

Vermilion Local School District

Course of Study

K-12 Music



Adopted July, 2023

VLSD Board of Education

Courses of study are created and adopted in accordance with VLSD policies listed below:

PO 2141-Assessment of Educational Resources

PO 2210-Curriculum Development

PO 2220-Adoption of Courses of Study

PO 2510-Adoption of Textbooks

PO 2520-Selection of Instructional Materials and Equipment

PO 2623-Student Assessment and Academic Intervention Services

This course of study is current as of the date above and is subject to change due to varying policy, law or curriculum material availability. Instructional unit sequence and length within classes is approximate and subject to change.

Music - Kindergarten

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Aug/Sept	5 lessons
<div></div> Unit 2: October	1 lessons
<div></div> Unit 3: November	1 lessons
<div></div> Unit 4: December	1 lessons
<div></div> Unit 5: January	1 lessons
<div></div> Unit 6: February	1 lessons
<div></div> Unit 7: March	1 lessons
<div></div> Unit 8: April	1 lessons
<div></div> Unit 9: May/June	1 lessons

Unit 1: Aug/Sept

Music - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Steady beat / No steady beat
*4 Kinds of Voices (Sing, Speak, Whisper, Shout)
* Ta ♩ / Quarter rest
* ti-ti /Long & short notes
*Instru bags
Pitch Patterns SM
Creative Movement
Head voice vs. chest voice

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*Students will sing alone & with others.
* Students will perform with instruments
Learn 4 ways to use your voice
• How to move your body to fit the music

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations
Rubric/Checklist

STANDARDS

Ohio - Kindergarten - Music (2012)	
	2CE
Explore steady beat and rhythm.	
	8CE
Explore connections between sound and its visual representation.	
	2PR
Demonstrate a steady beat and maintain it while performing.	

Unit 1: Aug/Sept

Music - Kindergarten - Last Updated on June 28, 2023

3PR
Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.
7PR
Create a visual representation of sound.
3RE
Describe the difference between steady beat and rhythm.

Unit 2: October

Music - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Same/ Different (Phrase)
*Instru bags
Holiday songs
Vocal Exploration
Chants
Pitch/rhythm patterns
Creative Movement
Proper Vocal tone production

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will sing songs and play music games that involve using their voices in different ways.
Learn music has patterns
Music can rhyme

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations
Rubric/Checklist

STANDARDS

Ohio - Kindergarten - Music (2012)	
	1CE
Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).	
	2CE
Explore steady beat and rhythm.	
	5CE
Explore a variety of classroom instruments. (e.g., metals, skins and woods.).	
	8CE

Unit 2: October

Music - Kindergarten - Last Updated on June 28, 2023

Explore connections between sound and its visual representation.
2PR
Demonstrate a steady beat and maintain it while performing.
3PR
Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.

Unit 3: November

Music - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Fast/Slow
*Instru Bags
Holiday Songs
pitch/rhythm patterns
Creative Movement

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Learn tempos

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations
Rubric/Checklist

STANDARDS

Ohio - Kindergarten - Music (2012)
1CE
Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).
2CE
Explore steady beat and rhythm.
5CE
Explore a variety of classroom instruments. (e.g., metals, skins and woods.).
1PR
Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).
2PR

Unit 3: November

Music - Kindergarten - Last Updated on June 28, 2023

Demonstrate a steady beat and maintain it while performing.

Unit 4: December

Music - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

High/Low
*Instru Bags
*Holiday Songs
Pitch/rhythm patterns
Creative Movement
Nutcracker Unit- story, movement & dance/instruments
(Dramatic Play)
2/4 Meter

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will listen to and describe music.
Students will respond to musical examples through body movement.
Musical Ballet
Learn the sound of high and low

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations
Rubric/Checklist

STANDARDS

Ohio - Kindergarten - Music (2012)
1CE
Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).
2CE
Explore steady beat and rhythm.
3CE
Listen to and explore the music of various styles, composers, periods and cultures.

Unit 4: December

Music - Kindergarten - Last Updated on June 28, 2023

1PR
Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).
2RE
Describe how sounds and music are used in our daily lives.
7RE
Offer opinions about their own musical experiences and responses to music.
6RE
Respond to sound with a drawing of how the sound makes them feel.

Unit 5: January

Music - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Loud/Soft
*Instru Bags
Pitch/rhythm patterns
Creative Movement
Instrument Families

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understand a band/orchestra
When do we use loud and soft

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations
Rubric/Checklist

STANDARDS

Ohio - Kindergarten - Music (2012)
3CE
Listen to and explore the music of various styles, composers, periods and cultures.
4CE
Explore and identify a wide variety of sounds, including the human voice.
2PR
Demonstrate a steady beat and maintain it while performing.
3PR
Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.

Unit 5: January

Music - Kindergarten - Last Updated on June 28, 2023

5PR
Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
1RE
Share ideas about musical selections of various and contrasting styles, composers and musical periods.

Unit 6: February

Music - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Marches
Holiday songs
Pitch/rhythm patterns
Creative Movement
Patriotic Music

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will sing patriotic songs.
Marching bands

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations
Rubric/Checklist

STANDARDS

Ohio - Kindergarten - Music (2012)
4CE
Explore and identify a wide variety of sounds, including the human voice.
3PR
Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.
4RE
Identify and connect a concept shared between music and another curricular subject.
7RE
Offer opinions about their own musical experiences and responses to music.

Unit 7: March

Music - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Melodic Direction- up, down, same
Pitch/rhythm patterns
Creative Movement
Composers/Cultures
Music Styles

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will listen to, sing and/or move to music from world cultures
3 directions that music moves- up down same

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations
Rubric/Checklist

STANDARDS

Ohio - Kindergarten - Music (2012)
3CE
Listen to and explore the music of various styles, composers, periods and cultures.
7CE
Identify a musician and his or her roles (e.g., composer, conductor and performer).
1RE
Share ideas about musical selections of various and contrasting styles, composers and musical periods.

Unit 8: April

Music - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Melodic Rhythm
Creative Movement
Carnival of the Animals

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will listen to and describe music.
Students will respond to musical examples through body movement.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations
Rubric/Checklist

STANDARDS

Ohio - Kindergarten - Music (2012)
1RE
Share ideas about musical selections of various and contrasting styles, composers and musical periods.
2RE
Describe how sounds and music are used in our daily lives.
7RE
Offer opinions about their own musical experiences and responses to music.
3PR
Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.

Unit 9: May/June

Music - Kindergarten - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Creative Movement
Long and short

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

How to make long and short sound with voice and instruments
Respond to sound with a drawing of how the musical sounds make them feel.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations
Rubric/Checklist

STANDARDS

Ohio - Kindergarten - Music (2012)
1CE
Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).
2CE
Explore steady beat and rhythm.
2RE
Describe how sounds and music are used in our daily lives.
5RE
Identify and discuss various uses of music in the United States and the various meanings of the term "musician."
3PR
Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.

Music - 1st grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
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<div></div> Unit 9: May/June	1 lessons

Unit 1: Aug/September

Music - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- *Steady beat / No beat
- *Review 4 Kinds of Voices (Sing, Speak, Whisper, Shout)
- * Ta ♩ / Quarter rest
- * ti-ti /Long & short notes
- *Instru bags
- Pitch Patterns SML
- Curwin Hand signs
- Creative Movement
- Head voice vs. chest voice

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Musicplayonline
- YouTube Examples
- Smartboard/Google Slides
- *Singing
- * Movement
- * Use Instruments
- * Imitating vocal patterns
- * Listening
- *Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Move and play to steady beat
- Read music rhythms
- *Students will sing alone & with others.
- * Students will perform with instruments
- Learn 4 ways to use your voice
- How to move your body to fit the music
- Accompany songs with instrument bag

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 1 - Music (2012)	
	2CE
Explore steady beat, rhythm and meter.	
	1CE
Identify echo and call/response.	
	4CE

Unit 1: Aug/September

Music - 1st grade - Last Updated on June 28, 2023

Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).

2PR

Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

3PR

Read, write and perform using eighth notes, quarter notes and quarter rests.

Unit 2: October

Music - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Pitch Patterns SML- match pitches with voice
Same/ Different (Phrase)
Form AB ABA
*Instru bags
Holiday songs
Vocal Exploration
Chants
rhythm patterns
Creative Movement
Proper Vocal tone production

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

High, medium, low
Melodies go up, down and stay the same
Sing and read so, mi, la
Show phrases with arm motions
Tell if phrases are same or different
Move to show the different sections of music- AB ABA

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 1 - Music (2012)
3PR
Read, write and perform using eighth notes, quarter notes and quarter rests.
5PR
Read, write and perform la-sol-mi melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).
6PR

Unit 2: October

Music - 1st grade - *Last Updated on June 28, 2023*

Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

Unit 3: November

Music - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Tempo- Fast/Slow
Instru Bags
Holiday Songs
pitch/rhythm patterns
Creative Movement
Improvise
Meter 2/4 & 4/4
String Family
Native American

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Presto/Largo meaning
Improvise and make up words to song
Identify fast and slow in music- tempo changes
Identify meters of 2/4 & 4/4
Recognize string family instruments
Recognize music from another diverse culture

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Rubric/Checklist

STANDARDS

Ohio - Grade 1 - Music (2012)	
3RE	
Communicate a response to music using dance, drama or visual art.	
6PR	
Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.	
1RE	
Recognize how music is used for a variety of occasions.	

Unit 4: December

Music - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review High/Low
*Instru Bags
*Holiday Songs
Pitch/rhythm patterns
Creative Movement
Nutcracker Unit- story, movement & dance/instruments (Dramatic Play)
2/4 Meter
December Music Program

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Describe how music communicates feelings, moods, images and meaning
Music Ballet
Listen to and respond to classical music
Identify the sounds of high and low
Perform for a live audience

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 1 - Music (2012)	
	3CE
Listen to and identify music of various and contrasting styles, composers, periods and cultures.	
	2PR
Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.	
	3RE
Communicate a response to music using dance, drama or visual art.	
	4RE

Unit 4: December

Music - 1st grade - Last Updated on June 28, 2023

Connect concepts shared between music, other art forms and other curricular subjects.

5RE

Form and express personal opinions about a musical performance and show respect for the opinions of others.

6RE

Describe the challenges of individual and group music performance using music vocabulary.

6CE

Attend live music performances with emphasis on concert etiquette.

Unit 5: January

Music - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Identify line and space notes
Woodwind Family
Review Loud/Soft -dynamics
Crescendo/Decrescendo
*Instru Bags
Pitch/rhythm patterns
Creative Movement
Sing in a round

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understand a band/orchestra
When do we use loud and soft- dynamics FORTE & PIANO
Recognize woodwind family instruments
Play and sing loud and soft

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 1 - Music (2012)	
	2CE
Explore steady beat, rhythm and meter.	
	5CE
Explore selected musical instruments aurally and visually.	
	3PR
Read, write and perform using eighth notes, quarter notes and quarter rests.	

Unit 6: February

Music - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Echo vs. Call & Response
Brass Family
Percussion Family
Marches
Holiday songs
Pitch/rhythm patterns
Creative Movement
Patriotic Music

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will sing patriotic songs.
Identify Marching band music
Recognize brass and percussion instruments

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 1 - Music (2012)
1CE
Identify echo and call/response.
3CE
Listen to and identify music of various and contrasting styles, composers, periods and cultures.
1PR
Demonstrate echo and call/response.
3RE
Communicate a response to music using dance, drama or visual art.

Unit 6: February

Music - 1st grade - Last Updated on June 28, 2023

4RE
Connect concepts shared between music, other art forms and other curricular subjects.
5CE
Explore selected musical instruments aurally and visually.

Unit 7: March

Music - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Review Melodic Direction- up, down, same
Pitch/rhythm patterns
Creative Movement
Composers/Cultures
Music Styles

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will listen to, sing and/or move to music from world cultures
3 directions that music moves- up down same

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 1 - Music (2012)
2PR
Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
7PR
Demonstrate audience behavior appropriate for the context and style of music performed.
7RE
Discuss audience behavior appropriate for the context and style of music performed.

Unit 8: April

Music - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Peter & the Wolf- Orchestra story
Review Melodic Rhythm
Creative Movement

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will listen to and describe music.

Students will respond to musical examples through body movement.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 1 - Music (2012)
4PR
Improvise new lyrics to known songs and experiment with digital technology.
1RE
Recognize how music is used for a variety of occasions.
2RE
Describe how music communicates feelings, moods, images and meaning.
3RE
Communicate a response to music using dance, drama or visual art.
4RE
Connect concepts shared between music, other art forms and other curricular subjects.

Unit 9: May/June

Music - 1st grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Carnival of the Animals- Listening & Movement
Mood of music- Major or minor
Review Long & Short
Tone Color- create sound effects to Goldilocks and the 3 Bears

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing
* Movement
* Use Instruments
* Imitating vocal patterns
* Listening
*Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

How to make long and short sounds with voice and instruments - legato and staccato
Respond to sound with a drawing of how the musical sounds make them feel.- major- happy
Minor- sad

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance Observations Rubric/Checklist

STANDARDS

Ohio - Grade 1 - Music (2012)
3CE
Listen to and identify music of various and contrasting styles, composers, periods and cultures.
2PR
Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
2RE
Describe how music communicates feelings, moods, images and meaning.
3RE
Communicate a response to music using dance, drama or visual art.
5RE

Unit 9: May/June

Music - 1st grade - Last Updated on June 28, 2023

Form and express personal opinions about a musical performance and show respect for the opinions of others.

Music - 2nd grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Aug/Sept	5 lessons
<div></div> Unit 2: October	1 lessons
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<div></div> Unit 5: January	1 lessons
<div></div> Unit 6: February	1 lessons
<div></div> Unit 7: March	1 lessons
<div></div> Unit 8: April	1 lessons
<div></div> Unit 9: May/June	1 lessons

Unit 1: Aug/Sept

Music - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm vs. steady beat
Review ta, titi, quarter rest.
Learn Half note, half rest
Sixteenth note
Review 2/4 4/4
Triple meter $\frac{3}{4}$ $\frac{6}{8}$
*Instru bags
Pitch Patterns DRMSL
Creative Movement
Head voice vs. chest voice
Good singing alignment

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline YouTube Examples

Smartboard/Google Slides

*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Does a rhythm always have a steady beat?
Perform and sing notes in different meters
Learn more complex melodic patterns

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 2 - Music (2012)
4CE
Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).
1CE
Identify patterns of same and different phrases in simple poems and songs.
2PR
Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

Unit 2: October

Music - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Pitch Pattern DRMSL
Pentatonic Scale
Form- ABBA
ABACA Rondo Form
Review phrases- same or different
barline, measure, accent,
dynamics- f + p
phrase, tempo

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

High, medium, low
Melodies go up, down and stay the same
Sing and read do, re, mi, so, la
Show phrases with arm motions
Tell if phrases are same or different
Move to show the different sections of music- ABBA ABACA

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 2 - Music (2012)
4CE
Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).
3PR
Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
5RE
Respond to patterns of same and different phrases in simple poems and songs.

Unit 3: November

Music - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Tempos- Fast/Slow
*Instru Bags
Holiday Songs
pitch/rhythm patterns
Creative Movement
Improvise Meter 2/4 & 4/4
String Family
Native American Music

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Presto/Largo meaning
Improvise and make up words to song
Identify fast and slow in music- tempo changes
Identify meters of 2/4 & 4/4
improvise rhythm/melodies
Recognize music from another diverse culture

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 2 - Music (2012)	
	2CE
Identify rounds and canons.	
	3CE
Listen to and identify music of various styles, composers, periods and cultures.	
	2PR
Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.	
	4RE

Unit 3: November

Music - 2nd grade - Last Updated on June 28, 2023

Interpret music through dance, drama and visual art.

Unit 4: December

Music - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

*Instru Bags
*Holiday Songs
Pitch/rhythm patterns
Creative Movement
Nutcracker Unit- story, movement & dance/instruments (Dramatic Play)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Describe how music communicates feelings, moods, images and meaning
Music Ballet
Listen to and respond to classical music

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 2 - Music (2012)
6RE
Discuss similarities and differences among the arts including connections between music and other curricular subjects.
4RE
Interpret music through dance, drama and visual art.
3RE
Discuss how music communicates feelings, moods, images and meaning.
1RE
Explain how music is used for a variety of purposes and occasions.

Unit 5: January

Music - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Identify line and space notes
Music Staff/Treble Clef
Repeat sign, Barline
Fermata
Review Loud/Soft -dynamics
Crescendo/Decrescendo
*Instru Bags
Pitch/rhythm patterns
Creative Movement
Sing in a round

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Explain PIANO FORTE CRESCENDO DECRESCENDO

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 2 - Music (2012)
4CE
Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).
5PR
Read, write and perform pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).
4RE
Interpret music through dance, drama and visual art.

Unit 6: February

Music - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Music Program
Partner Songs
Verse & Refrain

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Perform for a audience

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 2 - Music (2012)
4CE
Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege).
1PR
Demonstrate rounds and canons.
3RE
Discuss how music communicates feelings, moods, images and meaning.
4RE
Interpret music through dance, drama and visual art.
6RE
Discuss similarities and differences among the arts including connections between music and other curricular subjects.
6CE

Unit 6: February

Music - 2nd grade - Last Updated on June 28, 2023

Attend live music performances with emphasis on instrument and voice identification.

Unit 7: March

Music - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Dynamics- f, p, ff, pp, mp, mf,
adagio, moderato, allegro, presto, prestissimo
Smooth or separated notes
Composers-Vivaldi

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat
stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify and perform dynamics
Legato or staccato

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 2 - Music (2012)
6PR
Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
2RE
Discuss music of various composers, periods, cultures and contrasting styles.
4RE
Interpret music through dance, drama and visual art.

Unit 8: April

Music - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Mood of the music
Musical styles- folk music
SATB Voices
“Timbre”
Review Instrum of Orchestra

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Mood or expression helps the listener know what the music is about

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 2 - Music (2012)
3CE
Listen to and identify music of various styles, composers, periods and cultures.
5CE
Explore selected musical instruments visually and aurally.
7RE
Discuss and write about their observations of types of voices and instruments heard in performances.

Unit 9: May/June

Music - 2nd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Create rhythm patterns, melodies, new verses & sound effects for stories or poems
Circle dances
Hand clapping games
Patriotic songs

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

How to make long and short sounds with voice and instruments - legato and staccato
Respond to sound with a drawing of how the musical sounds make them feel.
- major- happy
-minor-sad

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist

STANDARDS

Ohio - Grade 2 - Music (2012)
2PR
Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
4PR
Improvise and compose simple rhythmic and melodic phrases.
6PR
Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
4RE
Interpret music through dance, drama and visual art.
6RE

Unit 9: May/June

Music - 2nd grade - Last Updated on June 28, 2023

Discuss similarities and differences among the arts including connections between music and other curricular subjects.

Music - 3rd grade

Vermilion Local School District

UNITS (9/9 SELECTED)		SUGGESTED DURATION
	Unit 1: Aug/Sept	5 lessons
	Unit 2: October	1 lessons
	Unit 3: November	1 lessons
	Unit 4: December	1 lessons
	Unit 5: January	1 lessons
	Unit 6: February	1 lessons
	Unit 7: March	1 lessons
	Unit 8: April	1 lessons
	Unit 9: May/June	1 lessons

Unit 1: Aug/Sept

Music - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Music Folder Wk
2pt/3pt Rounds
Rhythm vs. steady beat Review ta, titi, eighth rest, quarter rest.
Learn Half note, half rest Sixteenth note
Sixteenth rest Whole note whole rest
Review 2/4 4/4 Triple meter $\frac{3}{4}$ 6/8
*Instru bags
Pitch Patterns DRMFSLTD-hand signs
Creative Movement
Head voice vs. chest voice
Good singing alignment

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp
Music Folder Wkshts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Does a rhythm always have a steady beat?
Perform and sing notes in different meters Learn more complex melodic patterns

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance
Observations Rubric/Checklist
Third Gr MusicFolders

STANDARDS

Ohio - Grade 3 - Music (2012)
5CE
Identify elements of music using developmentally appropriate vocabulary.
1PR
Sing a varied repertoire with accurate rhythm and pitch individually and with others.
3PR
Use the head voice to produce a light, clear sound while maintaining appropriate posture.
7PR

Unit 1: Aug/Sept

Music - 3rd grade - Last Updated on June 28, 2023

Read, write and perform using sixteenth, eighth, quarter and half notes and quarter rests in 2/4, 3/4 and 4/4 meter.

Unit 2: October

Music - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Music Folder Wk
Dotted Half Note
Line/space notes on staff
EGBDF FACE
Review time signatures
Pitch Pattern DRMSL
Pentatonic Scale Form- ABBA ABACA Rondo Form
Review phrases- same or different
coda, ostinato, intro, fermata, treble clef, staff

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp
Music Folder Wkshts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

High, medium, low
Melodies go up, down and stay the same
Sing and read do, re, mi, so, la
Show phrases with arm motions
Tell if phrases are same or different
Move to show the different sections of music- ABBA ABACA

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist
Third Gr MusicFolders

STANDARDS

Ohio - Grade 3 - Music (2012)	
4CE	
Identify and respond to simple music forms (e.g., AB, ABA).	
8PR	
Read, write and perform extended pentatonic (do'-la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).	
1RE	

Unit 2: October

Music - 3rd grade - Last Updated on June 28, 2023

Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.

Unit 3: November

Music - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Music Program
Music Folder Wk
Partner Songs
Two Pt songs
*Instru Bags
Holiday Songs
pitch/rhythm patterns
Creative Movement
Improvise Meter 2/4 & 4/4
String Family
Native American Music

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp
Music Folder Wkshts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Perform for a audience
Presto/Largo meaning
Improvise and make up words to song
Identify fast and slow in music- tempo changes
Identify meters of 2/4 & 4/4 improvise rhythm/melodies
Recognize music from another diverse culture

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist
Third Gr MusicFolders

STANDARDS

Ohio - Grade 3 - Music (2012)	
	2PR
Follow and respond to the cues of a conductor.	
	3PR
Use the head voice to produce a light, clear sound while maintaining appropriate posture.	
	9PR
Demonstrate appropriate audience etiquette at live performances.	

Unit 3: November

Music - 3rd grade - Last Updated on June 28, 2023

5RE
Analyze music in terms of how it communicates words, feelings, moods or images.
7RE
Create criteria and use it to critique their own performances and the performances of others.

Unit 4: December

Music - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Recorders
Music Folder Wk
*Instru Bags
*Holiday Songs
Pitch/rhythm patterns
Creative Movement
Nutcracker Unit- story, movement & dance/instruments (Dramatic Play)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp
Music Folder Wkshts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

BAG notes
Describe how music communicates feelings, moods, images and meaning
Music Ballet- Listen to and respond to classical music
Play Melody on classroom instru-recorders/ keyboards

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist
Third Gr MusicFolders

STANDARDS

Ohio - Grade 3 - Music (2012)
3CE
Listen to and identify the music of different composers and world cultures.
6CE
Identify careers in music including composing, performing and conducting
5PR
Sing, move and respond to music from world cultures and different composers.
2RE
Notice and describe what they hear in selected pieces of music and compare their responses to those of others.
5RE

Unit 4: December
Music - 3rd grade - *Last Updated on June 28, 2023*

Analyze music in terms of how it communicates words, feelings, moods or images.
6RE
Compare interpretations of the same piece of music as they occur though dance, drama, and visual art.

Unit 5: January

Music - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Recorders
Music Folder Wk
Composer-Beethoven
Identify fast and slow in music- tempo changes
Identify meters of 2/4 & 4/4
improvise rhythm/melodies
Recognize music from another diverse culture

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp
Music Folder Wkshts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

FEDC notes
Explain PIANO FORTE CRESCENDO DECRESCENDO
Play Melody on classroom instru

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist
Third Gr MusicFolders

STANDARDS

Ohio - Grade 3 - Music (2012)
3CE
Listen to and identify the music of different composers and world cultures.
1PR
Sing a varied repertoire with accurate rhythm and pitch individually and with others.
5PR
Sing, move and respond to music from world cultures and different composers.
3RE
Explain personal preferences for specific musical selections using music vocabulary.
5RE

Unit 5: January

Music - 3rd grade - Last Updated on June 28, 2023

Analyze music in terms of how it communicates words, feelings, moods or images.

Unit 6: February

Music - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Recorders/Keyboard-electronic instru
Music Folder Wk
Music Styles
Verse & Refrain
Sharp/Flat Natural
DC al Fine
First ending
Second ending
Fine
Counter melody
Play rhythm and melody ostinati on instruments

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat
stomp
Music Folder Wkshts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

BAGFEDC Notes- play and read
Play Melody on classroom instru

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist
Third Gr MusicFolders

STANDARDS

Ohio - Grade 3 - Music (2012)
2CE
Identify and discriminate between sounds produced by various instruments and the human voice.
5CE
Identify elements of music using developmentally appropriate vocabulary.
4PR
Play a variety of classroom instruments with proper technique.
6PR
Improvise and compose simple rhythmic and melodic phrases.

Unit 6: February

Music - 3rd grade - Last Updated on June 28, 2023

2RE

Notice and describe what they hear in selected pieces of music and compare their responses to those of others.

Unit 7: March

Music - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Recorders/Keyboard
Music Folder Wk
Improvise on recorders/Create a song
Dynamics- f, p, ff, pp, mp, mf, ppp, fff,
adagio, moderato, allegro, presto, prestissimo
Smooth or separated notes
Composers-Vivaldi

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat
stomp
Music Folder Wkshts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

BAGFEDC Notes- play and read
Identify and perform dynamics
Legato or staccato
Play Melody on classroom instru

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist
Third Gr MusicFolders

STANDARDS

Ohio - Grade 3 - Music (2012)
3CE
Listen to and identify the music of different composers and world cultures.
5CE
Identify elements of music using developmentally appropriate vocabulary.
1RE
Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.
3RE
Explain personal preferences for specific musical selections using music vocabulary.

Unit 8: April

Music - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Recorders/Keyboard
Music Folder Wk
Review Instruments of the Orchestra
Theme & Variations- Twinkle (Mozart)
Mood of the music Musical styles- folk music SATB Voices
“Timbre”

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp
Music Folder Wkshts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

BAGFEDC Notes- play and read
Mood or expression helps the listener know what the music is about
Play Melody on classroom instru

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist
Third Gr MusicFolders

STANDARDS

Ohio - Grade 3 - Music (2012)
1CE
Visually and aurally, identify the four families of orchestral instruments.
3CE
Listen to and identify the music of different composers and world cultures.
6RE
Compare interpretations of the same piece of music as they occur through dance, drama, and visual art.
3RE
Explain personal preferences for specific musical selections using music vocabulary.

Unit 9: May/June

Music - 3rd grade - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Recorders/Keyboard
Music Folder Wk
Sing Patriotic songs
Create rhythm patterns, melodies, new verses & sound effects for stories or poems
Circle dances
Hand clapping games
Solo vs. group

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Musicplayonline
YouTube Examples
Smartboard/Google Slides
*Singing * Movement * Use Instruments * Imitating vocal patterns * Listening *Body Percussion-snap clap pat stomp
Music Folder Wkshts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

BAGFEDC Notes- play and read
How to make long and short sounds with voice and instruments - legato and staccato
Respond to sound with a drawing of how the musical sounds make them feel. - major- happy -minor-sad
Play Melody on classroom instru

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Student Performance, Observations, Rubric/Checklist
Third Gr MusicFolders

STANDARDS

Ohio - Grade 3 - Music (2012)	
6CE	
Identify careers in music including composing, performing and conducting	
1PR	
Sing a varied repertoire with accurate rhythm and pitch individually and with others.	
5PR	
Sing, move and respond to music from world cultures and different composers.	
2RE	
Notice and describe what they hear in selected pieces of music and compare their responses to those of others.	
6RE	

Unit 9: May/June

Music - 3rd grade - Last Updated on June 28, 2023

Compare interpretations of the same piece of music as they occur through dance, drama, and visual art.

5RE

Analyze music in terms of how it communicates words, feelings, moods or images.

Music - 5th grade Band

Vermilion Local School District

UNITS (9/9 SELECTED)		SUGGESTED DURATION
<div></div> Unit 1: September		18 lessons
<div></div> Unit 2: October		18 lessons
<div></div> Unit 3: November		1 lessons
<div></div> Unit 4: December		18 lessons
<div></div> Unit 5: January		1 lessons
<div></div> Unit 6: February		18 lessons
<div></div> Unit 7: March		18 lessons
<div></div> Unit 8: April		1 lessons
<div></div> Unit 9: May		18 lessons

Unit 1: September

Music - 5th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Basic Beginning Rhythm
 - Quarter Note/Rest
 - Half Note/Half Rest
 - Whole Note/Whole Rest
2. Basic Music Literacy Skills
 - Reading the staff (treble and bass)
3. How to care for instrument
 - How to hold/posture
 - How to put it together/take apart
 - How to care for case
4. Making First Sounds

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Rhythm Charts 1-3
2. Flashcards/Blooket games
3. Homogeneous grouping of instruments/small group instruction with help of other music educator
4. Methods books "Habits of a Successful Beginning Band Musician"

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Count, Clap, and write rhythms accurately
 - Quarter Note/Rest
 - Half Note/Half Rest
 - Whole Note/Whole Rest
2. Read the appropriate clef with ledger lines
3. Care for instrument with minimal teacher help
4. Play the first three notes (winds)
5. Play first pentatonic scale (percussion)

Unit 1: September

Music - 5th grade Band - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Blooket Game performance/flashcard accuracy
3. Accurate Instrument Care/Posture/Breath Control
4. Accurate Fingerings/Mallet Grip and Placement

STANDARDS

Ohio - Grade 5 - Music (2012)

3CE

Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).

2PR

Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

Unit 2: October

Music - 5th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Beginning Rhythm
 - Dotted Half Notes
 - Time Signature Changes
2. Band Karate/Method Book
3. Concert Unit
 - First and Second Piece
4. Concert Unit
 - Third Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Rhythm Charts 4 & 5
2. Reviewing Band Karate in class
3. Relating Content from Methods Book to Concert Music
3. Concert Music Chunking Last Piece
4. Concert Music Fluid Performances of Pieces

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Count, Clap, and write rhythms accurately
 - Dotted Half Notes
 - Time Signature Changes
2. Switch between notes in methods book and concert music with correct fingerings
3. Use accurate breath control, posture, and instrument care.
4. Students will earn band karate belts independently at their own pace

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Band Karate Performance Individual Assessment
3. Concert Music Performance Assessment

Unit 2: October

Music - 5th grade Band - Last Updated on June 28, 2023

STANDARDS

Ohio - Grade 5 - Music (2012)
5CE
Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
6CE
Differentiate between melody and harmony.
5PR
Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4 meter.
6PR
Read, write and perform diatonic melodies and the major scale on the treble staff.
2PR
Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

Unit 3: November

Music - 5th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Concert Unit
 - All three pieces
2. Band Karate/Method Book

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Concert Music Chunking Last Piece
2. Concert Music Fluid Performances of Pieces
3. Reviewing Band Karate in class
4. Practice performance of all three pieces in sequential order with limited direct instruction

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform concert pieces fluently without stopping
2. Students will earn band karate belts independently at their own pace
3. Students will perform a concert for the public!

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Students will perform a dress rehearsal prior to the concert.
2. Concert Performance

STANDARDS

Ohio - Grade 5 - Music (2012)
6RE
Develop and apply criteria for critiquing more complex performances of live and recorded music.
2RE
Discuss contributions of musical elements to aesthetic qualities in performances of self and others.
7PR
Demonstrate appropriate audience etiquette at live performances.

Unit 4: December

Music - 5th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment

STANDARDS

Ohio - Grade 5 - Music (2012)	
3CE	Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).
5CE	Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
6CE	Differentiate between melody and harmony.
2PR	Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
5PR	Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4 meter.

Unit 4: December

Music - 5th grade Band - Last Updated on June 28, 2023

6PR

Read, write and perform diatonic melodies and the major scale on the treble staff.

Unit 5: January

Music - 5th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
2. Students will progress in their methods books to page 8, which introduces the 6th note of the Bb concert scale
3. Percussionists will begin snare drum unit

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class
2. Teaching each new note per instrument by demonstrating and checking fingerings and slide positions
3. Teaching snare drum assembly and rudiments by demonstration and verbal cues

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment

STANDARDS

Ohio - Grade 5 - Music (2012)	
5CE	
Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.	
5PR	
Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4meter.	
3CE	
Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).	
2PR	

Unit 5: January

Music - 5th grade Band - Last Updated on June 28, 2023

Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

Unit 6: February

Music - 5th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
2. Beginning Second Concert Unit
 - First Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class
2. Concert Music "Chunking"

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment

STANDARDS

Ohio - Grade 5 - Music (2012)
2PR
Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
6PR
Read, write and perform diatonic melodies and the major scale on the treble staff.
2CE
Listen to, identify, and respond to music of different composers, historical periods and world cultures.
5CE
Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
6CE
Differentiate between melody and harmony.

Unit 7: March

Music - 5th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book

2. Concert Unit

- Second Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class

2. Practice performing first piece fluently without stops while chunking second piece

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment

STANDARDS

Ohio - Grade 5 - Music (2012)
2CE
Listen to, identify, and respond to music of different composers, historical periods and world cultures.
3CE
Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).
5CE
Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
6CE
Differentiate between melody and harmony.
2PR
Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
5PR

Unit 7: March

Music - 5th grade Band - Last Updated on June 28, 2023

Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4 meter.

6PR

Read, write and perform diatonic melodies and the major scale on the treble staff.

Unit 8: April

Music - 5th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
3. Concert Unit
 - Third Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class
2. Practice performing first and second piece fluently without stops while chunking third piece

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment
2. Students will perform a dress rehearsal prior to the concert

STANDARDS

Ohio - Grade 5 - Music (2012)
2CE
Listen to, identify, and respond to music of different composers, historical periods and world cultures.
3CE
Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).
5CE
Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
6CE
Differentiate between melody and harmony.

Unit 8: April

Music - 5th grade Band - Last Updated on June 28, 2023

2PR

Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

Unit 9: May

Music - 5th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
2. Concert Unit

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class
2. Review “tough spots” frequently, take metronome away, perform concert fluidly

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.
2. Students will perform their second full concert

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment
2. Concert Performance Assessment

STANDARDS

Ohio - Grade 5 - Music (2012)
6RE
Develop and apply criteria for critiquing more complex performances of live and recorded music.
2RE
Discuss contributions of musical elements to aesthetic qualities in performances of self and others.
1RE
Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.
7PR
Demonstrate appropriate audience etiquette at live performances.

Music - 5th grade choir

Vermilion Local School District

UNITS (7/7 SELECTED)

-  Unit 1: Breath Control & Pitch Matching
-  Unit 2: Musical Compare & Contrast
-  Unit 3: Rhythmic Identification
-  Unit 4: Concert etiquette
-  Unit 5: Note identification (treble) & Solfege
-  Unit 6: Music terminology
-  Unit 7: Repertoire

SUGGESTED DURATION

180 lessons

180 lessons

180 lessons

180 lessons

180 lessons

180 lessons

180 lessons

Unit 1: Breath Control & Pitch Matching

Music - 5th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Be able to use breath control
- Be able to match pitch within sections then across the choir

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Breathing Exercises
- Pitch Matching Exercise that include using the piano

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Where to breath from and what is the process for matching pitches

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Informal assessment classwide showing understanding and improvement of exercises

STANDARDS

Unit 2: Musical Compare & Contrast

Music - 5th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Compare and contrast pieces of music using some terminology

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Listen to multiple pieces of music and talk about in class the similarities and differences

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Identify simple musical concepts that are present in many types of music

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Evaluate each listening assignment and the student's answers

STANDARDS

Unit 3: Rhythmic Identification

Music - 5th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm Identification review surrounding quarter notes, half notes, whole, eight notes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Using online resources as a practice tool frequently at school and less so at home

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Perform short rhythmic excerpts including quarter notes, half notes, whole, eight notes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Informal assessment with class participation and evaluate their performance

STANDARDS

Unit 4: Concert etiquette

Music - 5th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Concert etiquette surrounding performance and attire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Show clips and stories of improper concert etiquette

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understanding of concert etiquette surrounding performance and attire. What to wear, how to behave, and to present yourself

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Formal assessment during the all performances

STANDARDS

Unit 5: Note identification (treble) & Solfege

Music - 5th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm Identification surrounding whole notes and eight notes

- Note identification on treble clef

- Solfege

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Using online resources as a practice tool frequently at school and less so at home

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Perform short rhythmic excerpts including quarter notes half notes, whole notes, and eight notes in common time

- Identify notes with current repertoire and activities

- Understand where solfege syllables go in order of highest to lowest

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Informal assessment with class participation and evaluate their performance

STANDARDS

Unit 6: Music terminology

Music - 5th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Using and learning essential music terminology

- Piano
- Mezzo Piano
- Mezzo Forte
- Forte
- Fortissimo
- Quarter Note
- Half Note
- Whole Note
- Eight Note
- Quarter Rest
- Half Rest
- Whole Rest
- Eight Rest
- Measure
- Barline
- Treble Clef/Bass Clef
- Soprano/Alto
- Crescendo
- Decrescendo

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Explain and show real world examples of the usage of certain terms

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify and use these terms during rehearsals

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Observe students using terms correctly and formal written assessments

STANDARDS

Unit 7: Repertoire

Music - 5th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Singing pieces that evoke emotion and also drive standard's based learning
- Perform 2 concerts a year singing in both unison and 2-part harmony

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Specific warmups that are dedicated to practicing singing in harmony

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Sing and blend in multiple part harmony

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

They will demonstrate this ability by performing in concert and listening back to performances and self-critique

STANDARDS

Music - 6th grade Band

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: September	18 lessons
<div></div> Unit 2: October	18 lessons
<div></div> Unit 3: November	18 lessons
<div></div> Unit 4: December	18 lessons
<div></div> Unit 5: January	18 lessons
<div></div> Unit 6: February	18 lessons
<div></div> Unit 7: March	18 lessons
<div></div> Unit 8: April	18 lessons
<div></div> Unit 9: May	18 lessons

Unit 1: September

Music - 6th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Basic Beginning Rhythm
 - Quarter Note/Rest
 - Half Note/Half Rest
 - Whole Note/Whole Rest
2. Basic Music Literacy Skills
 - Reading the staff (treble and bass)
3. How to care for instrument
 - How to hold/posture
 - How to put it together/take apart
 - How to care for case
4. Reviewing basics on first sounds

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Rhythm Charts 1-3
2. Music Escape Rooms, Flashcards, Blooket games
3. Homogeneous grouping of instruments/small group instruction with help of other volunteer music educator (retired Vermilion Band Director)
4. Methods books "Habits of a Successful Beginning Band Musician"

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Count, Clap, and write rhythms accurately
 - Quarter Note/Rest
 - Half Note/Half Rest
 - Whole Note/Whole Rest
2. Read the appropriate clef with ledger lines
3. Care for instrument with minimal teacher help
4. Play the first three notes (winds)
5. Play first pentatonic scale (percussion)

Unit 1: September

Music - 6th grade Band - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Blooket Game performance/flashcard accuracy/Music Escape Room
3. Accurate Instrument Care/Posture/Breath Control
4. Accurate Fingerings/Mallet Grip and Placement

STANDARDS

Ohio - Grade 6 - Music (2012)
5CE
Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
1PR
Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.
4PR
Respond appropriately to the cues of a conductor.
5PR
Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.
2CE
Identify instruments used in Western and world music ensembles.
3CE
Identify different functions and uses of music in American and other cultures.
4CE
Identify the major periods, genres and composers in the development of Western and non-Western music.

Unit 2: October

Music - 6th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Beginning Rhythm
 - Dotted Half Notes
 - Time Signature Changes
2. Band Karate/Method Book
3. Concert Unit
 - First and Second Piece
4. Concert Unit
 - Third Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Rhythm Charts 4 & 5
2. Reviewing Band Karate in class
3. Relating Content from Methods Book to Concert Music
3. Concert Music Chunking Last Piece
4. Concert Music Fluid Performances of Pieces

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Count, Clap, and write rhythms accurately
 - Dotted Half Notes
 - Time Signature Changes
2. Switch between notes in methods book and concert music with correct fingerings
3. Use accurate breath control, posture, and instrument care.
4. Students will earn band karate belts independently

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Band Karate Performance Individual Assessment
3. Concert Music Aural Performance Assessment

Unit 2: October

Music - 6th grade Band - Last Updated on June 28, 2023

STANDARDS

Ohio - Grade 6 - Music (2012)
2CE
Identify instruments used in Western and world music ensembles.
3CE
Identify different functions and uses of music in American and other cultures.
4CE
Identify the major periods, genres and composers in the development of Western and non-Western music.
5CE
Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
6CE
Describe roles and skills musicians assume in various cultures and settings.
1PR
Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.
2PR
Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
4PR
Respond appropriately to the cues of a conductor.
5PR
Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Unit 3: November

Music - 6th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Concert Unit
 - All three pieces
2. Band Karate/Method Book

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Concert Music Chunking Last Piece
2. Concert Music Fluid Performances of Pieces
3. Reviewing Band Karate in class
4. Practice performance of all three pieces in sequential order with limited direct instruction

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform concert pieces fluently without stopping
2. Students will earn band karate belts independently at their own pace
3. Students will perform a concert for the public!

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Concert Performance
2. Concert Reflection

STANDARDS

Ohio - Grade 6 - Music (2012)	
2CE	
Identify instruments used in Western and world music ensembles.	
3CE	
Identify different functions and uses of music in American and other cultures.	
4CE	
Identify the major periods, genres and composers in the development of Western and non-Western music.	
5CE	

Unit 3: November

Music - 6th grade Band - Last Updated on June 28, 2023

Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
6CE
Describe roles and skills musicians assume in various cultures and settings.
1PR
Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.
2PR
Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
4PR
Respond appropriately to the cues of a conductor.
5PR
Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Unit 4: December

Music - 6th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
2. Holiday Music Curriculum

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment

STANDARDS

Ohio - Grade 6 - Music (2012)
2CE
Identify instruments used in Western and world music ensembles.
3CE
Identify different functions and uses of music in American and other cultures.
4CE
Identify the major periods, genres and composers in the development of Western and non-Western music.
5CE
Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
6CE
Describe roles and skills musicians assume in various cultures and settings.
1PR
Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.

Unit 4: December

Music - 6th grade Band - Last Updated on June 28, 2023

2PR
Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
4PR
Respond appropriately to the cues of a conductor.
5PR
Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Unit 5: January

Music - 6th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
2. Exploring Different Key Signatures, Concert Bb, Eb, and F

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment

STANDARDS

Ohio - Grade 6 - Music (2012)
2CE
Identify instruments used in Western and world music ensembles.
3CE
Identify different functions and uses of music in American and other cultures.
4CE
Identify the major periods, genres and composers in the development of Western and non-Western music.
5CE
Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
6CE
Describe roles and skills musicians assume in various cultures and settings.
1PR
Independently or collaboratively, perform with good posture and breath control a varied repertoire of music

Unit 5: January

Music - 6th grade Band - Last Updated on June 28, 2023

representing diverse cultures with appropriate dynamics and tempo.

2PR

Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.

5PR

Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

6PR

Attend live performances and demonstrate appropriate audience etiquette.

Unit 6: February

Music - 6th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
2. Beginning Second Concert Unit
 - First Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class
2. Concert Music “Chunking”

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment

STANDARDS

Ohio - Grade 6 - Music (2012)
2CE
Identify instruments used in Western and world music ensembles.
3CE
Identify different functions and uses of music in American and other cultures.
4CE
Identify the major periods, genres and composers in the development of Western and non-Western music.
5CE
Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
1PR
Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.

Unit 6: February

Music - 6th grade Band - Last Updated on June 28, 2023

2PR
Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
3PR
Improvise, compose and arrange music.
5PR
Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.
4PR
Respond appropriately to the cues of a conductor.

Unit 7: March

Music - 6th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
2. Concert Unit
 - Second and third piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class
2. Practice performing first piece fluently without stops while chunking second and third piece

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment

STANDARDS

Ohio - Grade 6 - Music (2012)
2CE
Identify instruments used in Western and world music ensembles.
3CE
Identify different functions and uses of music in American and other cultures.
4CE
Identify the major periods, genres and composers in the development of Western and non-Western music.
5CE
Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
6CE

Unit 7: March

Music - 6th grade Band - Last Updated on June 28, 2023

Describe roles and skills musicians assume in various cultures and settings.
1PR
Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.
2PR
Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
4PR
Respond appropriately to the cues of a conductor.
5PR
Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Unit 8: April

Music - 6th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
2. Concert Unit
 - Fourth Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class
2. Practice performing first, second and third piece fluently without stops while chunking fourth piece

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment

STANDARDS

Ohio - Grade 6 - Music (2012)
2CE
Identify instruments used in Western and world music ensembles.
3CE
Identify different functions and uses of music in American and other cultures.
4CE
Identify the major periods, genres and composers in the development of Western and non-Western music.
5CE
Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
6CE
Describe roles and skills musicians assume in various cultures and settings.
1PR

Unit 8: April

Music - 6th grade Band - Last Updated on June 28, 2023

Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.

2PR

Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.

4PR

Respond appropriately to the cues of a conductor.

5PR

Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Unit 9: May

Music - 6th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Band Karate/Method Book
2. Concert!

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Band Karate in class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform band karate playing tests individually to earn their band karate belts.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Band Karate Performance Individual Assessment
2. Concert Performance Assessment

STANDARDS

Ohio - Grade 6 - Music (2012)
2CE
Identify instruments used in Western and world music ensembles.
3CE
Identify different functions and uses of music in American and other cultures.
4CE
Identify the major periods, genres and composers in the development of Western and non-Western music.
5CE
Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.
6CE
Describe roles and skills musicians assume in various cultures and settings.
1PR

Unit 9: May

Music - 6th grade Band - Last Updated on June 28, 2023

Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.
2PR
Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.
3PR
Improvise, compose and arrange music.
5PR
Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.
4PR
Respond appropriately to the cues of a conductor.
6RE
Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.
3RE
Communicate the importance of music in everyday life.
2RE
Reflect on a variety of live or recorded music performances.
1RE
Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.

Music - 6th grade choir

Vermilion Local School District

UNITS (7/7 SELECTED)

-  Unit 1: Breath Control & Pitch Matching
-  Unit 2: Musical Compare & Contrast
-  Unit 3: Rhythmic Identification
-  Unit 4: Concert etiquette
-  Unit 5: Note identification (treble) & Solfege
-  Unit 6: Music terminology
-  Unit 7: Repertoire

SUGGESTED DURATION

180 lessons

180 lessons

180 lessons

180 lessons

180 lessons

180 lessons

180 lessons

Unit 1: Breath Control & Pitch Matching

Music - 6th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Be able to use breath control
- Be able to match pitch within sections then across the choir

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Breathing Exercises
- Pitch Matching Exercise that include using the piano

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Where to breath from and what is the process for matching pitches

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Informal assessment classwide showing understanding and improvement of exercises

STANDARDS

Ohio - Grade 6 - Music (2012)

1PR

Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.

Unit 2: Musical Compare & Contrast

Music - 6th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Compare and contrast pieces of music using some terminology

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Listen to multiple pieces of music and talk about in class the similarities and differences

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Identify simple musical concepts that are present in many types of music

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Evaluate each listening assignment and the student's answers

STANDARDS

Ohio - Grade 6 - Music (2012)
6CE
Describe roles and skills musicians assume in various cultures and settings.
1RE
Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.
2RE
Reflect on a variety of live or recorded music performances.

Unit 3: Rhythmic Identification

Music - 6th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm Identification review surrounding quarter notes, half notes, whole, eight notes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Using online resources as a practice tool frequently at school and less so at home

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Perform short rhythmic excerpts including quarter notes, half notes, whole, eight notes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Informal assessment with class participation and evaluate their performance

STANDARDS

Ohio - Grade 6 - Music (2012)

5PR

Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Unit 4: Concert etiquette

Music - 6th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Concert etiquette surrounding performance and attire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Show clips and stories of improper concert etiquette

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understanding of concert etiquette surrounding performance and attire. What to wear, how to behave, and to present yourself

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Formal assessment during the all performances

STANDARDS

Ohio - Grade 6 - Music (2012)

6PR

Attend live performances and demonstrate appropriate audience etiquette.

Unit 5: Note identification (treble) & Solfege

Music - 6th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm Identification surrounding whole notes and eight notes

-Note identification on treble clef

-Solfege

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Using online resources as a practice tool frequently at school and less so at home

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Perform short rhythmic excerpts including quarter notes half notes, whole notes, and eight notes in common time

-Identify notes with current repertoire and activities

-Understand where solfege syllables go in order of highest to lowest

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

-Informal assessment with class participation and evaluate their performance

STANDARDS

Ohio - Grade 6 - Music (2012)

5PR

Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Unit 6: Music terminology

Music - 6th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Using and learning essential music terminology

- Piano
- Mezzo Piano
- Mezzo Forte
- Forte
- Fortissimo
- Quarter Note
- Half Note
- Whole Note
- Eight Note
- Quarter Rest
- Half Rest
- Whole Rest
- Eight Rest
- Measure
- Barline
- Treble Clef/Bass Clef
- Soprano/Alto
- Crescendo
- Decrescendo
- D.S. Al Fine/Coda
- D.C. Al Fine/Coda

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Explain and show real world examples of the usage of certain terms

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify and use these terms during rehearsals

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Observe students using terms correctly and formal written assessments

STANDARDS

Unit 6: Music terminology

Music - 6th grade choir - Last Updated on June 28, 2023

Ohio - Grade 6 - Music (2012)
5RE
Compare and contrast subject matter common to music and other subject areas.
4RE
Describe ways that music relates to other art forms using appropriate terminology.
2RE
Reflect on a variety of live or recorded music performances.
3CE
Identify different functions and uses of music in American and other cultures.

Unit 7: Repertoire

Music - 6th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Singing pieces that evoke emotion and also drive standard's based learning
- Perform 2 concerts a year singing in both unison and 2-part harmony

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Specific warmups that are dedicated to practicing singing in harmony

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Sing and blend in multiple part harmony

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

They will demonstrate this ability by performing in concert and listening back to performances and self-critique

STANDARDS

Music - 7th grade Band

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: September	5 lessons
<div></div> Unit 2: October	21 lessons
<div></div> Unit 3: November	28 lessons
<div></div> Unit 4: December	18 lessons
<div></div> Unit 5: January	20 lessons
<div></div> Unit 6: February	18 lessons
<div></div> Unit 7: March	20 lessons
<div></div> Unit 8: April	20 lessons
<div></div> Unit 9: May	17 lessons

Unit 1: September

Music - 7th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Basic Beginning Rhythm
 - Quarter Note/Rest
 - Half Note/Half Rest
 - Whole Note/Whole Rest
2. Basic Music Literacy Skills
 - Reading the staff (treble and bass)
3. How to care for instrument
 - How to hold/posture
 - How to put it together/take apart
 - How to care for case
4. Reviewing basics on first sounds
5. *Cotton-Eyed Joe, Werewolves of London (Future Sailor Night Curriculum)*

STANDARDS

Ohio - Grade 7 - Music (2012)
4CE
Identify key signatures of major scales.
5CE
Describe a varied repertoire of music with appropriate music vocabulary.
1PR
Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
2PR
Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
5PR
Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).

Unit 1: September

Music - 7th grade Band - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Rhythm Charts 1-3
2. Music Escape Rooms, Flashcards, Blooket games
3. Homogeneous grouping of instruments/small group instruction (sectionals)
4. Methods books "Habits of a Successful Beginning Band Musician"
5. Listening to recordings of Future Sailor Night Curriculum to apply aural techniques to physical playing techniques

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Count, Clap, and write rhythms accurately
 - Quarter Note/Rest
 - Half Note/Half Rest
 - Whole Note/Whole Rest
2. Read the appropriate clef with ledger lines
3. Care for instrument with minimal teacher help
4. Play Concert Bb and Concert Eb scales

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Accurate Instrument Care/Posture/Breath Control
3. Accurate Fingerings/Mallet Grip and Placement
4. *Future Sailor Night* Concert 9/23/22, Public Performance Assessment

STANDARDS

Unit 2: October

Music - 7th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Intermediate Rhythm
 - Dotted Half Notes
 - Time Signature Changes
 - Dotted quarter notes
 - Eighth Note Ties
2. Methods Book - *Habits of a Successful Middle School Musician*.
3. Concert Bb, Eb, and Ab Scales

STANDARDS

Ohio - Grade 7 - Music (2012)
4CE
Identify key signatures of major scales.
1PR
Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
2PR
Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
5PR
Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Rhythm Charts 6 & 9
2. Relating Content from Methods Book to Concert Music
3. Concert Music Chunking
4. Concert Music Fluid Performances of Pieces

Unit 2: October

Music - 7th grade Band - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Count, Clap, and write rhythms accurately
 - Dotted Half Notes
 - Time Signature Changes
 - Dotted quarter notes
 - Eighth Note Ties
2. Switch between notes in methods book and concert music with correct fingerings
3. Use accurate breath

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Students will properly perform rhythm and have accurate counts on rhythm charts turned in
2. Concert Music Aural Performance Assessment

STANDARDS

Unit 3: November

Music - 7th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Concert Unit
 - All three pieces

STANDARDS

Ohio - Grade 7 - Music (2012)
1PR
Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
2PR
Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
5PR
Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).
6PR
Read and notate melodies in treble and bass clef using key signatures.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Concert Music Chunking Last Piece
2. Concert Music Fluid Performances of Pieces
3. Practice performance of all three pieces in sequential order with limited direct instruction

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform concert pieces fluently without stopping
2. Students will perform scale tests independently at their own pace
3. Students will perform a concert for the public!

Unit 3: November

Music - 7th grade Band - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Music Aural Performance Assessment

STANDARDS

Unit 4: December

Music - 7th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Holiday Music Curriculum
2. Scale Performance Assessments

STANDARDS

Ohio - Grade 7 - Music (2012)

1CE

Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.

2CE

Identify the style and historical period of various music examples.

2PR

Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

1PR

Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.

4RE

Explain how and why people use and respond to music.

5RE

Compare and contrast the meaning of common terms and processes used in various arts disciplines.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing Scales in class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform scale tests individually for a grade.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Scale Test Performance Individual Assessment.

Unit 4: December

Music - 7th grade Band - Last Updated on June 28, 2023

STANDARDS

Unit 5: January

Music - 7th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Method Book Instruction
 - Chorales, Technique Exercises

2. Continuing of Scale Tests

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Working in small groups/sectionals
2. Individual practice, as well as full band rehearsal.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform scale tests individually for a grade.
2. Students will perform Method book practices like chorales and technique exercises.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Scales test performance assessment.

STANDARDS

Unit 6: February

Music - 7th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Beginning Second Concert Unit
 - First Piece
2. Continuation of Scale Tests-Goal is to achieve 6 major scales (half)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Relating Band Method Book Curriculum to Concert Piece
2. Practice performing first piece by chunking

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform concert music and scale tests with correct notes.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Scale test performance and assessment

STANDARDS

Unit 7: March

Music - 7th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Scale Tests
2. Concert Unit
 - Second and third piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Relating Band Method Book Curriculum to Concert Piece
2. Practice performing first

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform concert music and scale tests with correct notes.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Scale test performance and assessment
2. Students will perform concert music using correct

STANDARDS

Unit 8: April

Music - 7th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Scale Tests
2. Concert Unit
 - Fourth Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Relating Band Method Book Curriculum to Concert Piece
2. Practice performing the first and second piece fluently without stops while chunking the third and fourth piece.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform concert music and scale tests with correct notes.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Scale test performance and assessment
2. Students will perform concert music using correct literacy and technique skills.

STANDARDS

Unit 9: May

Music - 7th grade Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Finishing up/Retaking Scale Tests
2. Concert Reflection
3. Learning the Alma Matter, Star Spangled Banner, and VHS Fight song in preparation for Band Camp

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing VHS Pregame music in class as a group

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will be able to perform VHS Pregame music.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Concert Performance Assessment
2. Individual Aural Assessment with Pregame music

STANDARDS

Music - 7th grade choir

Vermilion Local School District

UNITS (7/7 SELECTED)

-  Unit 1: Breath Control & Pitch Matching
-  Unit 2: Musical Compare & Contrast
-  Unit 3: Rhythmic Identification
-  Unit 4: Concert etiquette
-  Unit 5: Note identification (treble) & Solfege
-  Unit 6: Music terminology
-  Unit 7: Repertoire

SUGGESTED DURATION

180 lessons

180 lessons

180 lessons

180 lessons

180 lessons

180 lessons

180 lessons

Unit 1: Breath Control & Pitch Matching

Music - 7th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Be able to use breath control
- Be able to match pitch within sections then across the choir

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Breathing Exercises
- Pitch Matching Exercise that include using the piano

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Where to breath from and what is the process for matching pitches

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Informal assessment classwide showing understanding and improvement of exercises

STANDARDS

Ohio - Grade 6 - Music (2012)

1PR

Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.

Unit 2: Musical Compare & Contrast

Music - 7th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Compare and contrast pieces of music using some terminology

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Listen to multiple pieces of music and talk about in class the similarities and differences

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Identify simple musical concepts that are present in many types of music

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Evaluate each listening assignment and the student's answers

STANDARDS

Ohio - Grade 6 - Music (2012)
6CE
Describe roles and skills musicians assume in various cultures and settings.
1RE
Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.
2RE
Reflect on a variety of live or recorded music performances.

Unit 3: Rhythmic Identification

Music - 7th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm Identification review surrounding quarter notes, half notes, whole, eight notes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Using online resources as a practice tool frequently at school and less so at home

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Perform short rhythmic excerpts including quarter notes, half notes, whole, eight notes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Informal assessment with class participation and evaluate their performance

STANDARDS

Ohio - Grade 6 - Music (2012)

5PR

Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Unit 4: Concert etiquette

Music - 7th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Concert etiquette surrounding performance and attire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Show clips and stories of improper concert etiquette

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understanding of concert etiquette surrounding performance and attire. What to wear, how to behave, and to present yourself

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Formal assessment during the all performances

STANDARDS

Ohio - Grade 6 - Music (2012)
6PR
Attend live performances and demonstrate appropriate audience etiquette.

Unit 5: Note identification (treble) & Solfege

Music - 7th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm Identification surrounding whole notes and eight notes

-Note identification on treble clef

-Solfege

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Using online resources as a practice tool frequently at school and less so at home

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

-Perform short rhythmic excerpts including quarter notes half notes, whole notes, and eight notes in common time

-Identify notes with current repertoire and activities

-Understand where solfege syllables go in order of highest to lowest

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

-Informal assessment with class participation and evaluate their performance

STANDARDS

Ohio - Grade 6 - Music (2012)

5PR

Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

Unit 6: Music terminology

Music - 7th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Using and learning essential music terminology

- Piano
- Mezzo Piano
- Mezzo Forte
- Forte
- Fortissimo
- Quarter Note
- Half Note
- Whole Note
- Eight Note
- Quarter Rest
- Half Rest
- Whole Rest
- Eight Rest
- Measure
- Barline
- Treble Clef/Bass Clef
- Soprano/Alto/Baritone/Tenor/Bass
- Crescendo
- Decrescendo
- D.S. Al Fine/Coda
- D.C. Al Fine/Coda
- Round
- Tag
- Coda
- Allegro
- Moderato
- Staccato
- Legato
- Ritardando
- Poco a poco
- Meno mosso
- Cantabile

Unit 6: Music terminology

Music - 7th grade choir - Last Updated on June 28, 2023

- Conductor
- Caesura
- Interval
- Passagio

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Explain and show real world examples of the usage of certain terms
 - Identify these in the music and select repertoire that encompasses them

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify and use these terms during rehearsals

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Observe students using terms correctly and formal written assessments

STANDARDS

Ohio - Grade 6 - Music (2012)
5RE
Compare and contrast subject matter common to music and other subject areas.
4RE
Describe ways that music relates to other art forms using appropriate terminology.
2RE
Reflect on a variety of live or recorded music performances.
3CE
Identify different functions and uses of music in American and other cultures.

Unit 7: Repertoire

Music - 7th grade choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Singing pieces that evoke emotion and also drive standard's based learning
- Perform 2 concerts a year singing in both unison and 3-part harmony

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Specific warmups that are dedicated to practicing singing in harmony

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Sing and blend in multiple part harmony

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

They will demonstrate this ability by performing in concert and listening back to performances and self-critique

STANDARDS

Music - HS - Chorale

Vermilion Local School District

UNITS (4/4 SELECTED)		SUGGESTED DURATION
<div></div> Unit 1: Tone Control, Matching Pitch, Blended Singing		180 lessons
<div></div> Unit 2: Solfege		180 lessons
<div></div> Unit 3: Rhythmic Identification & Sighting Reading 180 2		180 lessons
<div></div> Unit 4: Acapella Singing		180 lessons

Unit 1: Tone Control, Matching Pitch, Blended Singing

Music - HS - Chorale - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Tone Control, Matching Pitch, Blended Singing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Frequently using the same warmups everyday

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

How to, and what to listen for to control the sound

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Constant assessments throughout each rehearsal

STANDARDS

Ohio - Grade 9-12 - Music (2012)

5CE

Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.

7PR

Sing or play a significant music composition, demonstrating an understanding of music styles and form.

Unit 2: Solfege

Music - HS - Chorale - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Solfege understand in regards to sheet music and learning a piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Identify solfege in pieces and musical excerpts during warmups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify solfege in pieces and use them on the correct pitches

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Constant assessments throughout each rehearsal

STANDARDS

Ohio - Grade 9-12 - Music (2012)
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.
7PR
Sing or play a significant music composition, demonstrating an understanding of music styles and form.

Unit 3: Rhythmic Identification & Sighting Reading 180 2

Music - HS - Chorale - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm understand up to sixteenth note rhythms

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Use sighting reading material consistently

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify and perform rhythms correctly

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Constant assessments throughout each rehearsal

STANDARDS

Ohio - Grade 9-12 - Music (2012)
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.

Unit 4: Acapella Singing

Music - HS - Chorale - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ability to sing without accompaniment

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Exposure to acapella singing without help from director

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Sing without the piano and help of the director

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Constant assessments throughout each rehearsal

STANDARDS

Ohio - Grade 9-12 - Music (2012)

2PR

Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.

1PR

Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.

1CE

Interpret music symbols and terms in light of historical and stylistic context.

Music - HS - Concert Band

Vermilion Local School District

UNITS (9/9 SELECTED)		SUGGESTED DURATION
	Unit 1: September	20 lessons
	Unit 2: October	21 lessons
	Unit 3: November	20 lessons
	Unit 4: December	15 lessons
	Unit 5: January	21 lessons
	Unit 6: February	20 lessons
	Unit 7: March	20 lessons
	Unit 8: April	20 lessons
	Unit 9: May	21 lessons

Unit 1: September

Music - HS - Concert Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue building and reinforcing previous skills/knowledge. Sight reading, rhythmic reading and accuracy.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Teacher modeling & demonstration
Peer mentoring
Listening to recordings
Rhythm identification.
Using slower tempo
Isolating smaller groups of notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will have the opportunity to experience live performance on their Instruments.
½ step Remington exercise on Concert F and Concert Bb.
Students will continue to develop their skills in rhythm reading and ensemble timing exercises including conducted and non-conducted exercises.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test and In class performance

STANDARDS

Ohio - Grade 8 - Music (2012)
3CE
Identify intervals and concert pitches in major and natural minor scales.
4CE
Identify components of larger music works (e.g., symphony, mass, concerto).
1PR
Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of

Unit 1: September

Music - HS - Concert Band - Last Updated on June 28, 2023

tempo, key and meter.
2PR
Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Demonstrate the common beat patterns used by conductors.
5PR
Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
6PR
Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).
6RE
Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.

Unit 2: October

Music - HS - Concert Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue building and reinforcing previous skills/knowledge. Long tones, major scales, and key signatures.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Peer mentoring
Listening to recordings
Key signature identification games, band karate with scales.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will have the opportunity to experience live performance on their Instruments. Students will identify key signatures in a song.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test In class performance

STANDARDS

Ohio - Grade 8 - Music (2012)
3CE
Identify intervals and concert pitches in major and natural minor scales.
4CE
Identify components of larger music works (e.g., symphony, mass, concerto).
1PR
Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
2PR
Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR

Unit 2: October

Music - HS - Concert Band - Last Updated on June 28, 2023

Demonstrate the common beat patterns used by conductors.

5PR

Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

6PR

Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).

Unit 3: November

Music - HS - Concert Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon
previous skills/knowledge,
Introduce music for Winter Concert
and Pep Band
Sight-reading and note reading.
Suggested warm-up and warm-down
Routines

Unit 3: November

Music - HS - Concert Band - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms

Teacher modeling & demonstration

Games

Peer mentoring

Listening to recordings

Using slower tempo

Isolating smaller groups of notes, warm up and down. Note identification worksheets and games.

Unit 3: November

Music - HS - Concert Band - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will continue to develop their skills in rhythm reading and ensemble timing exercises including conducted and non-conducted exercises. Students will be more proficient with note reading skills.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test In class performance

STANDARDS

Ohio - Grade 8 - Music (2012)
3CE
Identify intervals and concert pitches in major and natural minor scales.
1PR
Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
2PR
Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR

Unit 3: November

Music - HS - Concert Band - Last Updated on June 28, 2023

Demonstrate the common beat patterns used by conductors.

5PR

Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

6PR

Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).

Unit 4: December

Music - HS - Concert Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge,
Rehearse music for Winter Concert
Sight-reading more advanced material
Reading phrases or groups of notes instead of individual notes
Suggested warm-up and warm-down
Routines, breathing exercises

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Sight reading games
Peer mentoring,
Listening to recordings
Using slower tempo
Isolating smaller groups of notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will have the opportunity to experience live performance on their Instruments.
Students will examine and evaluate for performance varieties of phrasing.

Unit 4: December

Music - HS - Concert Band - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test In class performance

STANDARDS

Ohio - Grade 8 - Music (2012)
1PR
Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
2PR
Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Demonstrate the common beat patterns used by conductors.
6PR
Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).

Unit 5: January

Music - HS - Concert Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, Intonation, Phrasing, practicing techniques, articulation, tuning, varied repertoire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Tuning games
Peer mentoring
Listening to recordings
Using slower tempo
Phrasing activities, small group activities.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will demonstrate knowledge and application of proper practicing Techniques. Students will perform music from a variety of time periods including transcriptions and original works for Band. Students will play in tune individually. Students will play in tune with others of the same instrument. Students will play in tune with others using different instruments.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test In class performance

STANDARDS

Unit 5: January

Music - HS - Concert Band - Last Updated on June 28, 2023

Ohio - Grade 8 - Music (2012)
1PR
Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
2PR
Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Demonstrate the common beat patterns used by conductors.
5PR
Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
6PR
Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).
4RE
Express how music performance and settings affect audience response.
7RE
Describe how roles of composers, performers and others involved in music are similar to or different from those in other art forms.

Unit 6: February

Music - HS - Concert Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, Harmony, structure, simple meter, posture, independence, tone and timbre. Varied Repertoire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Games
Peer mentoring
Listening to recordings
Using slower tempo
Isolating smaller groups of notes. Small group practice.

Unit 6: February

Music - HS - Concert Band - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will perform segments
Individually. Students will perform music from a
variety of time periods including
transcriptions and original works for
band

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test In class performance

STANDARDS

Ohio - Grade 8 - Music (2012)
1PR
Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
2PR
Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Demonstrate the common beat patterns used by conductors.
5PR
Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
6PR
Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).
2RE

Unit 6: February

Music - HS - Concert Band - *Last Updated on June 28, 2023*

Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.

Unit 7: March

Music - HS - Concert Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, ensemble listening skills, complex meter, breathing and phrases, simple key signatures, varied repertoire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Key signature games and group activity
Peer mentoring
Listening to recordings

Unit 7: March

Music - HS - Concert Band - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will establish a variety of blend and balance techniques.
Students will analyze their own performance,
Students will perform music from a variety of time periods including transcriptions and original works for Band.
Students will have the opportunity to experience live performance on their instruments.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test in class performance

STANDARDS

Ohio - Grade 8 - Music (2012)
1PR
Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
2PR
Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Demonstrate the common beat patterns used by conductors.
5PR
Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
6PR
Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).
4RE
Express how music performance and settings affect audience response.

Unit 8: April

Music - HS - Concert Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, scales/dexterity, tempo, rhythm/duration, varied repertoire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Games
Peer mentoring
Listening to recordings

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will perform music from a variety of time periods including transcriptions and original works for band

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test In class performance

STANDARDS

Ohio - Grade 8 - Music (2012)
1PR
Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
2PR
Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Demonstrate the common beat patterns used by conductors.
5PR
Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
6PR
Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).
7PR

Unit 8: April

Music - HS - Concert Band - Last Updated on June 28, 2023

Demonstrate and use technology and media arts to create, perform and research music.
4RE
Express how music performance and settings affect audience response.

Unit 9: May

Music - HS - Concert Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, key signatures, music evaluation techniques

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Games
Peer mentoring
Listening to recordings

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will analyze their own performance as well as the group and recordings of other groups.

Students will have the opportunity to experience live performance on their instruments.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test In class performance

STANDARDS

Ohio - Grade 8 - Music (2012)

3CE

Identify intervals and concert pitches in major and natural minor scales.

1PR

Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of

Unit 9: May

Music - HS - Concert Band - Last Updated on June 28, 2023

tempo, key and meter.
2PR
Perform, independently or collaboratively, with good posture producing an appropriate tone quality.
4PR
Demonstrate the common beat patterns used by conductors.
5PR
Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
6PR
Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab Strings: A, D, G, C, F).
7PR
Demonstrate and use technology and media arts to create, perform and research music.
4RE
Express how music performance and settings affect audience response.

Music - HS - Concert Choir

Vermilion Local School District

UNITS (5/5 SELECTED)	SUGGESTED DURATION
<div><div></div> Unit 1: Tone Control, Matching Pitch, Blended Singing</div>	<i>180 lessons</i>
<div><div></div> Unit 2: Solfege</div>	<i>180 lessons</i>
<div><div></div> Unit 3: Rhythmic Identification & Sighting Reading</div>	<i>180 lessons</i>
<div><div></div> Unit 4: Acapella Singing</div>	<i>180 lessons</i>
<div><div></div> Unit 5: 3-part Harmony</div>	<i>180 lessons</i>

Unit 1: Tone Control, Matching Pitch, Blended Singing

Music - HS - Concert Choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Tone Control, Matching Pitch, Blended Singing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Frequently using the same warmups everyday

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

How to, and what to listen for to control the sound

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Constant assessments throughout each rehearsal

STANDARDS

Ohio - Grade 9-12 - Music (2012)

1RE

Apply assessment practices to select, organize and present personal works to show their growth and development in music.

Unit 2: Solfege

Music - HS - Concert Choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Solfege understand in regards to sheet music and learning a piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Identify solfege in pieces and musical excerpts during warmups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify solfege in pieces and use them on the correct pitches

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Constant assessments throughout each rehearsal

STANDARDS

Ohio - Grade 9-12 - Music (2012)

1PR

Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.

Unit 3: Rhythmic Identification & Sighting Reading

Music - HS - Concert Choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm understand up to sixteenth note rhythms

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Use sighting reading material consistently

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify and perform rhythms correctly

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Constant assessments throughout each rehearsal

STANDARDS

Ohio - Grade 9-12 - Music (2012)

5CE

Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.

3PR

Demonstrate sight-reading abilities at a mastery level of complexity.

Unit 4: Acapella Singing

Music - HS - Concert Choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ability to sing without accompaniment

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Exposure to acapella singing without help from director

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Sing without the piano and help of the director

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Constant assessments throughout each rehearsal

STANDARDS

Ohio - Grade 9-12 - Music (2012)
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.

Unit 5: 3-part Harmony

Music - HS - Concert Choir - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Ability to sing consistently in 3-part harmony

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Using Warmups and pieces that require 3-part harmony

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Sing their required part and not be influenced by other singers parts

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Constant assessments throughout each rehearsal

STANDARDS

Ohio - Grade 9-12 - Music (2012)

1RE

Apply assessment practices to select, organize and present personal works to show their growth and development in music.

7PR

Sing or play a significant music composition, demonstrating an understanding of music styles and form.

3PR

Demonstrate sight-reading abilities at a mastery level of complexity.

Music - HS - Marching Band

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: September	21 lessons
<div></div> Unit 2: October	21 lessons
<div></div> Unit 3: November	20 lessons
<div></div> Unit 4: December	15 lessons
<div></div> Unit 5: January	21 lessons
<div></div> Unit 6: February	20 lessons
<div></div> Unit 7: March	20 lessons
<div></div> Unit 8: April	20 lessons
<div></div> Unit 9: May	20 lessons

Unit 1: September

Music - HS - Marching Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue building and reinforcing previous skills/knowledge, Reading marching drills, marching fundamentals, Sight reading, rhythmic reading and accuracy

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Basic Block
Teacher modeling & demonstration
Peer mentoring
Listening to recordings
Using slower tempo
Isolating smaller groups of notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will have the opportunity to experience live performance on their Instruments.
½ step Remington exercise on Concert F and Concert Bb.
Students will continue to develop their skills in rhythm reading and ensemble timing exercises including conducted and non-conducted exercises.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment
In class performance and Marching.

STANDARDS

Ohio - Grade 9-12 - Music (2012)
1CE
Interpret music symbols and terms in light of historical and stylistic context.
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.

Unit 1: September

Music - HS - Marching Band - Last Updated on June 28, 2023

2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.
4PR
Perform a leading part in an ensemble demonstrating superior ensemble skills.
7PR
Sing or play a significant music composition, demonstrating an understanding of music styles and form.
1RE
Apply assessment practices to select, organize and present personal works to show their growth and development in music.

Unit 2: October

Music - HS - Marching Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue building and reinforcing previous skills/knowledge, Reading marching drills, marching fundamentals, Sight reading, rhythmic reading and accuracy

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Peer mentoring
Listening to recordings
Using slower tempo
Isolating smaller groups of notes, Basic Block

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will have the opportunity to experience live performance on their instruments.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment In Class Performance and Marching

STANDARDS

Ohio - Grade 9-12 - Music (2012)
1CE
Interpret music symbols and terms in light of historical and stylistic context.
1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.
4PR
Perform a leading part in an ensemble demonstrating superior ensemble skills.
7PR

Unit 2: October

Music - HS - Marching Band - Last Updated on June 28, 2023

Sing or play a significant music composition, demonstrating an understanding of music styles and form.
7CE
Recognize aesthetic characteristics common to all art forms.

Unit 3: November

Music - HS - Marching Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge,
Introduce music for Winter Concert and Pep Band
Sight-reading more advanced material
Suggested warm-up and warm-down Routines

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Games
Peer mentoring
Listening to recordings
Using slower tempo
Isolating smaller groups of notes, warm up and down

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will execute ½ step Remington exercise on Concert F and Concert Bb.
Students will continue to develop their skills in rhythm reading and ensemble timing exercises including conducted and non-conducted exercises.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment/Recorded Playing Test and In class performance

STANDARDS

Ohio - Grade 9-12 - Music (2012)	
	7CE
Recognize aesthetic characteristics common to all art forms.	
	2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.	
	1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.	
	3PR

Unit 3: November

Music - HS - Marching Band - Last Updated on June 28, 2023

Demonstrate sight-reading abilities at a mastery level of complexity.
4PR
Perform a leading part in an ensemble demonstrating superior ensemble skills.
6PR
Incorporate technology in promoting and distributing music.
7PR
Sing or play a significant music composition, demonstrating an understanding of music styles and form.
1RE
Apply assessment practices to select, organize and present personal works to show their growth and development in music.
3RE
Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.
7RE
Evaluate how musical forms and performance practices are influenced by culture and history.

Unit 4: December

Music - HS - Marching Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge,
Rehearse music for Winter Concert
Sight-reading more advanced material
Reading phrases or groups of notes instead of individual notes
Suggested warm-up and warm-down
Routines, breathing exercises

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Sight reading games
Peer mentoring,
Listening to recordings
Using slower tempo
Isolating smaller groups of notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will have the opportunity to experience live performance on their Instruments.
Students will examine and evaluate for performance varieties of phrasing

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment
In Class Performance

STANDARDS

Ohio - Grade 9-12 - Music (2012)
1CE
Interpret music symbols and terms in light of historical and stylistic context.
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
7CE
Recognize aesthetic characteristics common to all art forms.
1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.

Unit 4: December

Music - HS - Marching Band - Last Updated on June 28, 2023

2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.
4PR
Perform a leading part in an ensemble demonstrating superior ensemble skills.
6PR
Incorporate technology in promoting and distributing music.
7PR
Sing or play a significant music composition, demonstrating an understanding of music styles and form.
1RE
Apply assessment practices to select, organize and present personal works to show their growth and development in music.
4RE
Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.

Unit 5: January

Music - HS - Marching Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, Intonation, Phrasing, practicing techniques, articulation, tuning, varied repertoire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Tuning games
Peer mentoring
Listening to recordings
Using slower tempo
Phrasing activities

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will demonstrate knowledge and application of proper practicing Techniques. Students will perform music from a variety of time periods including transcriptions and original works for Band. Students will play in tune individually. Students will play in tune with others of the same instrument. Students will play in tune with others using different instruments

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Recorded Playing Test
In Class Performance

STANDARDS

Ohio - Grade 9-12 - Music (2012)
7CE
Recognize aesthetic characteristics common to all art forms.
1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
3PR

Unit 5: January

Music - HS - Marching Band - Last Updated on June 28, 2023

Demonstrate sight-reading abilities at a mastery level of complexity.
4PR
Perform a leading part in an ensemble demonstrating superior ensemble skills.
7PR
Sing or play a significant music composition, demonstrating an understanding of music styles and form.
1RE
Apply assessment practices to select, organize and present personal works to show their growth and development in music.
4RE
Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
1CE
Interpret music symbols and terms in light of historical and stylistic context.

Unit 6: February

Music - HS - Marching Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, Harmony, structure, simple meter, posture, independence, tone and timbre. Varied Repertoire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Games
Peer mentoring
Listening to recordings
Using slower tempo
Isolating smaller groups of notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will perform segments Individually. Students will perform music from a variety of time periods including transcriptions and original works for band

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Recorded Playing Test
In class performance

STANDARDS

Ohio - Grade 9-12 - Music (2012)
3CE
Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
2PR

Unit 6: February

Music - HS - Marching Band - Last Updated on June 28, 2023

Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.
4PR
Perform a leading part in an ensemble demonstrating superior ensemble skills.
6PR
Incorporate technology in promoting and distributing music.
7PR
Sing or play a significant music composition, demonstrating an understanding of music styles and form.
1RE
Apply assessment practices to select, organize and present personal works to show their growth and development in music.
3RE
Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.
4RE
Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.
7RE
Evaluate how musical forms and performance practices are influenced by culture and history.

Unit 7: March

Music - HS - Marching Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, ensemble listening skills, complex meter, breathing and phrases, simple key signatures, varied repertoire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Key signature games and group activity
Peer mentoring
Listening to recordings

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will establish a variety of blend and balance techniques.
Students will analyze their own performance,
Students will perform music from a variety of time periods including transcriptions and original works for Band.
Students will have the opportunity to experience live performance on their instruments

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment
In Class Performance

STANDARDS

Ohio - Grade 9-12 - Music (2012)
1CE
Interpret music symbols and terms in light of historical and stylistic context.
3CE
Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.

Unit 7: March

Music - HS - Marching Band - Last Updated on June 28, 2023

1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.
4PR
Perform a leading part in an ensemble demonstrating superior ensemble skills.
6PR
Incorporate technology in promoting and distributing music.
7PR
Sing or play a significant music composition, demonstrating an understanding of music styles and form.
1RE
Apply assessment practices to select, organize and present personal works to show their growth and development in music.
4RE
Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.

Unit 8: April

Music - HS - Marching Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, scales/dexterity, tempo, rhythm/duration, varied repertoire

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Games
Peer mentoring
Listening to recordings
Using slower tempo
Isolating smaller groups of notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will perform music from a variety of time periods including transcriptions and original works for band

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Recorded Playing Test
In Class Performance

STANDARDS

Ohio - Grade 9-12 - Music (2012)
1CE
Interpret music symbols and terms in light of historical and stylistic context.
3CE
Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
7CE
Recognize aesthetic characteristics common to all art forms.

Unit 8: April

Music - HS - Marching Band - Last Updated on June 28, 2023

1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.
4PR
Perform a leading part in an ensemble demonstrating superior ensemble skills.
6PR
Incorporate technology in promoting and distributing music.
7PR
Sing or play a significant music composition, demonstrating an understanding of music styles and form.
4RE
Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.

Unit 9: May

Music - HS - Marching Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Continue reinforcing and building upon previous skills/knowledge, key signatures, music evaluation techniques

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Clapping and counting rhythms
Teacher modeling & demonstration
Games
Peer mentoring
Listening to recordings
Using slower tempo
Isolating smaller groups of notes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will analyze their own performance as well as the group and recordings of other groups.
Students will have the opportunity to experience live performance on their instruments.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Concert Performance Assessment
In Class Performance

STANDARDS

Ohio - Grade 9-12 - Music (2012)
1CE
Interpret music symbols and terms in light of historical and stylistic context.
3CE
Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
7CE
Recognize aesthetic characteristics common to all art forms.

Unit 9: May

Music - HS - Marching Band - Last Updated on June 28, 2023

1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.
4PR
Perform a leading part in an ensemble demonstrating superior ensemble skills.
7PR
Sing or play a significant music composition, demonstrating an understanding of music styles and form.
8PR
Compose an original work or arrange a pre-existing work for a variety of performing ensembles.
1RE
Apply assessment practices to select, organize and present personal works to show their growth and development in music.
5RE
Develop and articulate a personal philosophy about the purpose and value of music.
7RE
Evaluate how musical forms and performance practices are influenced by culture and history.

Music - HS - Symphonic Band

Vermilion Local School District

UNITS (5/5 SELECTED)		SUGGESTED DURATION
	Unit 1: January	18 lessons
	Unit 2: February	18 lessons
	Unit 3: March	1 lessons
	Unit 4: April	1 lessons
	Unit 5: May	1 lessons

Unit 1: January

Music - HS - Symphonic Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Rhythm Practice
 - Dotted Quarter Notes
 - Dotted Eighth Notes
2. Basic Music Literacy Skills
 - Reading the staff and ledger lines (treble and bass)
3. Making First Sounds as a smaller group
4. Basic Beginning Scales; Concert Bb, Eb, Ab
5. Playing Chorales, and more lyrical pieces that require accuracy and air support

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Rhythm Practice on white board as a class, individual rhythm assignments
2. Using a scale sheet/basic chorales
3. Working on basic skills such as posture, tone, air support to support a bigger sound for a smaller group
4. Playing scales as a section, then as a full group

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Count, Clap, and write rhythms accurately
2. Read the appropriate clef with ledger lines at a fast pace
3. Sitting properly with little verbal reminders from the director.
4. Play the first three scales with correct notes and rhythms.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Performance Accuracy
3. Accurate Instrument Care/Posture/Breath Control
4. Accurate Fingerings/Mallet Grip and Placement

STANDARDS

Unit 1: January

Music - HS - Symphonic Band - Last Updated on June 28, 2023

Ohio - Grade 9-12 - Music (2012)
1PR
Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
3PR
Demonstrate sight-reading abilities at a mastery level of complexity.

Unit 2: February

Music - HS - Symphonic Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Rhythm Practice
 - Dotted Quarter Notes
 - Dotted Eighth Notes
 - Syncopation
2. Basic Music Literacy Skills
 - Reading the staff and ledger lines (treble and bass)
3. Basic Beginning Scales; Concert Bb, Eb, Ab, F
4. A focus on intonation, being in tune and in tone as an ensemble
5. All three pieces of concert literature are learned by second week of February

1. Rhythm Practice on white board, rhythm chart assignments
2. Using a scale sheet/basic chorales
3. Working on basic skills such as posture, tone and air support to support a bigger sound for a smaller group
4. Playing scales as a section, then as a full group with scale playing tests

Unit 2: February

Music - HS - Symphonic Band - Last Updated on June 28, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Count, Clap, and write rhythms accurately
2. Read the appropriate clef with ledger lines at a fast pace
3. Sitting properly with little verbal reminders from the director.
4. Play the first three scales with correct notes and rhythms.
5. Encouraging students to develop aural skills of intonation.
 - If you can hear yourself in the ensemble - play softer
 - If you can still hear yourself - you're out of tune
 - If you can still hear yourself - you're out of tone

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Performance Accuracy
3. Accurate Instrument Care/Posture/Breath Control
4. Accurate Fingerings/Mallet Grip and Placement

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Rhythm Practice

- Dotted Quarter Notes
 - Dotted Eighth Notes
 - Syncopation
 - Exploring new time signatures
2. Basic Music Literacy Skills
 - Reading the staff and ledger lines (treble and bass)
 3. Basic Beginning Scales; Concert Bb, Eb, Ab, Db, G
 4. Exploring different articulation patterns (accents, staccatos, legatos)
 5. Second Concert Piece

Unit 2: February

Music - HS - Symphonic Band - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Performance Accuracy
3. Accurate Instrument Care/Posture/Breath Control
4. Accurate Fingerings/Mallet Grip and Placement
5. Accurate performance of articulation styles. Students will understand how to perform

STANDARDS

Ohio - Grade 9-12 - Music (2012)
3CE
Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.
5CE
Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.
6CE
Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).
5RE
Develop and articulate a personal philosophy about the purpose and value of music.

Unit 3: March

Music - HS - Symphonic Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm Practice

- Dotted Quarter Notes
- Dotted Eighth Notes
- Syncopation
- Exploring new time signatures

2. Basic Music Literacy Skills

- Reading the staff and ledger lines (treble and bass)

3. Basic Beginning Scales; Concert Bb, Eb, Ab, F

4. Exploring different articulation patterns (accents, staccatos, legatos)

Concert on March 7th!

1. Rhythm Practice on white board, rhythm chart assignments

2. Using a scale sheet/basic chorales

3. Working on basic skills such as posture, tone, air support to support a bigger sound for a smaller group

4. Playing scales as a section, then as a full group with scale playing tests

5. Transferring articulation styles to different genres, such as a march or pop tune

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Count, Clap, and write rhythms accurately

2. Read the appropriate clef with ledger lines at a fast pace

3. Sitting properly with little verbal reminders from the director.

4. Play the first three scales with correct notes and rhythms.

Unit 3: March

Music - HS - Symphonic Band - Last Updated on June 28, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Performance Accuracy
3. Accurate Instrument Care/Posture/Breath Control
4. Accurate Fingerings/Mallet Grip and Placement
5. Accurate performance of articulation styles. Students will understand how to perform different articulations and the coordination of each one (tonguing/mallet technique)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Performance Accuracy
3. Accurate Instrument Care/Posture/Breath Control
4. Accurate Fingerings/Mallet Grip and Placement
5. Accurate performance of articulation styles. Students will understand how to perform different articulations and the coordination of each one (tonguing/mallet technique)

STANDARDS

Ohio - Grade 9-12 - Music (2012)
1CE
Interpret music symbols and terms in light of historical and stylistic context.
7CE
Recognize aesthetic characteristics common to all art forms.
2PR
Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.

Unit 4: April

Music - HS - Symphonic Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhythm Practice

- Dotted Quarter Notes
- Dotted Eighth Notes
- Syncopation
- Time signature changes

2. Basic Music Literacy Skills

- Reading the staff and ledger lines (treble and bass)

3. Basic Beginning Scales; Concert Bb, Eb, Ab, Db, G, F

4. Exploring different articulation patterns (accents, staccatos, legatos)

5. Concert Unit

- Third Piece

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Rhythm Practice on white board, rhythm chart assignments

2. Using a scale sheet/basic chorales

3. Working on basic skills such as posture, tone, air support to support a bigger sound for a smaller group

4. Playing scales as a section, then as a full group with scale playing tests

5. Transferring articulation styles to different genres, such as a march or pop tune

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Count, Clap, and write rhythms accurately

2. Read the appropriate clef with ledger lines at a fast pace

3. Sitting properly with little verbal reminders from the director.

4. Play the first three scales with correct notes and rhythms.

Unit 4: April

Music - HS - Symphonic Band - Last Updated on June 28, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Proper performance of rhythm/accurate counts on rhythm charts turned in
2. Performance Accuracy
3. Accurate Instrument Care/Posture/Breath Control
4. Accurate Fingerings/Mallet Grip and Placement
5. Accurate performance of articulation styles. Students will understand how to perform

STANDARDS

Ohio - Grade 9-12 - Music (2012)

3CE

Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.

5CE

Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.

7CE

Recognize aesthetic characteristics common to all art forms.

1PR

Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.

4PR

Perform a leading part in an ensemble demonstrating superior ensemble skills.

Unit 5: May

Music - HS - Symphonic Band - Last Updated on June 28, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Concert Month! Preparing for a concert. All concert pieces are picked and ready to perform!

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Reviewing all topics from previous months and putting them into a performance perspective.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Students will perform their concert pieces with 90% accuracy or more.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Concert Performance Assessment

STANDARDS

Ohio - Grade 9-12 - Music (2012)

1RE

Apply assessment practices to select, organize and present personal works to show their growth and development in music.