

Unit	Num	Objective	Level	Content	Evaluation
Instrumental Lesson Groups	1	Students will identify one element of individual instrument history.	U	<ul style="list-style-type: none"> Use of books 	Teacher made question Teacher observation
	2	Students will demonstrate and name the elements of correct posture.	L	<ul style="list-style-type: none"> Use of books Sitting or standing with correct posture 	Teacher made question Teacher observation Student performance
	3	Students will identify the air stream.	L	<ul style="list-style-type: none"> Use of books Breathing exercises 	Teacher observation Student performance
	4	Students will produce and hold a tone on the mouthpiece alone.	L	<ul style="list-style-type: none"> Use of books Individual playing a tone on mouthpiece of instrument 	Teacher observation Student performance
	5	Students will assemble their instruments.	L	<ul style="list-style-type: none"> Use of books Individual assembly of instrument 	Teacher observation Student performance
	6	Students will play, hold, and identify their first note.	L	<ul style="list-style-type: none"> Use of books Playing of instrument 	Teacher made question Student performance
	7	Percussion students will demonstrate the proper grip and sticking technique.	L	<ul style="list-style-type: none"> Use of books Playing of instrument 	Teacher observation Student performance
	8	Students will define beat, staff, bar lines, and measures.	U	<ul style="list-style-type: none"> Use of books 	Teacher made questions
	9	Students will demonstrate counting and tapping foot on quarter notes and quarter rests.	L	<ul style="list-style-type: none"> Use of books Counting and tapping of foot 	Teacher observation Student performance
	10	Students will define quarter note, quarter rest, and fermata.	U	<ul style="list-style-type: none"> Use of books 	Teacher made questions
	11	Students will play and hold Concert F and E flat.	L	<ul style="list-style-type: none"> Use of books Playing Concert F and E flat on instrument 	Teacher observation Student performance
	12	Percussion students will identify alternate sticking and perform "playing rests" sticking.	L	<ul style="list-style-type: none"> Use of books Playing notes and rests with alternate sticking 	Teacher observation Student performance
	13	Students will follow the teacher's tempo as a group.	L	<ul style="list-style-type: none"> Use of books Playing with a steady pulse 	Teacher observation Student performance
	14	Students will play and hold Concert G.	L	<ul style="list-style-type: none"> Use of books Playing Concert G on instrument 	Teacher observation Student performance

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	15	Students will identify clef, 4/4 time signature, sharp and flat.	L	<ul style="list-style-type: none"> Use of books 	Teacher made questions Teacher observation Student performance
	16	Students will name the notes in the staff.	U	<ul style="list-style-type: none"> Use of books 	Teacher made questions Student performance
	17	Students will identify a double bar.	U	<ul style="list-style-type: none"> Use of books 	Teacher made question Student performance
	18	Students will read traditional music notation.	U	<ul style="list-style-type: none"> Use of books 	Teacher observation Teacher made questions Student performance
	19	Percussion students will play the bass drum and read it's notation as separate from the snare drum.	L	<ul style="list-style-type: none"> Use of books Playing of bass drum 	Teacher observation Student performance
	20	Percussion students will play keyboard percussion (bells) 4 and read it's notation.	L	<ul style="list-style-type: none"> Use of books Playing of Keyboard percussion (bells) 	Teacher observation Student performance
	21	Students will count, clap and perform half notes and half rests while tapping a steady pulse.	L	<ul style="list-style-type: none"> Use of books Counting, Clapping and playing half notes and rests with a steady pulse. 	Teacher observation Student performance
	22	Students will play and hold Concert D.	L	<ul style="list-style-type: none"> Use of books Playing Concert D on instruments 	Teacher observation Student performance
	23	Students will and hold Concert C and Concert B flat.	L	<ul style="list-style-type: none"> Use of books Playing Concert C and B flat on instruments 	Teacher observation Student performance
	24	Students will name six notes (Concert B flat, C, D, E flat, F, and G) on the music staff.	L	<ul style="list-style-type: none"> Use of books Reading notes aloud from the music staff 	Teacher observation Student performance
	25	Students will identify and observe a breath mark.	L	<ul style="list-style-type: none"> Use of books Breathing only at breath mark in music 	Teacher observation Student performance
	26	Percussion students will identify and perform and multiple bounce.	L	<ul style="list-style-type: none"> Use of books Playing of multiple bounces on practice pad or snare drum. 	Teacher observation Student performance

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	27	Students will count, clap and perform whole notes and whole rests.	L	<ul style="list-style-type: none"> • Use of books • Counting, clapping and playing whole notes and whole rests 	Teacher observation Student performance
	28	Students will define a key signature.	U	<ul style="list-style-type: none"> • Use of books • Saying what notes in the key signature are sharp or flat 	Teacher made question Teacher observation Student performance
	29	Students will identify brass, woodwind and percussion sections of the band.	U	<ul style="list-style-type: none"> • Use of books • Naming instruments of brass, woodwind and percussion sections of band 	Teacher made question Teacher observation Student performance
	30	Students will draw bar line in a 4/4 exercise of music.	L	<ul style="list-style-type: none"> • Use of books • Drawing bar lines in a 4/4 exercise of music 	Teacher observation Student performance
	31	Students will identify pick-up notes in an exercise of music	U	<ul style="list-style-type: none"> • Use of books • Saying which notes are pick-up notes and what beat they are counted on in an exercise of music. 	Teacher made question Teacher observation Student performance
	32	Percussion students will count, clap and play eighth notes.	L	<ul style="list-style-type: none"> • Use of books • Counting, clapping and playing eighth notes 	Teacher observation Student performance
	33	Percussion students will play using a right hand lead sticking.	L	<ul style="list-style-type: none"> • Use of books • Playing using a right hand lead sticking 	Teacher observation Student performance
	34	Students will identify Mozart as a composer that lived during the American Revolution.	U	<ul style="list-style-type: none"> • Use of books 	Teacher made question Teacher observation Student performance
	35	Students will play and hold Concert A.	L	<ul style="list-style-type: none"> • Use of books • Playing and holding Concert A pitch on instrument 	Teacher observation Student performance
	36	Students will play intervals larger than one or two notes.	L	<ul style="list-style-type: none"> • Use of books • Playing intervals larger than one or two notes 	Teacher observation Student performance
	37	Students will demonstrate harmony through a duet performance.	L	<ul style="list-style-type: none"> • Use of books • Playing a duet exercise with another musician 	Teacher observation Student performance

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	38	Students will identify and perform forte, piano and mezzo forte dynamics in an exercise of music.	L	<ul style="list-style-type: none"> • Use of books • Say what forte, piano and mezzo forte dynamics mean and perform them in an exercise of music. 	Teacher made question Teacher observation Student performance
	39	Percussion students will play crash cymbals and read its notation.	L	<ul style="list-style-type: none"> • Use of books • Playing of crash cymbals in an exercise of music 	Teacher observation Student performance
	40	Students will create a sentence using note names.	L	<ul style="list-style-type: none"> • Use of books • Creating a sentence using note names on the music staff. 	Teacher observation Student performance
	41	Students will count and clap eighth notes while tapping a steady pulse.	L	<ul style="list-style-type: none"> • Use of books • Counting and clapping eighth notes while tapping a steady pulse 	Teacher observation Student performance
	42	Students will perform eighth notes on the same pitch.	L	<ul style="list-style-type: none"> • Use of books • Playing eighth notes on the same pitch 	Teacher observation Student performance
	43	Students will identify flay on a single eighth note and beam on two eighth notes.	L	<ul style="list-style-type: none"> • Use of books • Saying where the flag in on the single eighth note and where the beam is on two eighth notes. 	Teacher made question Teacher observation Student performance
	44	Students will identify Gioachino Rossini as an opera composer.	U	<ul style="list-style-type: none"> • Use of books 	Teacher made question Teacher observation Student performance
	45	Percussion students will count and play single eighth rests and single eighth notes.	L	<ul style="list-style-type: none"> • Use of books • Counting and playing of single eighth rests and single eighth notes. 	Teacher observation Student performance
	46	Students will perform step-wise moving eighth notes in an exercise of music.	L	<ul style="list-style-type: none"> • Use of books • Playing step-wise moving eighth note in an exercise of music 	Teacher observation Student performance
	47	Students will identify beam on four eighth notes.	L	<ul style="list-style-type: none"> • Use of books • Saying where the beam occurs on four eighth notes in an exercise of music. 	Teacher made question Teacher observation Student performance
	48	Students will count and identify two eighth notes a pick-up notes in an exercise of music.	L	<ul style="list-style-type: none"> • Use of books • Count and say where two eighth notes appear in an exercise of music. 	Teacher made question Teacher observation Student performance

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	49	Percussion students will identify and perform multiple bounces on two eighth notes.	L	<ul style="list-style-type: none"> • Use of books • Playing multiple bounces on two eighth notes in an exercise of music. 	Teacher observation Student performance
	50	Students will count, clap and perform a 2/4 time signature.	L	<ul style="list-style-type: none"> • Use of books • Counting, clapping and playing an exercise of music in a 2/4 time signature. 	Teacher observation Student performance
	51	Students will demonstrate the two-beat conduction pattern.	L	<ul style="list-style-type: none"> • Use of books • Conducting a two-beat pattern in an exercise of music 	Teacher observation Student performance
	52	Students will identify Beethoven as a great German composer.	L	<ul style="list-style-type: none"> • Use of books 	Teacher made question Teacher observation Student performance
	53	Students will demonstrate a crescendo and decrescendo through performance of an exercise of music.	L	<ul style="list-style-type: none"> • Use of books • Playing of crescendo and decrescendo in an exercise of music. 	Teacher observation Student performance
	54	Students will perform warm-up exercises.	L	<ul style="list-style-type: none"> • Use of books • Playing of warm-up exercises 	Teacher observation Student performance
	55	Percussion students will play the wood block and triangle 10 and read its notation.	L	<ul style="list-style-type: none"> • Use f books • Playing of wood block and triangle in an exercise of music 	Teacher observation Student performance
	56	Students will identify and perform two quarter notes tied together and a half note tied to a quarter note.	L	<ul style="list-style-type: none"> • Use of books • Saying where the tied notes occur in the music and playing the tied notes in an exercise of music. 	Teacher made question Teacher observation Student performance
	57	Students will count two quarter note pick-up notes.	U	<ul style="list-style-type: none"> • Use of books • Counting two quarter note pick-up notes in an exercise of music. 	Teacher made question Teacher observation Student performance
	58	Percussion students will define rudiments and perform flams.	L	<ul style="list-style-type: none"> • Use of books • Saying what a rudiment is and playing the flam rudiment. 	Teacher made question Teacher observation Student performance
	59	Students will count, clap and perform a dotted half note while tapping a steady pulse.	L	<ul style="list-style-type: none"> • Use of books • Counting, clapping and playing dotted half notes in an exercise of music. 	Teacher observation Student performance

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	60	Students will identify Stephen Foster as an American composer who lived during the Civil War.	U	<ul style="list-style-type: none"> Use of books 	Teacher made question Teacher observation Student performance
	61	Students will define what a dot added after a note means in music notation.	U	<ul style="list-style-type: none"> Use of books Saying what a dot added after a note does to the value of the note. 	Teacher made question Teacher observation Student performance
	62	Students will locate and define tempo markings in an exercise of music.	U	<ul style="list-style-type: none"> Use of books Saying what the tempo marking means and where it is found in an exercise of music 	Teacher made question Teacher observation Student performance
	63	Students will count, clap and perform a $\frac{3}{4}$ time signature while tapping a steady pulse.	L	<ul style="list-style-type: none"> Use of books Counting, clapping and playing an exercise of music in a $\frac{3}{4}$ time signature. 	Teacher observation Student performance
	64	Students will demonstrate the three-beat conducting pattern.	L	<ul style="list-style-type: none"> Use of books Conducting the three-beat pattern in an exercise of music 	Teacher observation Student performance
	65	Students will identify Edvard Grieg as a Norwegian composer.	U	<ul style="list-style-type: none"> Use of books 	Teacher made question Teacher observation Student performance
	66	Students will define incidental music.	U	<ul style="list-style-type: none"> Use of books 	Teacher made question Teacher observation Student performance
	67	Students will play and hold Concert F.	L	<ul style="list-style-type: none"> Use of books Playing and holding Concert F 	Teacher observation Student performance
	68	Students will identify and perform accents	L	<ul style="list-style-type: none"> Use of books Saying what accents do to music notes and playing accented notes in an exercise of music. 	Teacher made question Teacher observation Student performance
	69	Students will play and hold Concert A flat.	L	<ul style="list-style-type: none"> Use of books Playing and holding Concert A flat 	Teacher observation Student performance
	70	Students will identify Latin American music influence in many musical styles.	U	<ul style="list-style-type: none"> Use of books 	Teacher made question Teacher observation Student performance

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	71	Percussion students will play the maracas, claves and bongos and read its notation.	L	<ul style="list-style-type: none"> • Use of books • Playing of maracas, claves and bongos in an exercise of music 	Teacher observation Student performance
	72	Percussion students will perform a rim shot and a paradiddle on a practice pad or snare drum.	L	<ul style="list-style-type: none"> • Use of books • Playing rim shots and paradiddles in an exercise of music. 	Teacher observation Student performance
	73	Students will identify and perform 1 st and 2 nd endings in an exercise if music.	L	<ul style="list-style-type: none"> • Use of books • Saying how 1st and 2nd endings are played and performing them in an exercise of music. 	Teacher made question Teacher observation Student performance
	74	Percussion students will identify and perform flam tap and four eighth notes in an exercise of music.	L	<ul style="list-style-type: none"> • Use of books • Saying what flam taps and four eighth notes look like and playing them in an exercise of music. 	Teacher made question Teacher observation Student performance
	75	Percussion students will play sleigh bells and read its notation.	L	<ul style="list-style-type: none"> • Use of books • Playing of sleigh bells in an exercise of music 	Teacher observation Student performance
	76	Students will identify theme and variations as a musical form.	U	<ul style="list-style-type: none"> • Use of books • Saying where the theme of the music occurs and where the variations of the theme occur. 	Teacher made question Teacher observation Student performance
	77	Students will observe and perform D. C. al Fine.	L	<ul style="list-style-type: none"> • Use of books • Playing an exercise of music with a D. C. al Fine 	Teacher made question Teacher observation Student performance
	78	Students will play and hold Concert E.	L	<ul style="list-style-type: none"> • Use of books • Playing and holding Concert E 	Teacher observation Student performance
	79	Percussion students will perform a suspended cymbal roll.	L	<ul style="list-style-type: none"> • Use of books • Playing a suspended cymbal roll 	Teacher observation Student performance
	80	Students will state that the first Black American Spirituals collection was published in 1867.	U	<ul style="list-style-type: none"> • Use of books • Stating that the first Black American Spirituals collection was published in 1867. 	Teacher made question Teacher observation Student performance

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	81	Students will identify and perform slurs.	L	<ul style="list-style-type: none"> • Use of books • Saying which notes are tongued and which notes are not tongued in a slur. • Playing a slur in an exercise of music. 	Teacher made question Teacher observation Student performance
	82	Students will identify Ragtime as a popular American music style during World War I.	U	<ul style="list-style-type: none"> • Use of books 	Teacher made question Teacher observation Student performance
	83	Trombone students will play and perform a glissando.	L	<ul style="list-style-type: none"> • Use of books • Playing a glissando in an exercise of music 	Teacher observation Student performance
	84	Students will identify and perform a two-bar phrase.	L	<ul style="list-style-type: none"> • Use of books • Saying where the two-bar phrase occurs and performing a two-bar phrase in an exercise of music. 	Teacher made question Teacher observation Student performance
	85	Students will observe and count multiple measures rest.	L	<ul style="list-style-type: none"> • Use of books • Counting multiple measures rest in an exercise of music 	Teacher made question Teacher observation Student performance
	86	Percussion students will play, count, and perform the rhythm of a eighth note followed by two sixteenth notes.	L	<ul style="list-style-type: none"> • Use of books • Counting and playing the rhythm of an eighth note followed by two sixteenth notes in an exercise of music. 	Teacher made question Teacher observation Student performance
	87	Keyboard percussion students will play and perform a roll.	L	<ul style="list-style-type: none"> • Use of books • Playing a roll in an exercise of music 	Teacher observation Student performance
	88	Students will identify J.S. Bach as a German composer who was also a music teacher and improviser.	U	<ul style="list-style-type: none"> • Use of books 	Teacher made question Teacher observation Student performance
	89	Students will identify Schubert as an Austrian composer who wrote piano music.	U	<ul style="list-style-type: none"> • Use of books 	Teacher made question Teacher observation Student performance
	90	Students will identify and observe a natural sign.	L	<ul style="list-style-type: none"> • Use of books • Saying what a natural sign does and playing an exercise of music with a natural sign. 	Teacher made question Teacher observation Student performance

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	91	Students will identify blues as a musical form.	U	<ul style="list-style-type: none"> Use of books 	Teacher made question Teacher observation Student performance
	92	Students will play and hold Concert D flat.	L	<ul style="list-style-type: none"> Use of books Playing and holding Concert D flat 	Teacher observation Student performance
	93	Percussion students will observe and perform a one measure repeat.	L	<ul style="list-style-type: none"> Use of books Playing one measure repeats in an exercise of music. 	Teacher made question Teacher observation Student performance
	94	Students will count, clap and perform the dotted quarter followed by an eighth note rhythm while tapping a steady pulse.	L	<ul style="list-style-type: none"> Use of books Counting, clapping and playing the dotted quarter followed by an eighth note rhythm in an exercise of music. 	Teacher made question Teacher observation Student performance
	95	Students will identify Dvorak as a Bohemian composer who wrote his famous Symphony From the New World while living in New York.	U	<ul style="list-style-type: none"> Use of books 	Teacher made question Teacher observation Student performance
	96	Percussion students will play and perform a closed roll.	L	<ul style="list-style-type: none"> Use of books Playing a closed roll in an exercise of music 	Teacher observation Student performance
	97	Students will recognize the importance of encouragement for all players and group support.	U	<ul style="list-style-type: none"> Use of books 	Teacher made questions Teacher observation Student performance
	98	Brass student will perform lip slurs.	L	<ul style="list-style-type: none"> Use of books Playing lip slurs in a warm-up exercise. 	Teacher observation Student performance
	99	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 books Counting and playing the rhythm of two sixteenth notes followed by an eighth note in an exercise of music. 	Teacher made question Teacher observation Student performance
	100	Percussion students will identify and perform a two measure repeat.	L	<ul style="list-style-type: none"> Use of books Playing two measure repeats in an exercise of music 	Teacher made question Teacher observation Student performance
	101	Students will determine interval numbers by counting lines and spaces between notes.	L	<ul style="list-style-type: none"> Use of books Saying what intervals notes are by counting lines and spaces between notes. 	Teacher made questions Teacher observation Student performance

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	102	Students will draw bar lines in a 3/4 exercise of music.	L	<ul style="list-style-type: none"> • Use of books • Drawing in bar lines in a 3/4 exercise of music 	Teacher made questions Teacher observation Student performance
	103	Students will identify and perform a trio.	L	<ul style="list-style-type: none"> • Use of books • Playing a trio exercise of music 	Teacher made question Teacher observation Student performance
	104	Percussion students will count and perform the closed roll 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 books • Playing closed rolls on the rhythm patterns of an eighth note followed by two sixteenth notes and two sixteenth notes followed by an eighth note. 	Teacher made questions Teacher observation Student performance
	105	Students will conduct the four-beat pattern.	L	<ul style="list-style-type: none"> • Use of books • Conducting the four-beat pattern in an exercise of music 	Teacher observation Student performance
	106	Students will identify C as the common time signature.	L	<ul style="list-style-type: none"> • Use of books • Saying what time signature the C represents in an exercise of music. 	Teacher made question Teacher observation Student performance
	107	Students will identify and perform a round or canon.	L	<ul style="list-style-type: none"> • Use of books • Saying how a round or canon is performed and playing it in an exercise of music. 	Teacher made question Teacher observation Student performance
	108	Students will observe and perform meter changes (4/4 to 2/4).	L	<ul style="list-style-type: none"> • Use of books • Playing an exercise of music with meter changes (4/4 to 2/4). 	Teacher made question Teacher observation Student performance
	109	Students will identify and observe a repeat to the previous repeat sign.	L	<ul style="list-style-type: none"> • Use of books • Playing an exercise of music with a repeat to the previous repeat sign. 	Teacher made question Teacher observation Student performance
	110	Students will identify and observe rehearsal numbers in a full band arrangement.	L	<ul style="list-style-type: none"> • Use of books • Saying where the rehearsal numbers are in a full band arrangement. 	Teacher made question Teacher observation Student performance
	111	Students will identify Haydn as an Austrian composer who wrote symphonies.	U	<ul style="list-style-type: none"> • Use of books 	Teacher made question Teacher observation Student performance
	112	Students will perform a "hand claps and foot stomps" duet.	L	<ul style="list-style-type: none"> • Use of books • Clapping and tapping rhythms as a duet 	Teacher observation Student performance

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	113	Students will demonstrate ability to listen and make tuning adjustment on instrument.	L	<ul style="list-style-type: none"> • Use of books • Listening and tuning instrument to a pitch. 	Teacher made questions Teacher observation Student performance
	114	Students will identify and perform the Concert B flat scale.	L	<ul style="list-style-type: none"> • Use of books • Playing the Concert B flat scale 	Teacher made question Teacher observation Student performance
	115	Students will identify and perform an arpeggio.	L	<ul style="list-style-type: none"> • Use of books • Saying what makes an arpeggio and playing one. 	Teacher made question Teacher observation Student performance
	116	Students will name the soli sections featured in a full band arrangement.	L	<ul style="list-style-type: none"> • Use of books • Naming the soli sections featured in a full band arrangement. 	Teacher made question Teacher observation Student performance
	117	Percussion students will perform and extended roll.	L	<ul style="list-style-type: none"> • Use of books • Playing an extended roll in an exercise of music. 	Teacher observation Student performance
	118	Students will play and hold Concert G flat.	L	<ul style="list-style-type: none"> • Use of books • Playing and holding Concert G flat. 	Teacher observation Student performance
	119	Students will identify Sousa as an American composer who contributed to the development of bands.	U	<ul style="list-style-type: none"> • Use of books 	Teacher made question Teacher observation Student performance
	120	Students will perform and identify the national anthem of Canada.	L	<ul style="list-style-type: none"> • Use of books • Playing the national anthem of Canada as a selection of music. 	Teacher made question Teacher observation Student performance
	121	Students will observe and perform meter changes (4/4 to 3/4).	L	<ul style="list-style-type: none"> • Use of books • Playing an exercise of music with meter changes from 4/4 to 3/4. 	Teacher made question Teacher observation Student performance
	122	Students will identify enharmonics.	L	<ul style="list-style-type: none"> • Use of books • Saying the names of notes that are enharmonic. 	Teacher made questions Teacher observation Student performance
	123	Students will play and hold Concert G flat/ F sharp, and Concert D flat/ C sharp.	L	<ul style="list-style-type: none"> • Use of books • Playing and holding the enharmonic pitches Concert G flat, F sharp, and Concert D flat/ C sharp. 	Teacher observation Student performance
	124	Students will identify Saint-Saens as a French composer who wrote Samson et Delila.	L	<ul style="list-style-type: none"> • Use of books 	Teacher made questions Teacher observation Student performance

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	125	Students will identify chromatics and a half-step.	L	<ul style="list-style-type: none"> • Use of books • Saying what makes a half-step and chromatics and playing them in an exercise of music. 	Teacher made question Teacher observation Student performance
	126	Percussion students will perform a tambourine shake.	L	<ul style="list-style-type: none"> • Use of books • Playing a tambourine shake in an exercise of music. 	Teacher observation Student performance
	127	Students will identify Tchaikovsky as a Russian composer who wrote the 1812 Overture and Capriccio Italien.	U	<ul style="list-style-type: none"> • Use of books 	Teacher made question Teacher observation Student performance
	128	Percussion students will perform a flamacue.	L	<ul style="list-style-type: none"> • Use of books • Playing a flamacue in an exercise of music 	Teacher observation Student performance
	129	Clarinet students will play notes in both the lower and upper register of the instrument.	L	<ul style="list-style-type: none"> • Use of books • Playing notes learned in both the lower and upper register. 	Teacher observation Student performance
	130	Students will improvise rhythms on given pitches.	L	<ul style="list-style-type: none"> • Use of books • Improvising rhythms on notes given by teacher. 	Teacher observation Student performance
	131	Students will compose and play their own melody.	L	<ul style="list-style-type: none"> • Use of books • Creating a composition and playing it. 	Teacher made questions Teacher observation Student performance