

Wallenpaupack Area School District

Planned Course Curriculum Guide

Beginning Band

Course Description:

Students will develop the necessary skills to perform instrumental music with accuracy and expression. They will apply these skills to the rehearsal and performance of a varied repertoire of music, in small and large ensemble settings.

Initial Creation Date – n/a

Revision date – November 29, 2023

Revision date – January 24, 2024

Proposed revision – September 23, 2026

Wallenpaupack Area School District Curriculum	
COURSE: Beginning Band	GRADE/S: 6
UNIT 1: Instrumental Fundamentals	TIMEFRAME: • One 45-minute individual/small-group instrumental lesson each week. • Begins in the first quarter and extends into part of the second quarter based on student readiness.

PA COMMON CORE/NATIONAL STANDARDS:

- 9.1.8.A — Know and use elements and principles of art forms; in music, including duration, pitch, timbre, intensity, rhythm, harmony, and texture.
- 9.1.8.B — Use appropriate arts elements and principles to produce, review, and revise work; in music, including instrumental performance and reading/notating music.
- 9.1.8.C — Identify and use comprehensive vocabulary within the art forms.
- 9.1.8.G — Explain the function and benefits of rehearsal and practice sessions.
- 9.1.8.H — Demonstrate and maintain materials, equipment, and tools safely in work and performance spaces.

UNIT OBJECTIVES (SWBATS):

- Demonstrate safe assembly, disassembly, handling, cleaning, and storage of the assigned instrument, including appropriate care of mouthpieces, reeds, sticks, or mallets where applicable.
- Establish instrument-appropriate posture, breathing, hand position, finger coordination, and beginning tone production. Wind players begin to develop embouchure and articulation; percussion students establish a reliable striking motion and steady pulse.
- Produce and sustain a characteristic beginning sound, then apply that sound to familiar note patterns and short exercises at a pace appropriate to each instrument group.
- Recognize and read foundational notation, including the staff, clef, familiar note names, and whole-, half-, and quarter-note values. Revisit previously learned elementary music concepts as needed.
- Begin developing the first five notes of the concert B-flat scale, building from a small number of secure notes rather than introducing additional range before fundamentals are established.
- Develop listening, turn-taking, and coordinated playing within the lesson group while beginning to understand how individual preparation contributes to later ensemble performance.
- Learn an achievable home-practice routine, arrive prepared for lessons, and record practice through the assigned practice logs.
- Beginning percussion students start together on snare drum, regardless of previous experience, to establish common rhythmic, coordination, and listening skills. Bells are taught as a separate band instrument.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Meet individually with students for instrument fittings. Review their three preferred instruments, why those instruments interest them, previous musical experience, access to an instrument at home, and any experience with a family member's instrument; consult previous and current teachers where useful.
- Use short, instrument-specific readiness activities as part of fittings: a beginning buzzing demonstration for students interested in brass; finger coordination and note patterns demonstrated with a straw for woodwind candidates; additional flute-specific screening; and rhythm/coordination checks for percussion candidates. Explain in advance that percussion spaces may be limited.

- Assign students to a suitable preferred instrument whenever possible. Prioritize interest and the motivation to learn over attempting to achieve a rigid instrumental balance at the outset.
- Organize initial, provisional like-instrument lesson groups, observe students closely during the first several lessons, and revise groups throughout the year to reflect progress and individual needs.
- Structure the weekly 45-minute lessons flexibly. Model instrument care and playing position, demonstrate or isolate difficult techniques, provide repeated guided practice, and adjust the time spent on tone, notes, or rhythm according to what the group needs.
- Use short teacher-created exercises and note patterns to reinforce secure notes, then connect those skills to simple songs. Revisit note-name and rhythm reading frequently.
- Build practice habits through brief, specific practice goals and practice logs. Use recurring observation of setup, sound, note recognition, and participation to determine when the group is ready to move forward.

ANCHOR VOCABULARY:

- Foundational terms: posture, breathing, tone, embouchure (when appropriate), articulation, steady beat/pulse, rhythm, staff, clef, note name, measure, and practice.
- Instrument names, basic parts, fingering or sticking terms, and care vocabulary are introduced in the context of each student's assigned instrument.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Diagnostic: one-on-one instrument fitting, student-preference and experience interview, teacher consultation when appropriate, and brief family-specific readiness tasks.
- Informal baseline: observe previous familiarity with note names and rhythm values during introductory lessons; use the results to determine how much review is needed rather than placing all students on an identical pace.
- Formative: regular observation of instrument setup and care, posture, breathing, first tone, coordination, developing note recognition, rhythmic accuracy, and participation in short exercises.
- Ongoing course evidence: practice logs and weekly lesson preparation/participation. Feedback is incorporated into the next lesson and into decisions about student grouping.

EVIDENCE OF MASTERY / CUT SCORE:

- Students demonstrate individual growth from their starting levels together with developing proficiency in instrument care, basic setup, an appropriate beginning tone, familiar note patterns, foundational rhythms, and lesson participation.
- Mastery is documented through repeated teacher observation and participation over time. Students have opportunities to revisit skills before progressing; individual growth, demonstrated skills, and preparation are considered together.
- No Keystone Exam or statewide numerical cut score applies to Beginning Band.

DIFFERENTIATED INSTRUCTION (Remediation/Extension; Process, Product, Content):

- Adjust lesson pacing and group membership throughout the year; offer smaller lesson groups when a student needs additional modeling, repetition, or individual feedback.
- Modify the presentation of printed music when needed through added note names, fingering charts, color coding, enlarged note heads, and simplified or altered parts.
- Allow students to consolidate a smaller secure set of notes while others expand their range. Retain a shared musical goal without requiring all students to reach it by the same lesson or date.
- Extend instruction for students ready to progress through additional notes, more challenging versions of familiar music, and extra selections during their lesson groups.

RESOURCES (Websites, Videos, Texts, etc.):

- Teacher-created instrument-specific exercises, beginning note patterns, and short songs; teacher demonstration and individual instrumental materials.
- Essential Elements for Band / Essential Elements 2000 is available through student rentals or separately as a supplementary home-practice and reference book; it is not the prescribed daily lesson sequence.
- Schoology for posted materials and information; EEi online media when useful for a particular lesson; Remind and email for communication with parents/guardians.

RESOURCE-SPECIFIC VOCABULARY:

- Fingering-chart labels, instrument-part names, and labels encountered in supplemental Essential Elements or EEi material. Resource-specific terminology is taught only when the material is actually used.

Wallenpaupack Area School District Curriculum	
COURSE: Beginning Band	GRADE/S: 6
UNIT 2: Music Literacy & Developing Performance Skills	TIMEFRAME: • One 45-minute individual/small-group instrumental lesson each week. • Generally occupies the latter portion of the second quarter. Students progress through 3-, 4-, and 5-note material; concert repertoire is not required at this stage.

PA COMMON CORE/NATIONAL STANDARDS:

- 9.1.8.A — Know and use elements and principles of art forms; in music, including duration, pitch, timbre, intensity, rhythm, harmony, and texture.
- 9.1.8.B — Use appropriate arts elements and principles to produce, review, and revise work; in music, including instrumental performance and reading/notating music.
- 9.1.8.C — Identify and use comprehensive vocabulary within the art forms.
- 9.1.8.G — Explain the function and benefits of rehearsal and practice sessions.

UNIT OBJECTIVES (SWBATS):

- Read and perform familiar three-, four-, and five-note exercises and short songs with improving tone quality, coordinated fingerings or stickings, and rhythmic accuracy.
- Strengthen recognition of note names, rhythmic values, and their relationship to sound through ongoing review; apply whole-, half-, and quarter-note patterns and develop eighth-note reading as students are ready.
- Demonstrate a steady pulse while reading, counting, and playing simple rhythms, including the ability to identify and correct recurring mistakes with teacher guidance.
- Identify the purpose of a time signature and explain that the upper number indicates the number of beats in a measure. Most instruction and performance material will remain in 4/4 meter.
- Recognize and increasingly apply piano (p), mezzo-piano (mp), mezzo-forte (mf), forte (f), crescendo, and decrescendo; introduce slurs as appropriate to the music and accents when encountered.
- Improve independence by preparing familiar music between lessons, maintaining practice logs, and transferring individual skill work into complete short songs.
- Develop listening and coordinated performance within lesson groups in preparation for the transition to Full Band during the third quarter.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Continue flexible like-instrument lessons that build directly on Unit 1 fundamentals. Move between tone work, note-name review, rhythm reading, brief demonstrations, guided repetition, and short songs according to the group's needs.
- Use a mix of teacher-created exercises and appropriately selected short music rather than following a fixed method-book page sequence. Introduce new material when students can apply the skills that support it.
- Return frequently to note names and basic rhythms. Re-teach material that students may have encountered in elementary music but have not yet retained well enough to apply on their instruments.

- Increase short-song complexity gradually, progressing from three-note material toward four- and five-note pieces. Let the number of secure notes and the complexity of rhythms develop independently when appropriate.
- Introduce dynamics and slurs in musical context, using songs and exercises students already know so new expressive demands do not compete unnecessarily with new note-reading demands.
- Reinforce pulse, attentive listening, and consistent starts and stops during small-group playing to prepare students for watching a conductor and performing in a larger ensemble.
- Retain a suitable short song for the Spring Concert when appropriate.

ANCHOR VOCABULARY:

- Continuing vocabulary: note name, note value, whole note, half note, quarter note, eighth note, steady pulse, time signature, 4/4, measure, articulation, and slur.
- Expressive markings: p, mp, mf, f, crescendo, and decrescendo. Other symbols, including repeats, fermatas, or accents, are explained when encountered rather than assigned to a fixed timeline.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Formative: frequent observation of note reading, rhythmic accuracy, steady pulse, familiar short-song performance, tone production, and ability to respond to feedback.
- Use brief in-lesson demonstrations to identify students who need additional review or who are ready for more notes, challenging rhythms, or extra music.
- Ongoing course evidence: completed practice logs, lesson preparation, and lesson participation. Student improvement across multiple lessons informs decisions about pacing and regrouping.

EVIDENCE OF MASTERY / CUT SCORE:

- Students show measurable progress from their individual baselines and increasing independence with familiar three-, four-, and five-note exercises, beginning rhythms, and basic expressive markings.
- Evidence includes the ability to prepare and perform music appropriate to the student's current level, maintain a steady beat, read increasingly independently, and participate consistently in lessons.
- Growth, demonstrated skill, and preparation are considered together; a single playing test or uniform numerical cut score is not used as the sole measure of student success.

DIFFERENTIATED INSTRUCTION (Remediation/Extension; Process, Product, Content):

- Continue to adjust like-instrument group assignments and the rate at which students add notes, rhythms, and expressive markings.
- Provide smaller groups, repeated modeling, shorter exercises, simplified parts, or notation supports such as printed note names, color coding, fingering diagrams, and enlarged note heads when helpful.
- Use familiar short songs at different levels of difficulty so students can build fluency in shared musical material without being limited to identical parts.
- Give students who progress quickly extra music during lesson groups, additional notes, or more demanding versions of current exercises and songs.

RESOURCES (Websites, Videos, Texts, etc.):

- Teacher-created exercises, short songs, rhythm-reading materials, fingering guides, and teacher-selected supplemental music.
- Essential Elements for Band / Essential Elements 2000 as supplemental home-practice and reference material, not the primary course sequence.
- Schoology for posted practice resources and class information; EEi when an activity supports the current instructional goal; Remind and email for family communication.

RESOURCE-SPECIFIC VOCABULARY:

- Instrument-specific fingering labels and terminology attached to supplemental songs, method-book references, or an EEi activity, as they become relevant.

Wallenpaupack Area School District Curriculum	
COURSE: Beginning Band	GRADE/S: 6
UNIT 3: Full Band Ensemble & Spring Concert Performance	TIMEFRAME: • Third and fourth quarters. • The weekly 45-minute individual/small-group lesson continues. • Full Band is added during second block on B-Days (9:25–10:36 a.m.; 71 minutes) under the district A-Day/B-Day rotation.

PA COMMON CORE/NATIONAL STANDARDS:

- 9.1.8.A — Know and use elements and principles of art forms; in music, including duration, pitch, timbre, intensity, rhythm, harmony, and texture.
- 9.1.8.B — Use appropriate arts elements and principles to produce, review, and revise work; in music, including instrumental performance and reading/notating music.
- 9.1.8.C — Identify and use comprehensive vocabulary within the art forms.
- 9.1.8.G — Explain the function and benefits of rehearsal and practice sessions.
- 9.1.8.H — Demonstrate and maintain materials, equipment, and tools safely in work and performance spaces.

UNIT OBJECTIVES (SWBATS):

- Transfer individual and small-group instrumental skills into coordinated Full Band performance, beginning with familiar warm-ups played together and gradually extending to teacher-created ensemble music.
- Follow a conductor to prepare, start, sustain, and end together; maintain a steady pulse while listening across instrument sections and matching note lengths and articulation.
- Develop beginning ensemble habits, including balance, blend, intonation, and attentive listening, while continuing to refine tone, breathing, hand position, and note reading in weekly lessons.
- Winds and bells: perform at least the first five notes of the concert B-flat scale with appropriate beginning tone, technique, and rhythmic accuracy in suitable exercises and music.
- Percussion: perform whole-, half-, quarter-, and eighth-note patterns together on snare drum with a reliable pulse; explore triplets and sixteenth notes as students become ready.
- Expand the percussion section from shared snare-drum work into appropriate auxiliary parts; typical Spring Concert assignments include snare drum, bass drum, and crash cymbals. Bells continue as a separate instrument.
- Apply p, mp, mf, f, crescendo, decrescendo, and slurs when they occur in ensemble material. Introduce accents and other notation when the selected music requires them; review key signatures toward the end of the year.
- Progress from familiar warm-ups and simple teacher-created pieces into accessible Spring Concert literature, including short early-year songs when musically appropriate.
- Demonstrate responsible ensemble citizenship, concert etiquette, and band-room procedures; participate in the required Spring Concert unless excused for illness, emergency, or another extenuating circumstance.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Begin third-quarter Full Band rehearsals with warm-ups students already know from weekly lessons. Focus first on watching the conductor, preparing silently, starting and stopping together, and listening for a unified beat.
- Use simple teacher-created ensemble music to establish group confidence and shared rehearsal routines before adding more demanding Spring Concert literature. Continue the weekly instrumental lessons alongside Full Band to address instrument-specific challenges.
- Revisit difficult notes, rhythms, or entrances in smaller groups or weekly lessons, then return to ensemble playing so students can connect individual preparation with the full-band sound.
- Help students listen across the group for matched articulations, note lengths, dynamics, and basic balance. Introduce new expressive expectations through familiar passages before expecting them in unfamiliar music.
- Start all percussion students together on snare drum, regardless of prior experience, to practice listening and staying together. Expand gradually to bass drum, crash cymbals, and other appropriate auxiliary parts as concert arrangements require. Teach bells separately.
- Explicitly teach and reinforce entering and exiting the band room, using instrument lockers, setting up and storing music stands, and caring for shared percussion equipment.
- Use double-sided Full Band parts when possible: one side includes note names and fingering or how-to-play support, while the other presents standard notation alone. Encourage movement toward the standard-notation side as students gain independence.
- Rehearse concert procedures and audience etiquette as the Spring Concert approaches. Where appropriate, work with interested students to arrange additional solo or small-ensemble selections for the concert.

ANCHOR VOCABULARY:

- Ensemble and performance: conductor, ensemble, section, warm-up, pulse, balance, blend, intonation, articulation, rehearsal, and concert etiquette.
- Expressive and notation terms in current music: p, mp, mf, f, crescendo, decrescendo, slur, concert B-flat, and key signature. Accents and other symbols are taught when encountered.
- Instrument-part vocabulary: snare drum, bass drum, crash cymbals; bells is treated as a separate instrument.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Formative: continuous observation and feedback during Full Band and weekly lessons on pulse, conductor awareness, prepared entrances, appropriate technique, reading, listening, and cooperative ensemble participation.
- Ongoing evidence: practice logs, lesson preparation and participation, and Full Band attendance and participation on scheduled B-Days.
- Summative: required attendance and participation in the Spring Concert, which provides culminating evidence of students' individual and ensemble skill development.
- Excused concert absences involving illness, emergency, or other extenuating circumstances are addressed individually on a case-by-case basis rather than through an automatic universal make-up assignment.

EVIDENCE OF MASTERY / CUT SCORE:

- Evaluate individual growth, demonstrated essential skills, and meaningful participation together rather than relying exclusively on a single concert outcome or comparison with more experienced peers.

- Winds and bells demonstrate the first five concert B-flat-scale notes with appropriate beginning technique in exercises and/or performance music. Percussion demonstrate whole-, half-, quarter-, and eighth-note rhythms while maintaining pulse with the section.
- Across all instruments, students show basic conductor awareness, the ability to begin and end together, responsible rehearsal preparation, and developing accuracy and expression in accessible ensemble repertoire.
- Practice logs, weekly lessons, Full Band participation, and the required Spring Concert collectively provide evidence of learning. Excused absences are reviewed case-by-case. No Keystone Exam or statewide numerical cut score applies.

DIFFERENTIATED INSTRUCTION (Remediation/Extension; Process, Product, Content):

- Continue flexible lesson-group placements and individual pacing during the Full Band portion of the year; use additional small-group support to prepare students for passages they encounter in the ensemble.
- Simplify or alter ensemble parts without excluding students from shared performance. Provide note names, fingering charts, color coding, enlarged note heads, or shorter note ranges when appropriate.
- Whenever feasible, prepare double-sided ensemble music with supported notation on one side and standard notation on the other. This allows students to use the support they need while developing independence in music reading.
- Students ready for extension may add notes, receive more challenging parts, and work on additional lesson-group selections. Interested students may prepare optional solo or small-ensemble performances for the Spring Concert, sometimes arranging their selections collaboratively with the teacher.

RESOURCES (Websites, Videos, Texts, etc.):

- Teacher-created Full Band warm-ups and simple ensemble arrangements; teacher-selected Spring Concert music appropriate to the group's developing skill level.
- Teacher-prepared supported and standard-notation versions of ensemble parts, fingering charts, modified music, and instrument-specific supplemental exercises.
- Essential Elements for Band / Essential Elements 2000 as an optional supplemental reference; occasional EEi materials when relevant.
- Schoology for class resources and announcements; Remind and email for parent/guardian communication about rehearsals, preparation, and the Spring Concert.

RESOURCE-SPECIFIC VOCABULARY:

- Repertoire-specific part names, rehearsal markings, and symbols as they appear in teacher-created or selected music. Resource terminology is introduced in context rather than through a separate required list.