

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

2nd 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:

2nd 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 identify 'C' as common time signature or 4/4.	U	<ul style="list-style-type: none"> • Use of book • Identifying time signatures 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	2	Students will identify, count and play single eighth notes with eighth rests.	U	<ul style="list-style-type: none"> • Use of book • Counting and playing rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	3	Students will identify a flag on a single eighth note.	L	<ul style="list-style-type: none"> • Use of book • Identifying parts of a note 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	4	Students will identify, count, clap and perform the rhythm of a dotted quarter note followed by an eighth note.	U	<ul style="list-style-type: none"> • Use of book • Playing rhythms 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 A 9.1.5 B
	5	Students will identify and play syncopation of one eighth note followed by a dotted eighth note, and an eighth quarter eighth.	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
	6	Students will identify, play and hold low and high concert Ab.	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
	7	Students will identify, play and hold high concert A and Bb.	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
	8	Students will identify, play and hold concert Db.	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
	9	Students will identify and perform the Bb Concert scale.	L	<ul style="list-style-type: none"> • Use of book • Playing scales 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	10	Students will identify, observe and count multiple measure rests.	L	<ul style="list-style-type: none"> • Use of book • Counting multiple measure rests 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	11	Students will identify and perform D.C. al Fine.	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
	12	Students will identify and play D.S. al Fine.	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

Unit	Num	Objective	Level	Content	Evaluation	Standard
	13	Students will identify and play an exercise of music in blues form.	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
	14	Students will locate, define and perform tempo markings (vivace, largo, maestoso) 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
	15	Students identify and perform Rallentando.	L	<ul style="list-style-type: none"> • Use of band literature • Identifying and performing tempo changes 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	16	Students will identify and perform dynamics of mezzo forte and mezzo piano.	U	<ul style="list-style-type: none"> • Use of book • Identifying dynamics • Playing dynamics 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	17	Students will identify and perform crescendo and diminuendo in an exercise of music.	L	<ul style="list-style-type: none"> • Use of book • Identifying dynamics • Playing dynamic markings 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	18	Students will identify and perform accents.	L	<ul style="list-style-type: none"> • Use of book • Playing articulation 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	19	Students will identify and perform staccato.	L	<ul style="list-style-type: none"> • Use of book • Playing articulation 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	20	Percussion students will play the woodblock and tambourine and read it's 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
	21	Percussion students will perform a tambourine shake.	L	<ul style="list-style-type: none"> • Use of book • Playing a hand held percussion instrument 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	22	Percussion students will count and play the rhythm of an eighth note followed by two sixteenth notes.	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
	23	Percussion students will count and play the rhythm of two sixteenth notes followed by an eighth note.	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
	24	Percussion students will count, clap, and play four sixteenth notes while tapping a steady pulse	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

Unit	Num	Objective	Level	Content	Evaluation	Standard
	25	Percussion students will play a closed roll.	L	<ul style="list-style-type: none"> • Use of book • Playing rudiments 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	26	Percussion students will count and play closed rolls on the rhythm patterns of an eighth note followed by two sixteenth notes and two sixteenth notes followed by an eighth note.	L	<ul style="list-style-type: none"> • Use of book • Playing rhythms 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	27	Percussion students will identify and perform a one measure repeat.	L	<ul style="list-style-type: none"> • Use of book • Following music directions 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made question 	9.1.5 B
	28	Students will improvise rhythms on given pitches.	L	<ul style="list-style-type: none"> • Use of book • Improvising rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	29	Students will compose and play their own melody.	L	<ul style="list-style-type: none"> • Use of book • Creating own composition 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	30	Clarinet students will play in both the lower and upper registers of the instrument.	L	<ul style="list-style-type: none"> • Use of book • Playing notes in the extremes 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	31	Oboe students will play and hold concert Bb and A above the staff.	L	<ul style="list-style-type: none"> • Use of book • Playing pitches 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	32	Students will compose using orchestration.	L	<ul style="list-style-type: none"> • Use of book • Composing with sections 	<ul style="list-style-type: none"> • Teacher observation • Student performance 	9.1.5 B
	33	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
	34	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
	35	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 J
	36	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
	37	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