

Calendar-Based Curriculum Map: Music

5th Grade Band

Fall Semester

	1st Quarter	2nd Quarter
Essential Questions	<ul style="list-style-type: none"> Besides how to play an instrument, what do I need to know to be an excellent band member? What are the fundamental concepts and skills necessary for playing a wind instrument? How do I play songs I already know and can sing in solfege on my instrument? How do I listen while I play so that I blend in with the rest of the band? 	<ul style="list-style-type: none"> What is an “octave”, a “chromatic scale”, and a “tetrachord”? How do I play them on my instrument? What is “warming up” and how do I do it for my instrument? What is “transposition” and why is it important for wind players to understand it?
Concepts	<ul style="list-style-type: none"> Rehearsal (classroom) procedures & practice (at home) procedures Individual vs. ensemble, balance, blend Instrumental fundamentals: posture, breathing, assembly, care & maintenance, carriage, embouchure, articulation Selected Grade I tonal, rhythmic, formal, and expressive elements (treble and bass clef pitch notation, pentatonic and diatonic movable do solfege, flats, sharps, naturals; quarter, eighth, half, and whole notes and rests in simple meter; repeats; accents, mf, and mp) – but only as AURAL concepts! Order of flats and sharps 	<ul style="list-style-type: none"> Octave, chromatic scale, tetrachord, transposition Transposing instruments in our group – clarinet and trumpet Additional Grade I elements (leger lines; eighth, quarter, and dotted-quarter notes in compound meter) The symbols for the selected Grade I tonal, rhythmic, formal, and expressive elements previously and concurrently learned Warm ups, lip slurs, long tones, clarinet “break” exercises
Skills	<ul style="list-style-type: none"> Demonstration of proper instrumental fundamentals: posture, breathing, assembly, care & maintenance, carriage, embouchure, articulation Demonstrate developmentally appropriate listening for and response to characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance Demonstrate developmentally appropriate performance of selected Grade I tonal, rhythmic, and expressive elements – but only AURALLY, not symbolically, yet Show connection between solfege/concert pitch vocal performance of simple tunes and their performance on a wind instrument 	<ul style="list-style-type: none"> Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> Lip slurs, long tones, and other appropriate exercises The range of an octave and the ability to play a one-octave chromatic scale on Ab concert, ascending and descending The ability to play tetrachords in F, Bb, Eb, and Ab, ascending and descending The ability to read at sight the Grade I elements learned so far
Assessment	<ul style="list-style-type: none"> Informal evaluation of daily individual, section, and tutti (whole band) playing Formal evaluation of weekly individual playing Periodic worksheets over concepts and skills learned in class Occasional written quizzes and tests over concepts and skills learned in class 	<ul style="list-style-type: none"> Informal evaluation of daily individual, section, and tutti (whole band) playing Formal evaluation of weekly individual playing Periodic worksheets over concepts and skills learned in class Occasional written quizzes and tests over concepts and skills learned in class Attendance and participation in November recital
Resources	<ul style="list-style-type: none"> PHR6 Music Website: www.freewebs.com/phpiratesmusic Instrument and supplies (e.g. reeds, oils, etc.) (student provided) Band binder with notebook paper (student provided) Pencil (student provided) Handouts for band binder – stem notation and concert pitch 	<ul style="list-style-type: none"> PHR6 Music Website: www.freewebs.com/phpiratesmusic Instrument and supplies (e.g. reeds, oils, etc.) (student provided) Band binder with notebook paper (student provided) Pencil (student provided) Handouts for band binder – staff notation and written pitch

Calendar-Based Curriculum Map: Music

5th Grade Band

Spring Semester

	3rd Quarter	4th Quarter
Essential Questions	<ul style="list-style-type: none"> • What is a solo, why is solo performance important for musicians, and how do I prepare to perform one? • What is “key” and how do I tell one key from another? • What is the difference in “major” and “minor”? 	<ul style="list-style-type: none"> • How does a band prepare for a concert or festival performance? • What is appropriate concert etiquette and how do I get the word to my friends and family about it? • What is “full instrumentation” in a band and what instruments are needed for us to have a fully instrumented band next year?
Concepts	<ul style="list-style-type: none"> • Solo, accompanying, chamber music etiquette • Tonality, key, major (do-based), minor(la-based), natural vs. harmonic and melodic • Key Signature Rap • All Grade I and selected Grade II tonal, rhythmic, formal, and expressive elements (keys of Bb and Eb; dotted half and quarter notes, sixteenth note patterns; DS, DC, Coda; crescendo, diminuendo, staccato, legato, f, p) 	<ul style="list-style-type: none"> • Full instrumentation • Concert etiquette
Skills	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ Lip slurs, long tones, and other appropriate exercises ➢ The chromatic range of 1 ½ octaves for brass and two octaves for woodwinds, ascending and descending ➢ The ability to play concert tetrachords in C, F, Bb, Ab, and Eb, ascending and descending ➢ The ability to play concert major and natural minor scales of Bb, Ab, g, and f ➢ The ability to read at sight the Grade I elements learned so far ➢ The ability to perform a Grade I solo with proper etiquette ➢ Articulation studies using slurs, normal articulation, staccato, and legato 	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The chromatic range of 1 ½ octaves for brass and 2 ½ octaves for woodwinds, ascending and descending ➢ The ability to play concert tetrachords in C, F, Bb, Eb, Ab, and Db, ascending and descending ➢ The ability to play concert major and natural minor scales of Bb, Eb, Ab, d, g, and c ➢ The ability to read at sight the Grade I elements learned so far ➢ The ability to perform Grade I or II band music with ample preparation time
Assessment	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of weekly individual playing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in solo festival in March 	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of weekly individual playing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in spring festival and concert In April/May
Resources	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook paper (student provided) • Pencil (student provided) • Handouts for band binder • Method book • Sheet music (in preparation for spring festival and concert) 	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook paper (student provided) • Pencil (student provided) • Handouts for band binder • Method book • Sheet music