

East Penn School District
Elementary Curriculum

A Planned Course Statement
for

Elementary Band

Length of Period (mins.) 60

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:

Elementary Band

Description:

Large group instruction to develop aesthetic sensitivity through the study and performance of exemplary music literature.

Goals:

- To demonstrate the art of reading and interpreting music notation
- To perform music independently and with others
- To demonstrate a knowledge of various styles of music

Requirements:

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

Text:

Accent on Achievement Band Methods I or other similar Band Method Books I
A variety of musical styles of band literature at the Grade I level

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 perform at sight rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, and corresponding rests in 4/4, 3/4, 2/4 time signatures.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Playing rhythm 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 A 9.1.5 B
	2	Students will interpret and count given rhythms from grade one music using the 1 & 2 & 3 & 4 & counting system.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Counting rhythm to a steady pulse 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	3	Students will identify notes in the clef of which the music is written for his/her instrument.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Reading notes in the staff 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 A 9.1.5 B
	4	Students will perform band literature in the following concert keys: B ^b , E ^b , A ^b , F.	L	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	5	Students will identify and perform key changes.	L	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Identifying notes in the music changed by the key signature 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	6	Students will identify and perform meter changes.	L	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Identifying time signatures 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	7	Students will interpret and perform music containing first and second endings, D.C. and D.S. indications and codas.	L	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Performing directional marks 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	8	Students will interpret and perform given tempo markings and alterations as noted in given music selections.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Identifying and performing tempo markings 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	9	Students will identify and perform the following dynamics: forte, mezzo forte, mezzo piano, and piano.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Identifying and performing dynamics 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	10	Students will interpret and perform dynamic changes as noted in given music selections.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Identifying and performing dynamics 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
	11	Students will identify and perform the following interpretive symbols: accent, staccato, legato, crescendo, diminuendo.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band • Identifying and performing incidental markings 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	12	Students will perform concert literature at the grade 1 level.	L	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	13	Students will recognize the importance of encouragement and support for their fellow players.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	14	Students will identify the solo featured sections in a full band arrangement.	L	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	15	Students will demonstrate the ability to listen and make tuning adjustments on their instrument.	L	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	16	Students will follow the directors tempo and beat pattern as a group.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	17	Students will identify and observe rehearsal numbers in a full band arrangement.	L	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	18	Students will identify and listen for balance and blend.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	19	Percussion students will identify timpani drums as ‘tuned’ percussion.	L	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B
	20	Students will identify and discuss the personal benefits of being in band.	U	<ul style="list-style-type: none"> • Use of band literature • Playing in a band 	<ul style="list-style-type: none"> • Teacher observation • Student performance • Teacher made questions 	9.1.5 B