4-5 BAND: INSTRUMENTAL MUSIC Curricular Document

4-5 Band Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Music/Band INSTRUMENTAL MUSIC	2 years
GRADE LEVEL	**DATE LAST REVIEWED**
4-5	Music Comprehensive Program Evaluation, June 2025
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
NA	02/24/2026
PRIMARY RESOURCE ***if applicable***	
Essential Elements Method Book Essential Elements Interactive Online Program Noteflight Learn Composition Online Classroom String Basics Method Book, with Smart Music Subscription Included	

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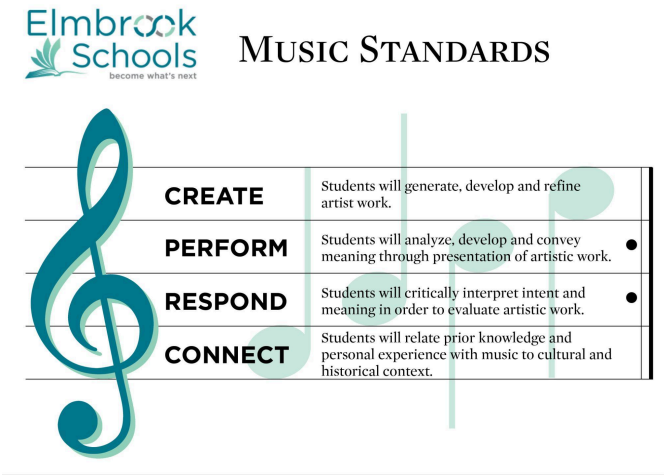
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Course Desired Results

COURSE DESCRIPTION

Beginning band is an academic discipline that explores music through singing, playing instruments, listening, movement, creative expression, and music reading. This course nurtures each student's unique musical voice, fostering creativity, collaboration, and resilience, and cultivating a lifelong appreciation for the power of music to inspire growth and connection.



ENDURING UNDERSTANDINGS *Students will understand that....*	ESSENTIAL QUESTIONS *Students will keep considering....*
CREATING • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication.	• How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How can I use what I know about music to create my own musical ideas? • What tools and techniques help me turn a musical idea into a piece others can play or hear?
PRESENTING • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire • Analyzing creators' context and how they manipulate elements of	• How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance?

music provides insight into their intent and informs performance. • Performers make interpretive decisio in ns based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	• How do context and the manner in which musical work is presented influence audience response? • How do I learn to play an instrument accurately and expressively? • What do musicians do to prepare for a performance? • How do I know if I'm performing music well? • Why is it important to follow a conductor and work as an ensemble?
RESPONDING • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	• How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do I describe and interpret what I hear in music? • What makes music expressive or meaningful? • How do I know if music is performed accurately or effectively?
CONNECTING • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	• How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music? • Why do people make music? • How does music connect to who I am and where I come from? • How is the music I play connected to history, culture, or tradition?
POSTSECONDARY, CAREER, AND LIFE READINESS • Music provides pathways to career opportunities, and personal fulfillment throughout life.	• Why is career and life readiness important? • What are employability skills? How do I prepare myself for a career that is in demand now and in 5,10, or 20 years from now? • How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?

COURSE PRIORITY STANDARDS

CREATE Standard Progression:

CREATE: Students will generate, develop, and refine artistic work.				
	K-3	3-5	6-8	9-12
Priority Standard Performance Indicator	MP1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.	MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	MP1.Cr.9.m: Develop musical compositions for voices or instruments.	MP1.Cr.13.h: Design and develop musical compositions for voices or instruments.

CREATE Learning Targets:

- I can demonstrate basic improvisation or composition skills.

PERFORM Standard Progression:

PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

	K-3	3-5	6-8	9-12
Priority Standard Performance Indicator	MP2.P.1.e: Explore and identify the meaning of a song through its text by singing and/or playing an instrument.	MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.	MP2.P.17.m: Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.	MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.

PERFORM Learning Targets:

By the end of 5th grade:

- I can separate notes with my tongue or I can perform with correct sticking (4th)
- I can perform music with ties (4th) and slurs(5th).
- I can perform with proper articulations and dynamics.(5th)
- I can perform the following rhythms: quarter notes, half notes, whole notes, eighth notes (and their corresponding rests), (4th) and dotted quarter/eighth note patterns. (5th)
- I can perform music in 2/4, 3/4 and 4/4 time ; 4/4 & 2/4 (4th); 3/4(5th)
- I can play in Bb major and Eb major key signatures. (5th)
- I can play with characteristic tone by forming correct embouchure, hand position and grip (perc. only). (4th)

- I can play music with 1st and 2nd endings. (5th)
- I can perform music with DC. al Fine.(5th)
- I can perform music with accidentals. (5th)
- *Percussion Only: sixteenth notes, 8th/16th and 16th/8th note combinations. (5th)

	K-3	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.6.e: Perform in a classroom setting.	MP2.P.14.i: Perform as part of an ensemble.	MP2.P22.m: Perform collaboratively as part of an ensemble, demonstrating well- developed ensemble skills.	MP2.P.30.h: Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.

PERFORM Learning Targets:

By the end of 5th grade:

- I can perform collaboratively as part of a large ensemble.
- I can perform with good posture.
- I can match pulse and rhythm to stay together as an ensemble.
- I can demonstrate self-discipline by working cooperatively with peers to produce a quality musical performance.
- I can display appropriate etiquette for musical performance

	K-3	3-5	6-8	9-12
		MP2.P.11.i: Critique performances of self and peers	MP2.P.19.m: Discuss own ideas and feedback of others to develop strategies to address technical challenges	MP2.P.27.h: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges

PERFORM Learning Targets:

By the end of 5th grade:

- I can evaluate my own pitch, and rhythm, to identify errors and make improvements during practice.
- I can respectfully communicate suggestions for improvement of a peer's performance.

RESPOND Standard Progression

RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

	K-3	3-5	6-8	9-12
Priority Standard Performance Indicator	MP2.R.3.e: Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.	MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	MP3.R.11.m: Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.	MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.

RESPOND Learning Targets:

- I can evaluate a music performance using appropriate music terminology.

CONNECT Standard Progression

CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

	K-3	3-5	6-8	9-12
Priority Standard Performance Indicator	MP4.Cn.3.e: Explore musical connections, similarities, and differences.	MP4.Cn.7.i: Examine and evaluate musical connections, similarities, and differences.	MP4.Cn.11.m: Categorize musical connections, similarities, and differences.	MP4.Cn.15.h: Analyze connections, similarities, and differences in a musical context.

CONNECT Learning Targets:

- I can connect music to other disciplines and cultures.

CAREER & LIFE READINESS

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

Priority Standard by Unit				
	Unit 1	Unit 2	Unit 3	Unit 4
Create	X	X	X	X
Perform	X	X	X	X
Respond		X	X	X
Connect		X	X	X
Career	X	X	X	X

CAREER CLUSTERS *most applicable to this course*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☑ Arts, A/V Technology & Communication ☑ Business Management & Administration ☑ Digital Technology ☑ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☐ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *students will learn about*	**May include:** Performance & Creation • Professional Musician (soloist, band/orchestra member, studio musician) • Composer or Arranger • Conductor (for bands, orchestras, choirs, or theater) • Singer-Songwriter • Music Producer (creates and shapes recorded music) Technology & Production • Audio Engineer (records and mixes live or studio sound) • Sound Designer (for video games, film, theater, etc.) • Recording Technician • DJ or Electronic Music Artist Education & Leadership • Music Teacher (band director, general music teacher) • Private Instrument Instructor • Music Therapist (uses music to support mental health and well-being)

	• Ensemble Director (community bands, youth programs) Music in Media & Entertainment • Film/TV/Video Game Composer • Music Supervisor (selects music for films, shows, commercials) • Voice Actor (with musical roles or singing parts) Business & Support Roles • Music Manager or Agent • Concert Promoter • Instrument Repair Technician • Music Retail Specialist (sales or customer support in music stores) • Music Librarian (organizes and preserves music collections)
POSTSECONDARY EDUCATION & TRAINING OPTIONS	**INDUSTRY RECOGNIZED CREDENTIALS:** ☐ **DUAL CREDIT OPPORTUNITIES** ☐ **CAREER BASED LEARNING OPPORTUNITIES** ☐

UNIT 1: Introduction to Instrument & Sound Production

In this unit, 4th grade students and beginning 5th grade students will get to know their instrument and learn the basics of how to make a clear, steady sound. Students will practice how to hold and care for their instrument, explore their first notes, and begin building the skills that all musicians need.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- ➔ How do musicians improve the quality of their performance?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ How do I care for and maintain my instrument?
- ➔ How do I produce a proper sound on my instrument?
- ➔ What is the correct posture for my body, fingers and mouth on my instrument?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

PERFORM

MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.	• I can perform with good posture. • I can perform on my instrument at appropriate times during rehearsal (rehearsal etiquette). • I can perform with a characteristic tone on my instrument. • I can perform collaboratively as part of a large ensemble. • I can separate notes with my tongue winds only Lvl 1 #1 • I can perform a song with my first five notes Lvl 1 #2 • I can count and perform the following rhythms: quarter notes/rests, half notes/rests, whole notes/rests(and their corresponding rests) Lvl 1 #3 • I can perform and indicate what the numbers in the time signature of 4/4 mean. New target needed

RESPOND

MP3.R.7.i: Utilize appropriate music terminology in the	• I can evaluate a music performance using appropriate music terminology.

evaluation/reflection of music performances.	

CAREER DEVELOPMENT

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards 4-5 Band Unit Guide

- *Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"*

Create Assessments REMOVE?	Perform Assessments	Respond Assessments
Composition Checklist	4th grade band learning targets 5th grade band learning targets • Student Self-assess Rubric • Performance Assessment Rubric • Vocabulary 1 Assessment • Vocabulary 2 Assessment • Rhythm Counting Assessment	• Peer Evaluation Assessment • Composition respond reflection • Student self-assessment and reflection (EEI)

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Demonstrate Set up	☐ Creating ☑ Presenting ☐ Responding	• Finding out students' prior knowledge • Beginning students learning alongside experienced students • Strategy groups to teach and re-teach

	☐ Connecting ☐ Career Development	
First Note with Correct Technique	☐ Creating ☑ Presenting ☐ Responding ☐ Connecting ☐ Career Development	• Beginning students learning alongside experienced students • Strategy groups to teach and re-teach
Embouchure	☐ Creating ☑ Presenting ☐ Responding ☐ Connecting ☐ Career Development	• Beginning students learning alongside experienced students • Strategy groups to teach and re-teach

UNIT 1 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Posture, breathing, tone

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,

work at their own pace. Use growth as a measure of success		
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Essential Elements Book 1
Text: Essential Elements for Band – Book 1 (Hal Leonard)

Unit 1: Introduction to Instrument & Sound Production
EE Book Exercises: #1–5
Focus: Posture, breathing, first tones
Assessment: Demonstrate setup, embouchure, and first note with correct technique.

Noteflight Learn Online Classroom
Band Repertoire

UNIT 2: Introductory Elements of Rhythm and Articulation

In this unit, 4th grade students and beginning 5th grade students will begin to develop the rhythm and articulation skills that make music come alive. By the end of this unit, students will be able to combine rhythm and articulation to play with accuracy, clarity, and confidence.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How does understanding the structure and context of musical works inform performance?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ How can students read and understand a piece of music?
- ➔ How does music notation relate to what we play?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	• I can compose short melodies using learned notes and rhythms on the music staff. • I can create and perform rhythm patterns from speech and environmental sounds. • I can echo simple melodic and rhythmic patterns on my instrument with an extended range. • I can improvise melodic and rhythmic patterns on my instrument with an extended range.

PERFORM

MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.	• I can perform with good posture. • I can perform on my instrument at appropriate times during rehearsal (rehearsal etiquette). • I can contribute to the ensemble's overall improvement and success. • I can perform collaboratively as part of a large ensemble. • I can adjust my air speed and embouchure (stick height for percussionists) to perform with correct pitch and note placement. • I can identify and perform the first seven notes on my instrument(new tartget) Lvl 1 #? • I can count and perform eighth notes(Lvl 1 #4) • I can perform with a characteristic tone on my instrument.(same as the first one in this column)
MP2.P.14.i: Perform as part of an ensemble	
MP2.P.11.i: Critique performances of self and peers	

RESPOND

MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	● I can evaluate a music performance using appropriate music terminology.

CONNECT

MP4.Cn.7.i: Examine and evaluate musical connections, similarities, and differences.	● I can connect music to other disciplines and cultures.

CAREER DEVELOPMENT

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards 4-5 Band Unit Guide

- *Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"*

Create Assessments	PerformAssessments	Respond Assessments	Connect Assessments
Composition Checklist	4th grade band learning targets 5th grade band learning targets ● Student Self-assess Rubric ● Performance Assessment Rubric ● Vocabulary 1 Assessment	● Peer Evaluation Assessment ● Composition respond reflection ● Student self-assessment and reflection (EEI)	Student Connect self-assessment

	• Vocabulary 2 Assessment • Rhythm Counting Assessment		

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Play a beginning piece and explain note value	☐ Creating ☑ Presenting ☐ Responding ☐ Connecting ☐ Career Development	• Beginning students learning alongside experienced students • Strategy groups to teach and re-teach
Play in 4/4; peer feedback.	☐ Creating ☑ Presenting ☑ Responding ☐ Connecting ☐ Career Development	• Beginning students learning alongside experienced students • Strategy groups to teach and re-teach
Perform short melody with clear tonguing (e.g., #30 “Lightly Row”).	☐ Creating ☑ Presenting ☐ Responding ☐ Connecting ☐ Career Development	• Beginning students learning alongside experienced students • Strategy groups to teach and re-teach
Exit ticket: list two similarities and two differences between two short excerpts and cite one musical element as evidence. Peer assessment: students share comparisons and give one reinforcing or clarifying comment based on rubric criteria.	☐ Creating ☐ Presenting ☐ Responding ☑ Connecting ☐ Career Development	• Oral description rather than written

UNIT 2 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Forte, piano (dynamics), beat, tempo, harmony

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Essential Elements Book 1

Text: Essential Elements for Band – Book 1 (Hal Leonard)

Unit 2: First Notes and Rhythmic Values EE Book Exercises: #6–13 Focus: Reading rhythms (whole/half notes), 3-note songs Assessment: Play #13 and explain note values.	**Unit 3:** Quarter Notes & 4/4 Time EE Book Exercises: #14–22 Focus: Note reading, time signature, basic rhythm Assessment: Play and conduct in 4/4; peer feedback.	**Unit 4:** Tonguing and Articulation EE Book Exercises: #23–30 Focus: Beginning articulation, breath control Assessment: Perform short melody with clear tonguing (e.g., #30 "Lightly Row").

Noteflight Learn Online Classroom

Band Repertoire

UNIT 3: Building Expressive Technique: Dynamics, Range, and Harmonic Ensemble Playing

In this unit, 5th grade students will learn how to make music more expressive and connected as a group. Students will explore playing with different dynamics, expanding an instrument's range, and keeping steady tempo with eighth notes. Together, students will focus on listening to each other, blending sounds, and creating harmony as a full ensemble.

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- ➔ How do musicians generate creative ideas?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ What musical elements do I need to include when composing?
- ➔ What is improvisation?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	• I can collaborate with my section and ensemble to develop strategies for improving note accuracy, rhythm, and technique. • I can perform a solo with confidence, demonstrating control of my tone, intonation, and expressive techniques.** • I can compose a simple melody within set parameters.

PERFORM

MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.	• I can perform with good posture. • I can perform on my instrument at appropriate times during rehearsal (rehearsal etiquette). • I can contribute to the ensemble's overall improvement and success. • I can perform music with slurs(winds) Lvl 2 #2 • I can perform music with a tie Lvl 2 #8 • I can perform music with first and second endings Lvl 2 #10 • I can perform music with dynamic contrasts Lvl 1 #6/Lvl 2 #10
MP2.P.14.i: Perform as part of an ensemble	
MP2.P.11.i: Critique performances of self and	

peers	

RESPOND

MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	• I can evaluate a music performance using appropriate music terminology. • I can give and receive constructive feedback to refine my performance and support my peers.** • I can perform as a member of a small ensemble, collaborating with my ensemble members to improve our performance.**

CONNECT

MP4.Cn.7.i: Examine and evaluate musical connections, similarities, and differences.	• I can connect music to other disciplines and cultures.

CAREER DEVELOPMENT

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 3 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards [4-5 Band Unit Guide]

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

Create Assessments	Perform Assessments	Respond Assessments	Connect Assessments
Composition Checklist	5th grade band learning targets • Student Self-assess Rubric • Performance Assessment Rubric • Vocabulary 1 Assessment	• Peer Evaluation Assessment • Composition respond reflection • Student self-assessment and reflection (EEI)	Student Connect self-assessment

	• Vocabulary 2 Assessment • Rhythm Counting Assessment		

○

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Contrast f/p in same exercise and reflect on tone quality.	☐ Creating ☑ Presenting ☑ Responding ☐ Connecting ☐ Career Development	• Activating Prior Knowledge • Beginning students learning alongside experienced students • Strategy groups to teach and re-teach
Create a 1-measure rhythm using 8th notes, then perform.	☑ Creating ☑ Presenting ☐ Responding ☑ Connecting ☐ Career Development	• Activating Prior Knowledge • Beginning students learning alongside experienced students • Strategy groups to teach and re-teach
Play duet/round with partner; self- and peer-assess.	☑ Creating ☑ Presenting ☑ Responding ☐ Connecting ☐ Career Development	• Activating Prior Knowledge • Beginning students learning alongside experienced students • Strategy groups to teach and re-teach
Exit ticket: list two similarities and two differences between two short excerpts and cite one musical element as evidence. Peer assessment: students share comparisons and give one reinforcing or clarifying comment based on rubric criteria.	☐ Creating ☐ Presenting ☐ Responding ☑ Connecting ☐ Career Development	• Oral description rather than written

UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Duet, measure, key signature, time signature, note value

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Essential Elements Book 1

Text: Essential Elements for Band – Book 1 (Hal Leonard)

Unit 5: Dynamics and Expanded Range EE Book Exercises: #31–38 Focus: Forte/piano dynamics; adding new notes Assessment: Contrast f/p in same exercise and reflect on tone quality.	**Unit 6:** Eighth Notes and Tempo EE Book Exercises: #39–47 Focus: Subdividing beat, playing with a steady tempo Assessment: Create a 1-measure rhythm using 8th notes, then perform.	**Unit 7:** Ensemble Playing & Harmony EE Book Exercises: #48–55 Focus: Duets, rounds, listening across sections Assessment: Play duet/round with partner; self- and peer-assess.

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Band Repertoire

UNIT 4: Applying Musical Knowledge: Performance Readiness, Phrasing, and Composition

In this unit, 5th grade students will bring together all the skills they have been building to prepare for performance. Students will practice phrasing to shape music with expression, learn how to stay confident and ready for concerts, and explore their own creativity through student choice and composition.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- ➔ How do performers select repertoire?
- ➔ How do musicians improve the quality of their performance?
- ➔ How do we discern musical creators' and performers' expressive intent?
- ➔ How do performers interpret musical works?
- ➔ When is creative work ready to share?

UNIT-SPECIFIC GUIDING QUESTIONS:

- ➔ How do musicians improve the quality of their performance?
- ➔ How do we judge the quality of musical works and performances?
- ➔ When is creative work ready to share?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	• I can collaborate with my section and ensemble to develop strategies for improving note accuracy, rhythm, and technique. • I can compose short melodies using learned notes and rhythms on the music staff. • I can create and perform rhythm patterns from speech and environmental sounds. • I can echo simple melodic and rhythmic patterns on my instrument with an extended range. • I can improvise melodic and rhythmic patterns on my instrument with an extended range.

PRESENT

MP2.P.9.1: Explore and demonstrate an understanding of the elements of	• I can perform with good posture. • I can perform on my instrument at appropriate times during rehearsal (rehearsal etiquette). • I can contribute to the ensemble's overall improvement and success.

music by reading, singing, and/or playing an instrument. MP2.P.14.i: Perform as part of an ensemble MP2.P.11.i: Critique performances of self and peers	• I can perform various tempos with a steady pulse. • I can perform in the key of Eb(flat major or Cm(minor) Lvl 2 #4 • I can perform the dotted quarter eighth note pattern. Lvl 2 #5 • I can perform a Bb(flat) concert scale up and down in continuous notes or in a broken note pattern. Lvl 2 #9 • I can perform sixteenth note patterns (percussion) Lvl2 #12 • I can improvise a two measure melodic line that is repeated by my peers. New Target for create

RESPOND

MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	• I can evaluate a music performance using appropriate music terminology. • I can identify errors in my own performance and develop a list of possible strategies to use in my own practice. • I can evaluate a music performance using appropriate music terminology. • I can critique my own music performance and identify areas that need improvement.

CONNECT

MP4.Cn.7.i: Examine and evaluate musical connections, similarities, and differences.	• I can connect music to other disciplines and cultures.

CAREER DEVELOPMENT

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards [4-5 Band Unit Guide]

Create Assessments	Perform Assessments	Respond Assessments	Connect Assessments
Composition Checklist	5th grade band learning targets • Student Self-assess Rubric • Performance Assessment Rubric • Vocabulary 1 Assessment • Vocabulary 2 Assessment • Rhythm Counting Assessment	• Peer Evaluation Assessment • Composition respond reflection • Student self-assessment and reflection (EEI)	Student Connect self-assessment

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Perform "Amazing Grace" or similar, marking phrases.	☐ Creating ☑ Presenting ☐ Responding ☐ Connecting ☐ Career Development	• Extra time • Repeated tries with feedback • Recording or perform in person
Rehearse and perform "Ode to Joy" (#70); reflect on group balance.	☐ Creating ☑ Presenting ☑ Responding ☐ Connecting ☐ Career Development	• Extra time • Repeated tries with feedback • Recording or perform in person
Student compositions (4–8 measures using learned rhythms/notes)	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	• Extra time • Repeated tries with feedback • Recording or perform in person
Final performance and reflection	☐ Creating ☑ Presenting ☑ Responding ☐ Connecting ☐ Career Development	• Extra time • Repeated tries with feedback • Recording or perform in person

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Duet, measure, key signature, time signature, note value,

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

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Unit 8: Time Signature Change & Phrasing EE Book Exercises: #56–64 Focus: Introduction to 3/4 time, shaping musical phrases Assessment: Perform "Amazing Grace" or similar, marking phrases.	**Unit 9:** Preparing for Performance EE Book Exercises: #65–72 Focus: Preparing for a full-group performance Assessment: Rehearse and perform "Ode to Joy" (#70); reflect on group balance.	**Unit 10:** Student Choice, Reflection, & Composition EE Book Exercises: #73–80 or beyond Focus: Student-led exploration, creative work Assessment:Student compositions (4–8 measures using learned rhythms/notes) Final performance and reflection

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