pieces of music located near the end of the second instruction book which are written as a fun review of the many concepts, rhythms, note values, articulations, time signatures, key signatures, scales, and techniques learned through two years of instrumental instruction.

Assessments:

- **Diagnostic:**
  - Group discussion, sectional class performance, teacher observation with student response/corrections.

- **Formative:**
  - Observation of band rehearsals, sectional group performance, weekly progress/recall through playing in band rehearsals and practice at home, sight reading.

- **Summative:**
  - Concert performances, class participation, student demonstration/teacher evaluation and discussion at next rehearsal/group sectional, group instruction attendance, band rehearsal attendance.

- **Correctives:**
  - Students will choose several previously learned songs/exercises and will play together as a group to use as further review, with/without CDor online accompaniment.
  - Students will play at a slower tempo, continuing to practice their music in class and at home, until they can correctly play at a moderate tempo with little or no mistakes.
  - Students and/or teacher will assist others if anything is forgotten or cannot be immediately recalled.

- **Extensions:**
    - Students will practice specific technique exercises near the end of the second instruction book in class and by practicing at home in order to become comfortable with any new pitches; to become comfortable with and properly use alternate fingerings; to become proficient in the techniques associated with respective instruments.
    - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.

Unit 9: Enharmonics and Chromatic Scales

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
  - 9.3.5.A Recognize critical processes used in the examination of works in the arts and humanities.
  - 9.3.5.E Describe and use types of critical analysis in the arts and humanities.

Objectives:

- Students will recall that a flat lowers a pitch one half step, while a sharp raises a pitch one half step, and will provide/perform examples of each, comparing the sounds. (DOK: Level 1 and Level 2)
- Students will correctly identify the interval patterns between notations in a chromatic scale. (DOK: Level 2)
- Students will understand that sounds in music have two names. Students will recall the correct fingering for a specific note and will apply this fingering to its enharmonic equivalent. (DOK: Level 1 and Level 2)
- Students will design a chart using common note names and will add the enharmonic equivalents, utilizing both pitch names, to be used as a visual tool. (DOK: Level 4)
- Students will determine enharmonic equivalents for notation previously learned and will be able to apply correct fingerings to these notes. (DOK: Level 2 and Level 4)
- Students will perform a chromatic scale, observing the enharmonic notes that appear when the scale ascends and descends. (DOK: Level 2 and Level 3)
- Students will recognize and correctly perform/interpret enharmonic notes as they appear in songs/exercises from the second instruction book and in concert band music. (DOK: Level 1 and Level 3)

Core Activities and Corresponding Instructional Methods:

- Students and teacher will review various flat or sharp pitches/notes previously learned and the effect sharps and flats have on a pitch. by students on respective instruments. Review will include that a flat lowers a pitch one half step, while a sharp raises a pitch one half step.
- Explanation of the concept of enharmonics. Discuss functions of enharmonic notes.
- Students will examine various enharmonic notes and determine the correct fingering and alternate name for each note.

- Students will listen to CD or online accompaniment for specific songs/exercises in second instruction book which include usage of enharmonics to listen for differences In pitch, and will then play these songs with/without CD or online accompaniment.
- Teacher will use keyboard as a visual aid to demonstrate a chromatic scale. Teacher should introduce a diagram of a piano keyboard to help students visualize a chromatic scale and/or enharmonic notes.
- Students and teacher will study a chromatic scale in second instruction book, note by note, to determine which notes the students recognize/remember. Students will work to correctly identify the notes by recalling the enharmonic equivalent.
- Students will use the fingering chart in second instruction book to look up how to play any notation they may not recall. This may include enharmonic notation.
- Students will individually play a chromatic scale in the second lesson book, beginning slowly to correctly play each note. Students will continue to work on the chromatic scale in class and in practice at home until they can successfully perform this scale at a moderate to fast tempo with little or no mistakes.
- Daily emphasis on rehearsal techniques that develop solid fundamental musicianship.

Assessments:

- **Diagnostic:**
  - Group discussion, individual performance, group performance, teacher observation with individual response/correction.

- **Formative:**
  - Individual performance, group performance, weekly progress/recall through performance in class and practice at home; sight reading.

- **Summative:**
  - Student demonstration/teacher evaluation, evaluation of specific music assignment, group instruction attendance, band rehearsal attendance, class participation, concert performance.

- **Correctives:**
  - Students will refer to their enharmonic chart as necessary to recall alternate names of a pitch when practicing a piece of music in class or at home.
  - Students will play songs/exercises in second instruction book which include new pitches/notations and their inharmonic equivalents with CD or online accompaniment. CD or online accompaniment will help students to hear the chromatic changes in the music.
  - Students will study concert band music for respective instruments to determine if there are any enharmonic notes or chromatic passages. Students will determine if they recognize these notes by their specific note name and may circle affected notes to serve as a visual reminder.

- **Extensions:**
    - Students will work on recognition of enharmonic notes, including new pitches, and how to play these notes through practice of specific songs/exercises in second instruction book, with/without CD or online accompaniment, in class and through practice at home.
    - Students may sing/play pitches in natural form, then sing/play the pitch after it has been altered by an accidental.
    - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.

Unit 10: Articulations and Directional Symbols

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
  - 9.3.5.A Recognize critical processes used in the examination of works in the arts and humanities.
  - 9.4.5.A Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).

Objectives:

- Students will recall slurs and will perform slurs within a piece of music. (DOK: Level 1 and Level 2)
- Students will be able to describe and correctly demonstrate staccato notes, recognize what they look like, and how they sound when played. (DOK: Level 1 and Level 2)
- Students will be able to describe and accurately demonstrate tenuto notes, recognize what they look like, and how they sound when played and will be able to differentiate between tenuto and staccato notes. (DOK: Level 1, Level 2 and Level 3)
- Students will be able to perform music which includes the application of staccato and/or tenuto notation using proper technique specific to respective instruments. (DOK: Level 2 and Level 4)
- Students will understand the meaning of the term legato and will be able to perform music indicated in a legato style. (DOK: Level 1 and Level 2)
- Students will describe the composers' intent to express emotion within a song and how the music is enhanced through use of articulations and playing styles. (DOK: Level 2 and Level 4)
- Students will be introduced to, will understand, and apply the articulation term simile. when performing a song/exercise within the second instruction book or in a piece of concert band music. (DOK: Level 2 and Level 4)
- Students will recall what repeat signs look like in music and will identify what areas the music should repeat. (DOK: Level 1 and Level 2)
- Students will correctly identify, interpret, and apply the directional terms of D.S. al Fine, D.C. al Fine, D.C. al Coda, and measure repeat signs. (DOK: Level 2, Level 3 and Level 4)

Core Activities and Corresponding Instructional Methods:

- Discussion of directional terms of D.S. al Fine, D.C. al Fine, D.C. al Coda, and measure repeat signs, including pronunciation, English translation, and how they are applied in music.
- Students will listen to CD or online accompaniment of songs/exercises within second instruction book that include various repeat signs and/or directional terms. Students will read the music on their respective instruments when listening to the CD or online accompaniment in order to correctly follow the instructions for repeats.
- Students will choose a pitch on respective instruments and will play several notes, and will then play them as staccato notes.
- Students will choose a pitch on respective instruments and will play several notes,and will then play them as tenuto notes.
- Teacher and students will play specific songs/exercises individually and/or as a group form the second instruction book which include staccato notes and will recognize and correctly execute these notes.
- Teacher and students will play specific songs/exercises individually and/or as a group form the second instruction book which include tenuto notes and will recognize and correctly execute these notes. Students will compare staccato and tenuto notes.
- Students will work to improve their sight reading skills by playing music that include various articulations.
- Teacher will define and describe playing in a legato style and will show students where this articulation indicator is located within a piece of music.
- Students will be able to recognize and correctly perform sections of music or entire songs written in a legato style. Students will study concert band music to determine if any music is written in the legato style.

Assessments:

- **Diagnostic:**
  - Students will refer to fingering chart in lesson book for any pitches/notes or fingerings forgotten from the first year of instruction.
  - Students will continue to work on sight reading skills by playing specific songs/exercises individually and/or as a group.
  - Group discussion, individual performance, group performance, teacher observation with individual response/correction.

- **Formative:**
  - Individual performance, group performance, weekly progress/recall through performance in class and practice at home, sight reading.

- **Summative:**
  - Student demonstration/teacher evaluation, evaluation of specific music assignment, group instruction attendance, band rehearsal attendance, class participation, concert performance.

- **Correctives:**
    - Students may circle repeat signs and directional terms to serve as a visual reminder when performing a piece of music
    - Students will play articulations within a song/exercise beginning slowly to play each articulation with proper technique.
    - Students may draw specific articulations above music within the second instruction book to help students reinforce the observation of specific markings above/below the music.
    - Students will improvise by playing music using various articulations.

- **Extensions:**
    - Students will study concert band music to determine if any of the music is written with specific articulations indicated, and will identify which articulations students will play on respective instruments.
    - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.
    - Students will play articulations within a song/exercise beginning slowly to play each articulation with proper technique. Students will continue to work on these articulations in class and in practice at home until they can successfully perform at a concert tempo with little or no mistakes.
    - Students will improvise by playing music using various articulations.

Unit 11: Rhythms: Eighth Rests, Syncopation, Sixteenth Notes

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
  - 9.2.5.G Relate works in the arts to geographic regions:
    - Africa
    - Asia
    - Australia
    - Central America
    - Europe
    - North America
    - South America
  - 9.3.5.A Recognize critical processes used in the examination of works in the arts and humanities.
  - 9.3.5.A Identify critical processes in the examination of works in the arts and humanities.

Objectives:

- Students will be able to correctly subdivide beats to include eighth notes and eighth rests. (DOK: Level 2)
- Students will devise a system of counting that includes eighth rests, sixteenth notes, and syncopation that will accurately portray rhythmic patterns within the music. Students will utilize this counting when playing/performing music on respective instruments. (DOK: Level 4)
- Students will analyze rhythms that exist within a syncopation, to gain an understanding of where the emphasis of a strong beat may be located, and place accents on the correct beats or subdivisions of beats. (DOK: Level 2 and Level 4)
- Students will create their own syncopated rhythms and will perform these rhythms on their respective instruments. (DOK: Level 2 and Level 4)
- Students will recognize sixteenth note rhythms within music. (DOK: Level 1)
- Students will determine how to divide one musical beat into quarters so that each sixteenth note receives one fourth of a beat, with four notes totaling one beat. (DOK: Level 3)
- Students will count sixteenth notes, will determine how to count sixteenth notes in

relation to tapping the foot, and compare counting with previously learned rhythms. (DOK: Level 2 and Level 3)

- Students will be able to accurately play/perform music that includes sixteenth note rhythms, using proper counting, on their respective instruments. (DOK: Level 2 and Level 3)

Core Activities and Corresponding Instructional Methods:

- Review of eighth notes and introduction to eighth rests, what they look like in music, their time value.
- Demonstration of eighth rests by playing specific songs/exercises in second instruction book, and counting eighth rests outloud.
- Clapping of eighth note and eighth rest patterns while counting out loud, tapping feet, and using a metronome to reinforce the concept of a musical beat.
- Students will play songs/exercises in second instruction book, with/without CD or online accompaniment, that include eighth rests.
- Students will clap sixteenth note rhythmic patterns while counting out loud,tapping feet, and using metronome to reinforce the concept of a musical beat.
- Students will write out counting underneath music that includes eighth rests, sixteenth notes, and syncopation.

Assessments:

- **Diagnostic:**
  - Group discussion, individual performance, group performance, teacher observation with individual response/correction.

- **Formative:**
  - Individual performance, group performance, weekly progress/recall through performance in class and practice at home, sight reading.

- **Summative:**
  - Student demonstration/teacher evaluation, evaluation of specific music assignment, group instruction attendance, band rehearsal attendance, class participation, concert participation.

- **Correctives:**
  - Teacher will make correlation to general music class with learning techniques of sixteenth notes.
  - Students will listen to CD or online accompaniment and will then play specific songs/exercises in second instruction book that include eighth rests, sixteenth notes, and syncopation.
  - CD and online accompaniment will emphasize tempo and timing for sixteenth notes and eighth rests.
  - Students will continue to write proper counting underneath measures that include sixteenth notes. Students and teacher will then play these pieces using a

metronome to reinforce steady tempo and to assist students in counting and playing steady sixteenth notes.
    - Students will tap their feet and use a metronome as an aural aid to counting accurately.

- **Extensions:**
    - Students will search through their concert band music to observe if any pieces include eighth rests, and will work to count/play them correctly.
    - Students will search through their concert band music to observe if any pieces include syncopation, and will identify where such rhythms are located.
    - Discussion of styles of music that may include syncopation.
    - Students will continue to write proper counting underneath measures that include sixteenth note rhythms and will work to play/perform at a progressively faster tempo through practice of specific songs/exercises and concert band music, in class and by practicing at home.
    - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.

Unit 12: Rhythms: One Eighth and Two Sixteenth Notes Rhythm Pattern; Two Sixteenth and One Eighth Note Rhythm Pattern; Dotted Eighth and Sixteenth Note Rhythm Pattern, Eighth Note Triplets

- **Standards:**
  - 9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.5.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.5.C Recognize and use fundamental vocabulary within each of the arts forms.
  - 9.1.5.D Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
  - 9.1.5.G Recognize the function of rehearsals and practice sessions.
  - 9.2.5.A Explain the historical, cultural and social context of an individual work in the arts.
  - 9.2.5.C Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
  - 9.2.5.G Relate works in the arts to geographic regions:
    - Africa
    - Asia
    - Australia
    - Central America
    - Europe
    - North America
    - South America
  - 9.3.5.A Recognize critical processes used in the examination of works in the arts and humanities.
  - 9.3.5.A Identify critical processes in the examination of works in the arts and humanities.
    - Compare and contrast
    - Analyze
    - Interpret
    - Form and test hypotheses
    - Evaluate/form judgments

Objectives:

- Students will compare these rhythms and counting to the traditional rhythm of four sixteenth notes and will determine the similarities and differences. (DOK: Level 3)
- Students will be able to correctly subdivide beats to include eighth notes and sixteenth notes. (DOK: Level 2)
- Students will devise a system of counting that includes eighth notes, sixteenth notes, and dotted eighth notes that will accurately portray rhythmic patterns within the music. Students will then utilize this counting when playing/performing music on respective instruments. (DOK: Level 4)

- Students will analyze rhythms that exist within a piece of music prior to playing/performing this music. (DOK: Level 4)
- Students will create their own rhythmic patterns and will perform these patterns on their respective instruments. (DOK: Level 2 and Level 4)
- Students will recognize triplet rhythms within music. (DOK: Level 1)
- Students will determine how to divide one musical beat into quarters so that each sixteenth note receives one fourth of a beat, with four notes totaling one beat, while eighth notes receive one half of a beat. (DOK: Level 3)
- Students will count dotted eighth note and sixteenth note rhythm pattern, will determine how to count this rhythm pattern in relation to tapping the foot,and compare counting with previously learned rhythms. (DOK: Level 2 and Level 3)
- Students will be able to accurately play/perform music that includes triplet rhythms, using proper counting, on their respective instruments and will understand it has a different subdivision of the beat when compared to traditional eighth notes and sixteenth notes. (DOK: Level 2 and Level 3)

Core Activities and Corresponding Instructional Methods:

- Review of eighth notes and introduction sixteenth notes, what they look like in music, their time value.
- Demonstration of eighth and two sixteenth note rhythm pattern by playing specific songs/exercises in second instruction book, and counting out loud.
- Clapping of eighth note and two sixteenth note patterns while counting outloud, tapping feet, and using a metronome to reinforce the concept of a musical beat.
- Students will play songs/exercises in second instruction book, with/without CD or online accompaniment, that include the eighth note and two sixteenth note rhythm combination and/or the two sixteenth notes and one eighth note rhythm pattern.
- Students will write out counting underneath music that includes eighth notes, sixteenth notes, dotted eighth and sixteenth notes, and triplets.
- Students will clap dotted eighth note and single sixteenth note rhythm pattern while counting out loud, tapping feet, and using metronome to reinforce the concept of a musical beat.
- Students will be introduced to the eighth note triplet rhythm pattern and will immediately realize the beat is evenly divided into thirds. Teacher and students will examine various ways to count the triplet rhythm.
- Teacher and students will work together on songs/exercises in second instruction book that use each of the combination rhythms in the written music. Students will identify before playing the music the location of the rhythms within the song and which specific rhythms are written. Students will identify specific rhythmic patterns in a song before playing.
- Echo and response on respective instruments when demonstrating rhythms.
- Students will play individually or as a group, songs/exercises in second instruction book that include combination rhythms and will listen to CD or online accompaniment of these songs to understand how these rhythm patterns sound.

Assessments:

- **Diagnostic:**
  - Group discussion, individual performance, group performance, teacher observation with individual response/correction.

- **Formative:**
  - Individual performance, group performance, weekly progress/recall through performance in class and practice at home, sight reading.

- **Summative:**
  - Student demonstration/teacher evaluation, evaluation of specific music assignment, group instruction attendance, band rehearsal attendance, class participation, concert performance.

- **Correctives:**
  - Teacher will make a correlation to counting in general music class.
  - Students will listen to CD or online accompaniment and will then play specific songs/exercises in second instruction book that include eighth and sixteenth notes combination rhythms, the dotted eighth and sixteenth note rhythm pattern, and triplets.
  - CD or online accompaniment will emphasize tempo and timing for each of the Combinations of rhythms.
  - Students and teacher will perform using a metronome to reinforce steady tempo and to assist students in counting and playing steady rhythms.
  - Students will continue to write proper counting underneath measures that include combination rhythms.

- **Extensions:**
  - Students will draw the rhythm combination of one eighth note and two sixteenth notes linked together. Students will recall note values for each of these notes and will add them together to determine how many beat(s) the total rhythm pattern receives.
  - Determine the similarities and differences between each rhythm.
  - Students will continue to write the counting underneath music that includes eighth notes, sixteenth notes, dotted eighth and sixteenth notes, and triplets, until students are comfortable with the recognition of and performance of these rhythms.
  - Students will work to play/perform at a progressively faster tempo through practice of specific songs/exercises and concert band music, in class and by practicing at home.
  - Students will practice at home an amount of time determined by the teacher to reinforce the recognition and observance of what was learned in this unit.

- Students will show proper care techniques, such as reed care, cork care, oiling valves, and cleaning and reapplying grease to tuning slides with guidance from the teacher.
- Students will tap their feet and use a metronome as an aural aid to counting accurately.