

2020

Band Curriculum Standards
Band: Beginning Level
SCHOOL GRADE: 5
PLAYING YEAR: 1
TEXT: Essential Elements Book 1

BASIC SKILLS

Students will begin instruction on a band instrument of their choice. Instruction begins grade 5 and continues until the skill levels are mastered. Students will demonstrate proper care of the instrument, and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, and fingerings, and will count, read, and perform the beginning level of music being studied. Teacher will use the available standard method book (Essential Elements) to deliver instruction. It is expected that students learning a new instrument at the beginning of fourth grade should master Essential Elements Book 1 by the end of their second year.

CREATING

Generate and conceptualize artistic ideas and work (*Generate musical ideas for various purposes and context*)

5.MU.Cr.1.1.a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context

5.MU.Cr.1.1.b Generate musical ideas within specific related tonalities, meters and simple chord changes

Organize and develop artistic ideas and work (*Select and develop musical ideas for defined purposes and context*)

5.MU.Cr.2.1.a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connections to purpose and context

5.MU.Cr.2.1.b Use standard and/or conic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas

Refine and complete artistic work (*Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria*)

5. MU.Cr.3.1.a Evaluate, refine, and document revisions to personal music applying teacher-provided collaboratively-developed criteria and feedback, and explain rationale for changes

(Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality)

5.MU.Cr.3.2.a Present the final version of personal created music to others that demonstrates appropriate expertise, and explain connection to expressive intent

PERFORMING

Analyze, interpret, and select artistic works for presentation *(Selected varied musical works to present based on interest, knowledge, technical skills and context)*

5.MU.Pr.4.1.a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skills

(Analyze the structure and context of varied musical works and their implications for performances)

5.MU.Pr.4.2.a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch form, and harmony) in music selected for performance

5.MU.Pr.4.2.b When analyzing selected music, read and perform using iconic and/or standard notation

5.MU.Pr.4.2.c Explain how context (such as social, cultural, and historical) inspires performances

(Develop personal interpretations that consider creators' intent)

5.MU.Pr.4.3.a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation, and style)

Develop and refine artistic works for presentation *(Evaluate and refine personal and ensemble performances, individual or in collaboration with others)*

5.MU.Pr.5.1.a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances

5.MU.Pr.5.1.b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time

Convey meaning from the presentation of artistic work *(Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context)*

5.MU.Pr.6.1.a Perform music, alone and with others, with expression, technical accuracy, and appropriate interpretation

5.MU.Pr.6.1.b Demonstrate performance decorum appropriate for the context, venue, genre, and style

5.MU.Pr.6.1.c Display audience etiquette appropriate for context venue, genre, and style

RESPONDING

Identify and analyze artistic works (*Choose music appropriate for specific purposes and context*)

5.MU.Re.7.1.a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts

(*Analyze how the structure and context of varied musical works inform and response*)

5.MU.Re.7.2.a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social, cultural, and historical)

Interpret intent and meaning in artistic work (*Support an interpretation of a musical work that reflects the creators'/performers' expressive intent*)

5.MU.Re.8.1.a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, style, and articulation) are used in performers' and personal interpretation to reflect expressive intent

Apply criteria to evaluate artistic work (*Support personal evaluation of musical works and performance based on analysis, interpretation, and established criteria*)

5.MU.Re.9.1.a Evaluate musical works and performances, applying established criteria and explain appropriateness to the context citing evidence from the elements of music

CONNECTING

Synthesize and relate knowledge and personal experiences to make artistic works (*Synthesize and relate knowledge and personal experiences to make music*)

5.MU.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music

Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding (*Relate musical ideas and works with varied context to deepen understanding*)

5.MU.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

BAND MUSIC CURRICULUM

INSTRUMENTAL MUSIC GENERAL OUTCOMES

Concept	Beginning Level
General	<ul style="list-style-type: none"> • Students should know how to reference fingering chart in method book • Students will perform simple rhythmic and melodic examples in call-and response styles • Students will maintain attendance with required materials • Students will demonstrate completion of assignments and/or practice
Posture	<ul style="list-style-type: none"> • Students will demonstrate proper posture, embouchure, hand position, and playing position
Tone	<ul style="list-style-type: none"> • Students will produce tones that are clear, free of tension, sustained, and unwavering in pitch
Intonation	<ul style="list-style-type: none"> • Students will recognize the concept of flat or sharp in regards to intonation
Tempo	<ul style="list-style-type: none"> • Students will demonstrate steady tempo while performing materials being studied
Articulation	<ul style="list-style-type: none"> • Students will demonstrate tonguing and slurring techniques
Dynamic Contrast, Phrasing, and Expression	<ul style="list-style-type: none"> • Students will use dynamic contrast as means of expression, including <i>f</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, crescendo, decrescendo, and diminuendo • Students will articulate four consecutive notes in one breath. They will demonstrate phrasing through the use of melodic contour, natural accents, and proper use of breath
Ensemble Skills	<ul style="list-style-type: none"> • Students will blend instrumental timbres, match dynamics/style/intonation, and respond to conducting gestures in 2/4, 3/4, 4/4
Scales	<ul style="list-style-type: none"> • Students will play concert b-flat and f scales 1 octave • Students should be able to play a one-octave chromatic scale, ascending and descending • Percussion students will be able to play the following rudiments: Single Stroke Roll, Multiple Bounce Roll, Single Paradiddle, Double Stroke Roll, Flam, Drag
Music Reading	<ul style="list-style-type: none"> • Students will use a syllable, number or letter system to read and write pitch • Student will use rhythmic notation system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter and eighth notes and rests in simple meter, Percussionists should be able to read and notate sixteenth note • Students will sight-read music of varying styles
Music History	<ul style="list-style-type: none"> • Students will perform music from a variety of cultures, styles, and historical periods
Instrument Knowledge	<ul style="list-style-type: none"> • Students will identify parts of the instrument and demonstrate proper care and maintenance

Concerts and Performances	<ul style="list-style-type: none"> • Students will participate in concerts, performance, cross-disciplinary activities, and co-curricular activities • Students will demonstrate concert etiquette as a performer and a listener • Students will demonstrate concert etiquette as an active listener
Judgement and Criticism	<ul style="list-style-type: none"> • Students will analyze and discuss individual and group performances as an ongoing class activity and after formal performances
Music Theory	<ul style="list-style-type: none"> • Students will learn basic music theory out of Essential Elements book
Outside Connections	<ul style="list-style-type: none"> • Students will identify career options in music • Students will discuss musical performances and its value to the community • Students will associate terminology common to music with other fine arts and other disciplines

INSTRUMENT-SPECIFIC PERFORMANCE OUTCOMES

Instrument	Beginning Level
Flute	<ul style="list-style-type: none"> • Play 1st line E to C above the staff • Consistently demonstrates proper articulation techniques (Too) • Should be able to play an “A” in tune on head joint
Oboe	<ul style="list-style-type: none"> • Play 1st line E to C above the staff • Consistently demonstrates proper articulation technique (Too, tongue moves at the tip of the reed in an up=down motion instead of front-back)
Clarinet	<ul style="list-style-type: none"> • Progress on reed strength throughout the year • Play E below to C in the staff • Should be able to play F# using mouthpiece and barrel • Consistently demonstrates proper articulation technique (Tee at the tip of the reed, tongue stays high in the back of the mouth) • Demonstrate basic reed storage and care techniques
Saxophone	<ul style="list-style-type: none"> • Progress on reed strength throughout the year • Produces the following mouthpiece pitch: alto (A), tenor (G), bari (D) • Play D below the staff to C above the staff • Consistently demonstrates proper articulation technique • Demonstrates basic reed storage and care techniques
Trumpet	<ul style="list-style-type: none"> • Play G below the staff to 4th line D consistently • Should be able to buzz up and down or song on their mouthpieces with full, clear, sustained tone • Consistently demonstrates proper articulation technique using the syllable doh or toh • Regularly performs instruments care and maintenance including oiling valves and greasing slides
Horn	<ul style="list-style-type: none"> • Play A below the staff to top line F consistently • Can buzz up and down or songs on their mouthpiece with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using the syllable doh or toh • Consistently demonstrates accurate right hand shape and placement • Regularly performs instrument care and maintenance, including oiling valves ad greasing slides

Trombone	<ul style="list-style-type: none"> • Consistently plays F below the staff to middle C • Can buzz up and down or songs on their mouthpieces with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using syllable doh or toh • Consistently demonstrates table left hand and relaxed right hand position • Regularly performs instrument care and maintenance, including greasing or oiling slides as appropriate
Euphonium/Baritone	<ul style="list-style-type: none"> • Consistently plays F below the staff to middle C • Can buzz up and down or songs on their mouthpieces with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using syllable doh or toh • Regularly performs instrument care and maintenance, including greasing or oiling slides as appropriate
Baritone T.C.	<ul style="list-style-type: none"> • Consistently plays G below the staff to 4th line D • Can buzz up and down or songs on their mouthpieces with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using syllable doh or toh • Regularly performs instrument care and maintenance, including greasing or oiling slides as appropriate
Tuba	<ul style="list-style-type: none"> • Consistently plays G below the staff to second space C • Can buzz up and down or songs on their mouthpieces with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using syllable doh or toh • Regularly performs instrument care and maintenance, including greasing or oiling slides as appropriate
Percussion	<ul style="list-style-type: none"> • The percussion student will demonstrate basic technique n snare drum, bass drum, and mallets • Demonstrate appropriate snare drum set up relative to the height of the student

Beginning Band

School Grade: 5

TEXT: Essential Elements Book 1

Skills that apply only to percussionists are [bracketed]

First 9 Weeks (August 18-October 16)

By the end of the 9 weeks, students will master these skills:

- Posture
- Instrument Assembly
- New Rhythms (whole, half, quarter notes and rests)
- Hand Positions
- Tonguing
- New Notes (Concert F, E-flat, D, C, B-flat)
- Music terminology (double bar, cleft, time signature, repeat, sharps/flats)
- [Rudiments (single-stroke roll, multiple bounce roll, paradiddle)]
- [Accents]
- [Alternate sticking]

Students will have made the following music discoveries and cultural and interdisciplinary connections:

- Phrasing
- Composer (define and identify)
- Fractions (in connection with rhythmic values of notes/rests)
- Folk songs and traditional music

Students should also be able to play selections from the follow list of songs from the text:

- 14: Rolling Along
- 17: Hot Cross Buns
- 25: Lightly Row

Second 9 Weeks (October 19-December 22)

By the end of December, students will have mastered these skills:

- New Rhythms [(eighth notes and rests)]
- Tonguing
- New Notes (Concert G, A)
- Music terminology (clef, time signature, sharps/flats, fermata, key signature)
- [Rudiments (Flams)]
- [Multiple Bounce Eighth notes]

Students will have made the following music discoveries and cultural and interdisciplinary connections:

- Solo, duet and tutti
- Fractions (in connection with rhythmic values of notes/rests)
- Folk songs, English, traditional music

Students should also be able to play selections from the follow list of songs from the text:

- 28: Au Clair De La Lune
- 36: A-Ticket, A-Tasket
- 38: Jungle Bells
- 40: My Dreydl

Third 9 Weeks (January 4-March 10)

By the end of the 9 weeks, students will have mastered these skills:

- New Rhythms (eighth notes and rests)
- Conducting and understanding 4/4, 2/4 time
- Playing dynamics piano and forte dynamics with crescendo and decrescendo
- Hand Positions
- New Notes (Concert G low)
- [Rudiments (Flam tap)]
- [Auxiliary Percussion]

Students will have made the following music discoveries and cultural and interdisciplinary connections:

- Fractions (in connection with rhythmic values of notes/rests)
- Folk songs, English, traditional music
- Band arrangements
- Jazz
- Symphonies
- Round

Students should also be able to play selections from the follow list of songs from the text:

- 42: Skip to my Lou
- 44: Oh, Susanna
- 45: William Tell
- 53: Aura Lee
- 54: Frere Jacques

Fourth 9 Weeks (March 11-May 19)

By the end of the 9 weeks, students will have mastered these skills:

- New Rhythms (ties)
- Conducting and understanding 3/4
- Accidentals
- Understanding tempos
- Playing dynamics piano and forte dynamics with crescendo and decrescendo
- Hand Positions
- New Notes (Concert F low, Ab high and low)
- Accent
- Endings 1st and 2nd
- [Rudiments (Flam Accent)]
- [Rim shot]

Students will have made the following music discoveries and cultural and interdisciplinary connections:

- Fractions (in connection with rhythmic values of notes/rests)
- Folk songs, English, traditional music, Japanese, Latin
- Band arrangements
- Jazz

Students should also be able to play selections from the follow list of songs from the text:

- 55: When the Saints Go Marching In
- 56: Old Macdonald Had a Band
- 57: Ode to Joy
- 62: Camptown Races
- 71: Mexican Clapping Song

Band: Beginning Level
SCHOOL GRADE: 6
PLAYING YEAR: 2
TEXT: Essential Elements Book 1

BASIC SKILLS

Developing basic musicianship skills continues to be a priority. Students will begin to use more articulations, perform scales and music in more difficult key signatures. Ensemble skills will become more developed as students participate in full band settings. Students will describe concepts common to music and other disciplines and will be involved in discussing various cultures, styles, composers, and historical periods.

CREATING

Generate and conceptualize artistic ideas and work (*Generate musical ideas for various purposes and context*)

General

6-8.MUg.Cr.1.1.a Generate simple rhythmic, melodic, and harmonic phrases within AB, ABA, or theme and variation forms that convey expressive intent

Ensemble

6-8.MUe.Cr.1.1.a Compose and improvise ideas for simple melodies and rhythmic phrases, reflecting characteristics of music studied in rehearsal

Organize and develop artistic ideas and work (*Select and develop musical ideas for defined purposes and context*)

General

6-8.MUg.Cr.2.1.a Select, organize, and develop musical ideas for compositions within AB, ABA, or theme and variations forms that convey expressive intent

6-8.MUg.Cr.2.1.b Use standard and/or conic notation and/or audio/video recording to document composed melodies and rhythmic phrases

Ensemble

6-8.MUe.CR.2.1.a Select and develop draft melodies, rhythmic passages, and arrangements studied in rehearsal

Refine and complete artistic work (*Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria*)

General

6-8.MUg.Cr.3.1.a Evaluate, refine, and document revisions to personal music applying teacher-provided criteria such as appropriate application of elements of music including style, form, and use of sound sources

6-8.MUg.Cr.3.1.b Describe the rationale for making revisions to the music based on teacher-provided criteria and feedback from peers

Ensemble

6-8.MUe.Cr.3.1.a Evaluate and refine draft melodies and rhythmic passages based on knowledge, skill, and teacher-provided criteria

(*Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality*)

General

6-8.MUg.Cr.3.2.a Present the final version of their documented personal composition, song, or arrangement that demonstrates craftsmanship and explains connection to expressive intent

Ensemble

6-8.MUe.Cr.3.2.a Share personally-developed melodic ideas and rhythmic passages individually or as an ensemble

PERFORMING

Analyze, interpret, and select artistic works for presentation (*Selected varied musical works to present based on interest, knowledge, technical skills and context*)

General

6-8.MUg.Pr.4.1a Apply teacher, collaborative, or personally developed criteria for selecting music of contrasting styles and genres for a program. Discuss expressive qualities, technical challenges and reasons for choices

Ensemble

6-8.MUe.Pr.4.1a Apply teacher or collaborative-developed criteria for selecting music of contrasting styles and genres for a program. Discuss expressive qualities, technical challenges, and reasons for choices

(*Analyze the structure and context of varied musical works and their implications for performances*)

General

6-8.MUg.Pr.4.2.a Explain, demonstrate, and compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each

6-8.MUg.Pr.4.2.b Read and identify standard symbols for rhythm, pitch articulation, dynamics, tempo, and form

6-8.MUg.Pr.4.2.c Identify how cultural and historical context inform performances

Ensemble

6-8.MUe.Pr.4.2.a Demonstrate, using music reading skills, how the elements of music contribute to understanding the context of the music in prepared performances

6-8.MUe.Pr.4.2.b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation

(Develop personal interpretations that consider creators' intent)

General

6-8.MUg.Pr.4.3.a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities to convey intent

Ensemble

6-8.MUe.Pr.4.3.a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities to convey intent

Develop and refine artistic works for presentation (Evaluate and refine personal and ensemble performances, individual or in collaboration with others)

General

6-8.MUg.Pr.5.1.a Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform

Ensemble

6-8.MUe.Pr.5.1.a Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform for an audience

Convey meaning from the presentation of artistic work (Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context)

General

6-8.MUg.Pr.6.1.a Perform music with technical accuracy and expression to convey the composer's intent

6-8.MUg.Pr.6.1.b Demonstrate appropriate performance decorum and audience etiquette

Ensemble

6-8.MUe.Pr.6.1.a Perform the music with technical accuracy, expression, and cultural authenticity to convey the composer's intent

6-8.MUe.Pr.6.1.b Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, and context

RESPONDING

Identify and analyze artistic works (*Choose music appropriate for specific purposes and context*)

General

6-8.MUg.Re.7.1.a Select or choose contrasting music to listen to and compare the connections to interests or experiences for a specific purpose

Ensemble

6-8.MUe.Re.7.1.a Explain reasons for selecting music using the elements of music and the connections to interest, purpose and context

(*Analyze how the structure and context of varied musical works inform and response*)

General

6-8.MUg.Re.7.2.a Describe, classify, and compare how the elements of music and expressive qualities relate to the structure of the pieces

6-8.MUg.Re.7.2.b Identify and compare the context of music from a variety of genres, cultures, and historical Periods

Ensemble

6-8.MUe.Re.7.2.a Describe, classify, and compare how the elements of music and expressive qualities relate to the structure within programs of music

6-8.MUe.Re.7.2.b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods

Interpret intent and meaning in artistic work (*Support an interpretation of a musical work that reflects the creators'/performers' expressive intent*)

General

6-8.MUg.Re.8.1.a Describe a personal interpretation of how composer's and performer's application of the elements of music and expressive qualities, within genres cultural and historical context, convey expressive intent

Ensemble

6-8.MUe.Re.8.1.a Describe and support personal interpretation of how composer's and performer's application of the elements of music and expressive qualities, within genres, cultural and historical context, convey expressive intent

Apply criteria to evaluate artistic work (*Support personal evaluation of musical works and performance based on analysis, interpretation, and established criteria*)

General

6-8.MUg.Re.9.1.a Apply teacher or personally-developed criteria to evaluate musical works or performances

Ensemble

6-8.MUe.Re.9.1.a Discuss and evaluate works and performances based on personal, collaborative, and developed criteria; including analysis of the structure and context

CONNECTING

Synthesize and relate knowledge and personal experiences to make artistic works (*Synthesize and relate knowledge and personal experiences to make music*)

General

6-8.MUg.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music

Ensemble

6-8.MUe.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music

Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding (*Relate musical ideas and works with varied context to deepen understanding*)

General

6-8.MUg.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

Ensemble

6-8.MUe.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

BAND MUSIC CURRICULUM

INSTRUMENTAL MUSIC GENERAL OUTCOMES

Concept	Beginning Level
General	<ul style="list-style-type: none"> • Students should know how to reference fingering chart in method book • Students will perform simple rhythmic and melodic examples in call-and response styles • Students will maintain attendance with required materials • Students will demonstrate completion of assignments and/or practice
Posture	<ul style="list-style-type: none"> • Students will demonstrate proper posture, embouchure, hand position, and playing position
Tone	<ul style="list-style-type: none"> • Students will produce tones that are clear, free of tension, sustained, and unwavering in pitch
Intonation	<ul style="list-style-type: none"> • Students will recognize the concept of flat or sharp in regards to intonation
Tempo	<ul style="list-style-type: none"> • Students will demonstrate steady tempo while performing materials being studied
Articulation	<ul style="list-style-type: none"> • Students will demonstrate tonguing and slurring techniques
Dynamic Contrast, Phrasing, and Expression	<ul style="list-style-type: none"> • Students will use dynamic contrast as means of expression, including <i>f</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, crescendo, decrescendo, and diminuendo • Students will articulate four consecutive notes in one breath. They will demonstrate phrasing through the use of melodic contour, natural accents, and proper use of breath
Ensemble Skills	<ul style="list-style-type: none"> • Students will blend instrumental timbres, match dynamics/style/intonation, and respond to conducting gestures in 2/4, 3/4, 4/4
Scales	<ul style="list-style-type: none"> • Students will play concert b-flat and f scales 1 octave • Students should be able to play a one-octave chromatic scale, ascending and descending • Percussion students will be able to play the following rudiments: Single Stroke Roll, Multiple Bounce Roll, Single Paradiddle, Double Stroke Roll, Flam, Drag
Music Reading	<ul style="list-style-type: none"> • Students will use a syllable, number or letter system to read and write pitch • Student will use rhythmic notation system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter and eighth notes and rests in simple meter, Percussionists should be able to read and notate sixteenth note • Students will sight-read music of varying styles
Music History	<ul style="list-style-type: none"> • Students will perform music from a variety of cultures, styles, and historical periods
Instrument Knowledge	<ul style="list-style-type: none"> • Students will identify parts of the instrument and demonstrate proper care and maintenance

Concerts and Performances	<ul style="list-style-type: none">• Students will participate in concerts, performance, cross-disciplinary activities, and co-curricular activities• Students will demonstrate concert etiquette as a performer and a listener• Students will demonstrate concert etiquette as an active listener
Judgement and Criticism	<ul style="list-style-type: none">• Students will analyze and discuss individual and group performances as an ongoing class activity and after formal performances
Music Theory	<ul style="list-style-type: none">• Students will learn basic music theory out of Essential Elements book
Outside Connections	<ul style="list-style-type: none">• Students will identify career options in music• Students will discuss musical performances and its value to the community• Students will associate terminology common to music with other fine arts and other disciplines

INSTRUMENT-SPECIFIC PERFORMANCE OUTCOMES

Instrument	Beginning Level
Flute	<ul style="list-style-type: none"> • Play 1st line E to C above the staff • Consistently demonstrates proper articulation techniques (Too) • Should be able to play an “A” in tune on head joint
Oboe	<ul style="list-style-type: none"> • Play 1st line E to C above the staff • Consistently demonstrates proper articulation technique (Too, tongue moves at the tip of the reed in an up=down motion instead of front-back)
Clarinet	<ul style="list-style-type: none"> • Progress on reed strength throughout the year • Play E below to C in the staff • Should be able to play F# using mouthpiece and barrel • Consistently demonstrates proper articulation technique (Tee at the tip of the reed, tongue stays high in the back of the mouth) • Demonstrate basic reed storage and care techniques
Saxophone	<ul style="list-style-type: none"> • Progress on reed strength throughout the year • Produces the following mouthpiece pitch: alto (A), tenor (G), bari (D) • Play D below the staff to C above the staff • Consistently demonstrates proper articulation technique • Demonstrates basic reed storage and care techniques
Trumpet	<ul style="list-style-type: none"> • Play G below the staff to 4th line D consistently • Should be able to buzz up and down or song on their mouthpieces with full, clear, sustained tone • Consistently demonstrates proper articulation technique using the syllable doh or toh • Regularly performs instruments care and maintenance including oiling valves and greasing slides
Horn	<ul style="list-style-type: none"> • Play A below the staff to top line F consistently • Can buzz up and down or songs on their mouthpiece with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using the syllable doh or toh • Consistently demonstrates accurate right hand shape and placement • Regularly performs instrument care and maintenance, including oiling valves ad greasing slides

Trombone	<ul style="list-style-type: none"> • Consistently plays F below the staff to middle C • Can buzz up and down or songs on their mouthpieces with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using syllable doh or toh • Consistently demonstrates table left hand and relaxed right hand position • Regularly performs instrument care and maintenance, including greasing or oiling slides as appropriate
Euphonium/Baritone	<ul style="list-style-type: none"> • Consistently plays F below the staff to middle C • Can buzz up and down or songs on their mouthpieces with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using syllable doh or toh • Regularly performs instrument care and maintenance, including greasing or oiling slides as appropriate
Baritone T.C.	<ul style="list-style-type: none"> • Consistently plays G below the staff to 4th line D • Can buzz up and down or songs on their mouthpieces with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using syllable doh or toh • Regularly performs instrument care and maintenance, including greasing or oiling slides as appropriate
Tuba	<ul style="list-style-type: none"> • Consistently plays G below the staff to second space C • Can buzz up and down or songs on their mouthpieces with a full, clear, sustained tone • Consistently demonstrates proper articulation technique using syllable doh or toh • Regularly performs instrument care and maintenance, including greasing or oiling slides as appropriate
Percussion	<ul style="list-style-type: none"> • The percussion student will demonstrate basic technique n snare drum, bass drum, and mallets • Demonstrate appropriate snare drum set up relative to the height of the student

Elementary Advanced Band (2nd Year)

School Grade: 6

Playing Year: 2

TEXT: Essential Elements Book 1

Skills that apply only to percussionists are [bracketed]

First 9 Weeks (August 18-October 16)

By the end of the 9 weeks, students will have mastered these skills:

- Review everything from last year
- Conducting and understanding $\frac{3}{4}$ time
- Repeats (including 1st and 2nd endings) and D.C. al fine
- Accidentals
- Key Signatures
- New notes (Concert B-flat high, Concert E)
- Playing mezzo-piano and mezzo-forte
- Accents, legato, and staccato articulations
- Pick-up notes
- Warm ups
- [Rhythms- sixteenth notes, eight with sixteenths]
- Tempo Markings

Students will have made the following music discoveries and cultural and interdisciplinary connections:

- Scales (Concert B-flat and Concert F)
- Chromatic Scales
- Composing a short melody (Jazz Improv)
- Evaluating peer performances
- Dotted rhythms
- Syncopation
- Fractions (in connection with rhythmic values of notes/rests)
- Folk songs, English, traditional music, African-American Spiritual
- Chorales
- Variations

Students should also be able to play selections from the follow list of songs from the text:

- 75: Basic Blues
- 78: Up on a Housetop
- 79: Jolly Old St. Nick
- 90: Variation on a Familiar theme
- 91: Banana Boat Song

Second 9 Weeks (October19-December 22)

By the end of the 9 weeks, students will have mastered these skills:

- Conducting and understanding $\frac{3}{4}$ time
- Accidentals
- Key Signatures
- New notes (Concert A high, Concert D-flat)
- Playing mezzo-piano and mezzo-forte with crescendos and decrescendo
- Accents, legato, and staccato articulations

- Pick-up notes
- Slurs
- Phrasing
- Tempo Markings
- New Rhythms- dotted quarter notes
- [Rudiments- different rolls]

Students will have made the following music discoveries and cultural and interdisciplinary connections:

- Scales (Concert B-flat and Concert F)
- Chromatic Scales
- Composing a short melody (Jazz Improv)
- Evaluating peer performances
- Dotted rhythms
- Syncopation
- Multiple measure rests
- Fractions (in connection with rhythmic values of notes/rests)
- Folk songs, English, traditional music, African-American Spiritual, Scottish Folk
- Chorales
- Variations

Students should also be able to play selections from the follow list of songs from the text:

- 94: Ezekiel Saw the Wheel
- 101: Phraseology
- 103: Minuet
- 106: March Militaire
- 117: Auld Lang Syne

Third 9 Weeks (January 4-March 10)

By the end of the 9 weeks, students will have mastered these skills:

- Playing B-Flat, F and E-Flat Concert Scales
- Rallentando and Ritardando
- Playing in a variety of styles
- New Notes
- Playing Solos
- Improvisation
- Playing ensembles
- Chromatic Scales
- [Rudiments: Rolls]

Students will have made the following music discoveries and cultural and interdisciplinary connections:

- Composing a short melody (Jazz Improv)
- Evaluating peer performances
- Syncopation
- Fractions (in connection with rhythmic values of notes/rests)
- Chorales

Students should also be able to play selections from the follow list of songs from the text:

- 118: Theme from “New World Symphony”
- 129: Technique Trax
- 131: Kum Bah Yah
- 136: Finlandia
- 150: Theme From “Surprise Symphony”

Fourth 9 Weeks (March 11-May 19)

By the end of the 9 weeks, students will have mastered these skills:

- Playing B-Flat, F, A-Flat and E-Flat Concert Scales
- Playing in a variety of styles
- New Notes
- Playing Solos
- Arpeggio
- Improvisation
- Playing ensembles
- Chromatic Scales
- Enharmonics
- [Rudiments: Rolls]

Students will have made the following music discoveries and cultural and interdisciplinary connections:

- Evaluating peer performances
- Syncopation
- Fractions (in connection with rhythmic values of notes/rests)
- Chorales
- Band Arrangements
- Marches

Students should also be able to play selections from the follow list of songs from the text:

- 166: El Capitan
- 167: O Canada
- 172: March Slav
- 184: Theme from 1812 Overture
- 185: Eine Kleine Nachtmusik
- 186: Swing Low, Sweet Chariot
- 187: La Bamba