

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

1st Year Instrumental Band Lessons

Length of Period (mins.) 30

Periods per Week: 1

Length of Course (yrs.) 1.0

Adopted: 06/11/06

Developed by:

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Description of Course

Course Title:

1st Year Instrumental Band Lessons

Description:

Small group instruction to provide development of psychomotor skills and musicianship

Goals:

- To demonstrate the art of reading and interpreting music notation.
- To perform music independently and with others.
- To demonstrate a knowledge of music history and cultural heritage.

Requirements:

A band instrument in proper playing condition; reeds, valve, or slide oils or other accessories as needed and the proper band method book for the appropriate band instrument.

Text:

Accent on Achievement Band Method Book I or other similar Band Method Books I

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
	1	Students will demonstrate and identify the elements of correct playing posture.	L	<ul style="list-style-type: none"> • Use of book • Sitting or standing with correct posture 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	2	Students will identify and produce the air stream.	L	<ul style="list-style-type: none"> • Use of book • Breathing exercises 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	3	Students will produce and hold a tone on the mouthpiece alone.	L	<ul style="list-style-type: none"> • Use of book • Playing a tone on the mouthpiece 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	4	Students will assemble their instruments correctly.	L	<ul style="list-style-type: none"> • Use of book • Individual assembly of the instrument 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	5	Students will play and hold their first notes.	L	<ul style="list-style-type: none"> • Use of book • Playing of instrument 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	6	Percussion students will demonstrate the proper grip and sticking techniques.	L	<ul style="list-style-type: none"> • Use of book • Playing of instrument 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	7	Students will perform warm up exercises.	L	<ul style="list-style-type: none"> • Use of book • Playing of instrument 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	8	Students will identify and define: beat, staff, bar lines, measures, double bar line, 4/4 time signature, and treble or bass clef.	U	<ul style="list-style-type: none"> • Use of book • Identifying basic symbols 	<ul style="list-style-type: none"> • Teacher made questions 	9.1.5 B
	9	Students will identify and play whole note, whole rest, half note, half rest, quarter note, and quarter rest.	U	<ul style="list-style-type: none"> • Use of book • Playing rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	10	Students will count and clap quarter notes, quarter rests, half notes, half rests, whole notes and whole rests while tapping their foot to a steady pulse.	L	<ul style="list-style-type: none"> • Use of book • Counting and clapping while tapping a steady pulse rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	11	Students will identify the note head and stem of quarter notes and half notes.	L	<ul style="list-style-type: none"> • Use of book • Identifying parts of a note 	<ul style="list-style-type: none"> • Teacher made question 	9.1.5 B
	12	Students will identify and play eighth notes in pairs.	U	<ul style="list-style-type: none"> • Use of book • Playing rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	13	Students will count and clap eighth notes while tapping a steady pulse.	L	<ul style="list-style-type: none"> • Use of book • Counting and clapping while tapping a steady pulse to rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	14	Students will identify a beam on a pair of eighth notes.	L	<ul style="list-style-type: none"> • Use of book • Identifying parts of a note 	<ul style="list-style-type: none"> • Teacher made question 	9.1.5 B
	15	Students will identify a beam on a set of four eighth notes.	L	<ul style="list-style-type: none"> • Use of book • Identifying parts of a note 	<ul style="list-style-type: none"> • Teacher made question 	9.1.5 B
	16	Students will count, clap, and play dotted half notes while tapping to a steady pulse.	L	<ul style="list-style-type: none"> • Use of book • Counting and clapping while tapping a steady pulse to rhythm • Playing rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	17	Students will define what a dot added after a note means in music notation.	U	<ul style="list-style-type: none"> • Use of book • Effects of a dot 	<ul style="list-style-type: none"> • Teacher made question 	9.1.5 A
	18	Students will identify 2/4 and 3/4 time signatures.	U	<ul style="list-style-type: none"> • Use of book • Identifying time signatures 	<ul style="list-style-type: none"> • Teacher made question 	9.1.5 B
	19	Students will draw a bar line in an exercise of 2/4, 3/4 or 4/4 music.	L	<ul style="list-style-type: none"> • Use of book • Drawing bar lines in music 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5A 9.1.5 B
	20	Students will identify, play and hold concert D, Eb, F.	L	<ul style="list-style-type: none"> • Use of book • Playing pitches 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	21	Students will identify, play and hold concert Bb, C.	L	<ul style="list-style-type: none"> • Use of book • Playing pitches 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	22	Students will identify, play and hold concert low A, G.	L	<ul style="list-style-type: none"> • Use of book • Playing pitches 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	23	Students will identify, play and hold concert E natural.	L	<ul style="list-style-type: none"> • Use of book • Playing pitches 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	24	Students will name the seven notes (concert A, B, C, D, E, F, G) on the musical Staff.	L	<ul style="list-style-type: none"> • Use of book • Reading notes aloud from the music staff 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	25	Students will name the notes on the staff for their particular clef.	U	<ul style="list-style-type: none"> • Use of book • 	<ul style="list-style-type: none"> • Teacher made question • 	9.1.5 B
	26	Students will read traditional music notation.	U	<ul style="list-style-type: none"> • Use of book 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	27	Students will count, clap and perform an exercise 2/4, 3/4 and 4/4 time signatures.	L	<ul style="list-style-type: none"> • Use of book • Counting and clapping rhythm • Playing music 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	28	Students will play intervals larger than one or two notes.	L	<ul style="list-style-type: none"> • Use of book • Playing large intervals 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	29	Students will play eighth notes on the same pitch.	L	<ul style="list-style-type: none"> • Use of book • Playing rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	30	Students will play step-wise moving eighth notes in an exercise of music.	L	<ul style="list-style-type: none"> • Use of book • Playing rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	31	Students will identify and perform sharps and flats.	L	<ul style="list-style-type: none"> • Use of book • Identifying accidentals 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	32	Students will identify sharps and flats as signs that raise or lower a pitch.	U	<ul style="list-style-type: none"> • Use of book • Identifying accidentals 	<ul style="list-style-type: none"> • Teacher made questions 	9.1.5 B
	33	Students will identify and observe a natural sign.	L	<ul style="list-style-type: none"> • Use of book • Identifying accidentals 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	34	Students will identify a key signature.	U	<ul style="list-style-type: none"> • Use of book • Identifying notes in the music changed by the key signature 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	35	Students will identify and observe breath marks.	L	<ul style="list-style-type: none"> • Use of book • Phrasing, breathing only when there is a breath mark 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	36	Students will identify and perform two-bar phrases.	L	<ul style="list-style-type: none"> • Use of book • Playing 2-bar phrases 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	37	Students will identify and perform repeat signs.	L	<ul style="list-style-type: none"> • Use of book • Performing directional marks 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	38	Students will identify and perform 1 st and 2 nd endings in an exercise of music.	L	<ul style="list-style-type: none"> • Use of book • Performing directional marks 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	39	Students will identify and observe internal repeats.	L	<ul style="list-style-type: none"> • Use of book • Performing directional marks 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	40	Students will identify and perform a round or canon.	U	<ul style="list-style-type: none"> • Use of book • Identifying form • Playing form 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	41	Students will create a rhythmic variation on a provided theme.	L	<ul style="list-style-type: none"> • Use of book • Creating a rhythmic variation 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	42	Students will demonstrate playing harmony through playing a duet.	L	<ul style="list-style-type: none"> • Use of book • Playing a duet 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 A 9.1.5 B
	43	Students will perform a hand clap duet with a melody line.	L	<ul style="list-style-type: none"> • Use of book • Clapping rhythm with a melody 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	44	Students will identify and perform theme and variation as a musical form.	U	<ul style="list-style-type: none"> • Use of book • Form: theme and variation 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	45	Students will identify pick-up notes in an exercise of music.	U	<ul style="list-style-type: none"> • Use of book • Identifying pick up notes 	<ul style="list-style-type: none"> • Teacher made question 	9.1.5 B
	46	Students will identify and perform two eighth notes as pick-up notes in an exercise of music.	L	<ul style="list-style-type: none"> • Use of book • Identifying pick-up notes 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	47	Students will identify and perform one and three note pick-ups.	L	<ul style="list-style-type: none"> • Use of book • Identifying pick-up notes 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	48	Students will locate, define and perform tempo markings (Allegro, Moderato, Andante) in an exercise of music.	U	<ul style="list-style-type: none"> • Use of book • Identifying tempos • Defining tempos • Playing tempos 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	49	Students identify and perform ritardando.	L	<ul style="list-style-type: none"> • Use of book • Identifying and performing tempo changes 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	50	Students will identify and perform dynamics: forte, piano.	U	<ul style="list-style-type: none"> • Use of book • Identifying dynamics • Performing dynamics 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	51	Students will identify and perform ties with two quarter notes, one half and one quarter note, and one whole and one quarter note.	L	<ul style="list-style-type: none"> • Use of book • Identifying ties • Playing tied notes 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	52	Students will identify and perform slurs.	L	<ul style="list-style-type: none"> • Use of book • Identifying slurs • Playing slurs 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	53	Percussion students will perform alternating sticking.	L	<ul style="list-style-type: none"> • Use of book • Playing alternating sticking 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	54	Percussion students will play using right hand and left hand lead sticking.	L	<ul style="list-style-type: none"> • Use of books • Leading with right and left hands 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	55	Percussion students will play the bass drum part and read it's notation as separate from the snare drum.	L	<ul style="list-style-type: none"> • Use of book • Playing the bass drum 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	56	Percussion students will play suspended cymbal and read its notation.	L	<ul style="list-style-type: none"> • Use of book • Playing cymbals 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	57	Percussion students will perform a suspended cymbal roll.	L	<ul style="list-style-type: none"> • Use of book • Playing cymbals 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	58	Percussion students will play the triangle and read its notation.	L	<ul style="list-style-type: none"> • Use of book • Playing hand held percussion instruments 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	59	Percussion students will define and perform rudiments including: flam, flam tap, single paradiddle.	U	<ul style="list-style-type: none"> • Use of book • Identifying rudiments • Playing rudiments 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	60	Percussion students will identify and perform flam taps as four eighth notes in an exercise of music.	L	<ul style="list-style-type: none"> • Use of book • Rudiments 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	61	Percussion students will play multiple bounce rolls.	L	<ul style="list-style-type: none"> • Use of book 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	62	Keyboard students will play a roll.	L	<ul style="list-style-type: none"> • Use of book • Playing rolls 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	63	Brass students will perform lip slurs.	L	<ul style="list-style-type: none"> • Use of book • Playing lip-slur warm-ups 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	64	Students will identify and perform a fermata.	L	<ul style="list-style-type: none"> • Use of book • Playing tempo marks 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	65	Students will identify and perform a divisi.	L	<ul style="list-style-type: none"> • Use of book • Playing harmony 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	66	Students will identify and perform a solo section	L	<ul style="list-style-type: none"> • Use of book • Playing solo 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	67	Students will follow teacher's tempo as a group	L	<ul style="list-style-type: none"> • Use of book • Playing to a steady pulse 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	68	Students will identify and observe rehearsal numbers in a full band arrangement	L	<ul style="list-style-type: none"> • Use of book • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	69	Students will identify brass, woodwind, and percussion sections of the band	U	<ul style="list-style-type: none"> • Use of book • Naming of instrument sections 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A
	70	Students will keep track of their daily practice times with a home practice record	L	<ul style="list-style-type: none"> • Use of book • Tracking progress 	<ul style="list-style-type: none"> • Teacher observation 	9.1.5 G
	71	Students will recognize traditional and technological ways of making, recording, and playing music.	A,L	<ul style="list-style-type: none"> • Discussion of: <ul style="list-style-type: none"> – electric vs. acoustic instruments – records vs. mini disc – live concerts vs. tapes, CD's, iPods 	<ul style="list-style-type: none"> • Teacher questioning • Teacher observation 	9.1.5 J
	72	Students will learn to utilize music technology during practice and lessons.	L	<ul style="list-style-type: none"> • Accompaniment CD Rom with lesson book to provide students with accompaniment 	<ul style="list-style-type: none"> • Teacher questioning • Teacher observation 	9.1.5 J