

4th Instrumental Music Curriculum

4th Grade Band Lessons

Weekly 35 minute meetings in small homogeneous groups.

Concepts	Skills
<ul style="list-style-type: none"> ● Rhythms: whole note, half note, quarter note, dotted half note, eighth note pairs, whole rest, half rest in simple time signatures ● Notes on the staff: la – la in the key of concert B-flat ● Vocab: Time Signature, 2/4, 3/4, 4/4, Repeat Sign, Fermata, Canon, flat, sharp, natural, sign, major/minor, slur, tie, treble/bass clef, staff, lines/spaces, measure, breath mark, duet, multi-rest, composer ● Steady Beat 	<ul style="list-style-type: none"> ● Instrument Assembly ● Posture, Hand Placement ● Proper Embouchure (stick hold) ● Breath control and developmentally appropriate tone ● Articulate with tongue ● Note range of so,-la in concert B-flat ● Concert B-flat major and g minor scales ● Provide evidence of good practice habits
Assessments	
Informal in-class checks, Video/Audio recorded songs, self/peer reflections, rhythm packet, theory worksheets, practice logs	
Standards Addressed: Find Specific Music Standards Here	
Anchor Standard 1 (Cr1.1.E.5a); AS 2 (Cr2.1.E.5b); AS 4 (Pr4.2.E.5a, Pr4.3.E.5a); AS5 (Pr5.3.E.5a); AS9 (Re9.1.E.5a); AS11 (Cn11.0.T5a)	
Suggested Materials/Activities	
Measures of Success Book 1 Op 1 – 3, “Ear-Songs,” Rhythm Book 1-9, Theory Packet (containing composition opportunities), SmartMusic, Poison Pattern, StaffWars	

5th Instrumental Music Curriculum

5th Grade Band Lessons

35 meetings of approximately 35 minutes

(The skills and concepts listed on the 4th grade curriculum will be reviewed and continually practiced in 5th grade.)

Concepts	Skills
<ul style="list-style-type: none"> ● Rhythms: single eighth notes, dotted quarter-eighths, eighth rests, simple time signatures ● Notes on the staff: so – do in the key of concert B-flat, ● Pitch Letter Names for all lines/spaces ● Vocab: Pick-up note, Key Signature, First and Second Endings, Dynamics (Forte, Piano, Mezzo, Crescendo, Decrescendo) Tempo, Orchestration, Tonality, Articulations (Staccato, Legato, Accent, Slur, Tie), swung eighth notes ● Blues Scale/Chord Progression 	<ul style="list-style-type: none"> ● Proper Embouchure (stick hold) ● Breath control and developmentally appropriate tone ● Articulate with tongue ● Note range: Flute (F-C), Clarinet (E-C), Alto (D-A), Trumpet (G-C), FH (A-C), Trombone/Euph (F-Bb) ● Scales: Concert Bb Major, g minor, Ab Major, Bb Blues ● Echo and improvise simple melodic and rhythmic patterns over Bb Blues progression ● Analyze how composers use musical concepts to tell a story ● Compose a piece using musical concepts to tell their own story ● Provide evidence of good practice habits
Assessments	
Informal in-class checks, Video/Audio recorded songs, self/peer reflections, rhythm book, theory worksheets, practice logs	
Standards Addressed: Find Specific Music Standards Here	
Anchor Standard 1 (Cr1.1.E.8a); AS2 (Cr2.1.E.1a); AS3 (Cr3.1.E.5a); AS3 (Cr3.2.E.11a); AS4 (Pr4.3.E.8a); AS5 (Pr5.3.E.5a); AS6 (Pr6.1.E.8a); AS8 (Re8.1.E.8a); AS10 (Cn10.0.H.5a); AS11 (Cn11.0.T.5a)	
Suggested Materials/Activities	
Measures of Success Book 1 Op 3-5, Rhythm Book 10-17, Theory Packet, Animal Composition Project using Noteflight/Sibelius, SmartMusic, Jazz Club	

6th Instrumental Music Curriculum

6th Grade Band Lessons

33 meets of approximately 35 minutes

(The skills and concepts listed on the 4th and 5th grade curriculum will be reviewed and continually practiced in 6th grade.)

Concepts	Skills
<ul style="list-style-type: none"> ● Rhythms: Syncopation, eighth note rests, sixteenth notes in simple time signatures; Eighth note, dotted quarter note, dotted half note in complex time (6/8) ● Pitch Letter Names for all lines/spaces and ledger lines appropriate to instrument ● Vocab: Fortissimo, pianissimo, ledger line, marcato, DC al Coda, DS al Coda, phrase ● Key Signatures ● Form ● Intonation (flat/sharp) ● Blues Chord Progression 	<ul style="list-style-type: none"> ● Proper Embouchure (stick hold) ● Breath control and developmentally appropriate tone ● Articulate with tongue ● Note range: Flute (F-Eb), Clarinet (E-F), Alto (D-B), Trumpet (G-E), FH (G-D), Trombone/Euph (F-D) ● Scales: Concert Bb Major, g minor, Ab Major, Chromatic (1 Octave), C Major, Bb Blues ● Trade 4's over Bb blues progression, play through progression on different chord voices ● Analyze performances (professional and self) demonstrating understanding of musical terminology ● Compose a piece demonstrating knowledge of musical phrasing and form ● Provide evidence of good practice habits
Assessments	
Informal in-class checks, Video/Audio recorded songs, self/peer reflections, rhythm book, theory worksheets, written quizzes, playing quizzes, practice logs	
Standards Addressed: Find Specific Music Standards Here	
Anchor Standard 1 (Cr.1.1.E.8a); AS2 (Cr2.1.E.1a); AS3 (Cr3.1.E.5a, Cr3.2.E.11a); AS4 (Pr4.2.E.5a, Pr4.3.E.8a); AS5 (Pr5.3.E.5a); AS6 (Pr6.1.E.1a, Pr6.1.E.11b); AS7 (Re7.2.E.8a, Re8.1.E.8a); AS10 (Cn10.0.H.8a); AS11 (Cn11.0.T.5a)	
Suggested Materials/Activities	
Standards of Excellence Book 2, Rhythm Book 18-25, Theory Packet, Composition Project using Noteflight/Sibelius, SmartMusic	

7th/8th Instrumental Music Curriculum

7/8thth Grade Band Lessons

31 or 35 (M/R) meetings of approximately 40 minutes

(The skills and concepts listed on the 4th-6th grade curriculum will be reviewed and continually practiced in 7th-8th grade.)

Concepts	Skills
<ul style="list-style-type: none"> ● Rhythms: Eighth sixteenth patterns, Syncopation, eighth note rests, dotted eighth sixteenths in simple time signatures; Eighth note, dotted quarter note, dotted half note, rests and sixteenth notes in complex time (6/8, 3/8, 12/8), mixed meter ● Pitch Letter Names for all lines/spaces and ledger lines appropriate to instrument, opposite clef ● Vocab: accidental, enharmonic, half step, whole step, cut-time, ritardando, accelerando, ● Key Signatures and how they relate to scales ● Form ● Intonation (flat/sharp) ● Jazz Standards and Improvisation 	<ul style="list-style-type: none"> ● Proper Embouchure (stick hold) ● Breath control and developmentally appropriate tone ● Articulate with tongue ● Note range: Flute (F-G), Clarinet (E-C), Alto (C-D), Trumpet (G-G), FH (G-F), Trombone/Euph (F-F) ● Scales: Concert Bb Major, g minor, Ab Major, Chromatic (1 Octave), C Major, G major, Eb major, chromatic (2 octave – 8th) Bb Blues ● Play bass lines of blues progression and easy jazz progressions ● Analyze performances (professional and self) demonstrating understanding of musical terminology, composer’s intention, performer’s expression ● Compose a duet demonstrating knowledge harmony and part interaction ● Provide evidence of good practice habits
Assessments	
Informal in-class checks, Video/Audio recorded songs, self/peer reflections, rhythm book, theory worksheets, written quizzes, playing quizzes, practice logs	
Standards Addressed: Find Specific Music Standards Here	
Anchor Standard 1 (Cr1.1.E.IIa); AS2 (Cr2.1.E.IIa); AS3 (Cr3.1.E.5a, Cr3.2.E.IIa); AS4 (Pr4.2.E.Ia, Pr4.3.E.IIIa); AS5 (Pr5.3.E.8a); AS6 (Pr6.1.E.Ia, Pr6.1.E.Ib); AS7 (Re7.1.E.8a); AS8 (Re8.1.E.Ia); AS9 (Re9.1.E.5a); AS10 (Cn10.0.H.Ia); AS11 (Cn11.0.T.IIa)	
Suggested Materials/Activities	
Alternate each year Essential Elements and Accent on Achievement Book 2, Rhythm Book 18-25, Theory Packet, Composition Project using Noteflight/Sibelius, SmartMusic, Desert Island Songs	