

Effective Date:

Hamburg Area School District

Name of Course: Elementary Instrumental Music: Beginning Students

Department: Music

Grade Level: 4 and 5

Instructional Time: Ongoing

Length of Course: October through June

Period Per Cycle: Once during each 5-day cycle

Length of Period: 20 minutes

Texts and Resources: Standard of Excellence – Enhanced Comprehensive Band Method by Bruce Pearson – Neil Kjos Music Company (publisher). Supplementary materials – additional music worksheets – used especially in the first few weeks of instruction, solo literature geared to students with limited ranges, simple lip slur exercises for brass students, rudimental exercises and charts for percussion students. Promethean Board – flipcharts designed to aid in the instruction of various musical concepts; internet-related music clips (youtube) that are used to demonstrate specific musical content and examples.

Assessments: Assessment is based on the evaluation of student performance and completion of assignments at each lesson. Also, certain exercises in the method book are designed for teacher evaluation in which students can earn points that recorded on a chart. Accumulated points by the time the students complete the method book earn the students different levels of certificates. Assessment is used to determine a grade (Outstanding, Good, Satisfactory, or Needs Improvement) that is recorded on the student's report card for the 2nd and 4th marking periods.

The means for student self-assessment is provided through the use of interactive pyware assessment software (DVD provided with student method book) which allows students to record and listen to their performances and also receive a score for rhythmic and melodic accuracy on selected exercises.

**Hamburg Area School District
Course Plan
(Elementary Beginning Instrumental Music)**

Course Name: Instrumental Music

Unit: Grade 4 and 5 beginning students

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Introducing students to their chosen instrument / How can 4th and 5th grade beginning students become familiar with their chosen instrument?	<ol style="list-style-type: none"> 1. Students will learn how to assemble and disassemble the instrument properly. 2. Students will learn how to clean and maintain the instrument. 3. Students will learn how to hold the instrument properly while using correct posture. 	2.e
Familiarity with tone production /How can 4th and 5th grade beginning students learn the basics of tone production on their instrument?	<ol style="list-style-type: none"> 1. Students will be able to properly position the facial muscles involved in playing. 2. Students will be able to produce a sound by controlling the air flow. 3. Students will be able to sustain tones at a steady pitch (with attention to good intonation). 	2.a,e
Learning musical notation .Students will learn the names of notes on the lines and spaces appropriate to their instrument (either treble or bass clef) / How can 4th and 5 th grade beginning students learn the basics of musical notation?	<ol style="list-style-type: none"> 1. Students will be able to properly position notes on the staff. 2. Students will be able to associate the printed note with a specific fingering on the instrument, and be able to do this from memory. 3. Students will know how to apply the correct key signature when interpreting the music. 	5.b,d

**Hamburg Area School District
Course Plan
(Elementary Beginning Instrumental Music)**

**Course Name: Instrumental Music
Unit: Grade 4 and 5 beginning students**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning rhythmic notation. Students will learn the following note values: whole notes and rests, half notes and rests, dotted half notes, quarter notes and rests, dotted quarter notes, eighth notes and rests. Students will learn the basic time signatures – 2/4, 3/4, and 4/4. Students will learn the basic key signatures – concert Bb, Eb, and F / How can 4th and 5th grade beginning students learn rhythmic notation?</p> <p>Learning the concepts of dynamics, tempo, and articulation. Students will learn the meaning of basic symbols for dynamics (crescendo and decrescendo, piano, mezzo-piano, forte, mezzo-forte, fortissimo), tempo (andante, allegro, moderato), and articulation (staccato, legato, accents, ties, slurs and tonguing). / How can 4th and 5th grade beginning students learn the basics of dynamics, tempo, and articulation?</p>	<ol style="list-style-type: none"> 1. Students will understand and be able to interpret note and rest values by memory. 2. Students will be able to tap the foot while playing as a means of expressing the beat. 3. Students will know how to use and apply time signature properly. <ol style="list-style-type: none"> 1. Students will learn and be able to recognize the musical symbols associated with the concepts of dynamics, tempo, and articulation. 2. Students will know the signs that indicate tonguing and slurring, and be able to execute the proper means of starting notes with the tongue. 3. Students will be able to control the tongue to separate tones. 4. Students will be able to recognize and correctly interpret the musical symbols associated with tempo and dynamics. 	<p>5.a,d</p> <p>5.c,d</p>
<p>Developing the ability to play a musical exercise or piece from beginning to end. Students will be introduced to the concept of endurance with regards to being able to play through a piece. Students will be introduced to the concept of sight-reading. / How can 4th and 5th grade students learn to play an entire musical composition?</p>	<ol style="list-style-type: none"> 1. Students will be able to play complete songs or exercises from beginning to end by first learning the importance of breaking the song or exercise into fragments and being able to accurately play each small segment. 2. Students will acquire a musical sense of direction and know how to read ahead to improve sight-reading and accuracy. 	<p>2.a,b 5.a,b,c,d</p>

**Hamburg Area School District
Course Plan
(Elementary Beginning Instrumental Music)**

Course Name: Instrumental Music

Unit: Grade 4 and 5 beginning students

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Understanding how to properly breathe and apply correct breathing habits to performance. Students will be introduced to a simple explanation of employing the diaphragm in order to breathe correctly. / How can 4 th and 5 th grade students learn how to breathe properly while playing their instrument?	<ol style="list-style-type: none"> 1. Students will be able to breathe through the corners of the mouth. 2. Students will be able to play several notes in one breath. 3. Students will learn the importance of taking a bigger breath when having to play a longer note in the music. 4. Students will be able to control the air in order to develop a smooth playing style. 5. Students will be able to apply the diaphragm in order to breathe properly. 	2.a
Understanding how to use drum sticks and mallets. Percussion students will learn the basics of how to hold the sticks (or mallets) and the proper means of using the wrist to control the action of tapping the drum or bells. / How can 4 th and 5 th grade beginning percussionists learn to hold and use the sticks or mallets?	<ol style="list-style-type: none"> 1. Students will be able to hold the sticks or mallets properly using matched grip. 2. Students will be able to alternate sticks or mallets. 	2.b 5. a, d
Learning the concept of rudiments. Percussion students will learn basic rudiments and be able to incorporate them into the lesson material. / How can 4 th and 5 th grade beginning percussionists learn to play rudiments?	<ol style="list-style-type: none"> 1. Students will be able to execute the following rudiments: multiple bounce, flam, paradiddle, flam tap 2. Mallet students will learn how to play a simple roll on a sustained note. 	2.b 5. a,d
Understanding history and culture. Students will learn to understand how music relates to history and culture. / How can 4 th and 5 th grade beginners acquire a sense of history and culture as it relates to music?	<ol style="list-style-type: none"> 1. Students will learn how certain musical pieces are associated with famous composers, and during what time period those composers lived. 2. Students will learn about how music comes from many different countries. 3. Students will learn the various musical terms (especially tempo markings) that come from different languages and countries. 	9.a

**Hamburg Area School District
Course Plan
(Elementary Beginning Instrumental Music)**

Course Name: Instrumental Music

Unit: Grade 4 and 5 beginning students

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Understanding composition. Students will gain some familiarity with the concept of composition. / How can 4th and 5th grade beginners acquire familiarity with musical composition?</p>	<ol style="list-style-type: none"> 1. Students will complete exercises in the method book that require them to fill in the missing notes of a recognizable song. This will provide them with experience in drawing notes and rests on the staff. 2. Students will have the opportunity to experiment with creating their own endings for songs. They will construct anywhere from 4 to 8 measure completions of already begun compositions. 3. Students will have the opportunity to create rhythmic parts using already known rhythmic notation. Then, they will have the chance to perform their composition with the teacher as part of a written duet. 	<p>2.a 3.c 4.b 5.a</p>
<p>Understanding relationships between music, other arts, and disciplines outside the arts. Students will learn how music relates to other academic disciplines such as math and science. / How can 4th and 5th grade beginners acquire an understanding of how music relates to other subjects?</p>	<ol style="list-style-type: none"> 1. Students will acquire an understanding of how music relates to math as a result of learning the following concepts: Learning and applying fractional concepts when dealing with subdivision of musical note values; Utilizing addition and sequential counting with time signatures; Using multiplication as a means of understanding multiple-measure rests; Using subtraction when learning pick-up notes. 2. Students will acquire an understanding of how music relates to science as a result of learning the following concepts: Learning the fundamentals of acoustics through gaining an understanding of tone production, pitch change, and harmonic overtones in woodwinds and brasses; Learning about how sound is produced as a result of the vibration of air and what causes the air to vibrate. 	<p>8.b</p>

**Hamburg Area School District
Course Plan
(Elementary Beginning Instrumental Music)**

**Course Name: Instrumental Music
Unit: Grade 4 and 5 beginning students**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Understanding how technology is applied to the learning of music. Students will gain familiarity with computer software that can be used for self-evaluation correlated with the exercises in the method book. Students will also have exposure to use of the promethean board as it applies to instruction in instrumental music/ How can 4th and 5th grade beginners become familiar with the use of technology in their music lessons?</p>	<ol style="list-style-type: none"> 1. Students will be able to utilize computer software (which is part of their method book) that allows them to listen to recordings of parts of their assignments, record themselves performing the assignments, and - as a self-evaluation tool – to receive a score for notes and accuracy relative to how well they performed during recording. 2. Students will gain a greater understanding of various musical concepts through the use of flipcharts and music video clips that will help to reinforce what is being learned in class. 	<p>2.a 7.a 8.b</p>

Effective Date:

Hamburg Area School District

Name of Course: Elementary Instrumental Music: Second-Year Students

Department: Music	Grade Level: 5	
	Instructional Time: Ongoing	
	Length of Course: September through June	Period Per
	Cycle: Once during each 5-day cycle	
	Length of Period: 20 minutes	

Texts and Resources: Standard of Excellence – Enhanced Comprehensive Band Method by Bruce Pearson – Books 1 and 2 - Neil Kjos Music Company (publisher); Supplementary materials – additional music worksheets, solo literature with piano accompaniments, lip slur exercises (of greater complexity than that for beginning students) for brass students, rudimental exercises and charts for percussion students; Promethean Board – flipcharts designed to aid in the instruction of various musical concepts; internet-related music clips (youtube) are used to demonstrate specific musical content and examples.

Assessments: Assessment is based on the evaluation of student performance and completion of assignments at each lesson. Also, certain exercises in the method book are designed for teacher evaluation in which students can earn points that recorded on a chart. Accumulated points by the time the students complete the method book earn the students different levels of certificates. Assessment is used to determine a grade (Outstanding, Good, Satisfactory, or Needs Improvement) that is recorded on the student’s report card for the 2nd and 4th marking periods.

The means for student self-assessment is provided through the use of interactive pyware assessment software (DVD provided with student method book) which allows students to record and listen to their performances and also receive a score for rhythmic and melodic accuracy on selected exercises.

**Hamburg Area School District
Course Plan
(Elementary 2nd Year Instrumental Music)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Learning more complex concepts of dynamics, tempo, and articulation. Students will gain greater familiarity with symbols for dynamics (crescendo and decrescendo, piano, mezzo-piano, forte, mezzo-forte, fortissimo), tempo (andante, allegro, moderato, largo, vivace), and more expanded use of articulation (staccato, legato, accents, ties, slurs and tonguing). / How can 5 th grade students learn more advanced concepts of dynamics, tempo, and articulation?	<ol style="list-style-type: none"> 1. Students will gain greater facility with the use of musical symbols associated with the concepts of dynamics, tempo, and articulation. 2. Students will have more in-depth experience with the signs that indicate tonguing and slurring. 3. Students will be able to execute more complex articulation patterns. 4. Students will be able to make greater use of a wider range of dynamic levels, with attention to how much breath is required for certain musical passages depending on the dynamic level indicated. 	5.c,d
Developing greater lip control and flexibility and learning to expand both the high and low range for brass students by incorporating lip slurs into the lessons as warm-up exercises. / How can 5 th grade brass players develop better control of the lip muscles and learn to expand their range?	<ol style="list-style-type: none"> 1. Students will understand and be able to execute lip slurs of varied complexity using all 7 valve combinations. 2. Students will be able to play lip slur combinations using as few as 2 notes and as many as 5 notes. 3. Students will gain greater understanding of what the different sharp and flat notes are while they are playing the lip slurs. 	2.a,b
Learning the concept of rudiments. Percussion students will learn more advanced rudiments and be able to incorporate them into the lesson material. / How can 5 th grade percussionists learn to play more advanced rudiments?	<ol style="list-style-type: none"> 1. Students will be able to execute the following rudiments: multiple bounce (using 16th notes), 9 and 17-stroke rolls (using 16th notes). 2. Students will be able to execute the following rudiments more accurately and at a faster tempo than was the case last year: flam, paradiddle, flam tap, flamadiddle, ruff 3. Mallet students will learn how to execute rolls at a faster tempo and with greater control. 	2.b 5.a,d

**Hamburg Area School District
Course Plan
(Elementary 2nd year Instrumental Music)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Understanding how to properly breathe and apply correct breathing habits to performance. Students will be introduced to a more advanced explanation of employing the diaphragm in order to breathe correctly. / How can 5th grade students learn how to breathe properly while playing their instrument?</p>	<ol style="list-style-type: none"> 1. Students will be able to play longer musical phrases on one breath. 2. Students will learn the importance of taking a bigger breath when having to play a longer phrase in the music or one that demands a louder dynamic level. 3. Students will be able to control the air in order to develop a smoother playing style. 4. Students will be able to make greater use of applying the diaphragm in order to breathe properly. 	<p>2.a</p>
<p>Understanding history and culture. Students will learn to understand how music relates to history and culture. / How can 5th grade students acquire a sense of history and culture as it relates to music?</p>	<ol style="list-style-type: none"> 1 Students will gain a greater understanding of how certain musical pieces are associated with famous composers, and during what time period those composers lived. The advanced band music, for 2nd year students, is of greater stylistic variety and from more different genres and so there is greater opportunity to correlate the music with the time periods and culture. 3. Students will learn about how music comes from many different countries. 4. Students will learn the various musical terms (especially tempo markings) that come from different languages and countries. 5. Students will learn some basic and interesting facts about famous composers who have written some of the pieces being played. 	<p>9.a</p>

**Hamburg Area School District
Course Plan
(Elementary 2nd Year Instrumental Music)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Familiarity with tone production /How can 5th grade students learn more advanced concepts of tone production on their instrument?	<ol style="list-style-type: none"> 1. Students will be able to develop a stronger and more consistent embouchure. 2. Students will be able to produce a sound by utilizing increased control over the airflow. 3. Students will learn to play with better and more consistent intonation. 4. Students will gain a greater awareness of whether their pitch is sharp or flat. 	2.a,e
Understanding composition. Students will gain increased familiarity with the concept of both melodic and rhythmic composition. / How can 5 th grade students acquire familiarity with musical composition?	<ol style="list-style-type: none"> 1. Students will complete exercises in the method book that require them to fill in the missing notes of a recognizable song. This will provide them with experience in drawing notes and rests on the staff. The exercises are of increased complexity than those for the beginning students. 2. Students will have the opportunity to complete exercises in the method book that require them to compose a rhythmic duet part using any combination of known rhythms. These exercises are then performed with the teacher as a rhythm duet, typically involving clapping, stamping, or knee slapping. 3. Students will have the opportunity to experiment with creating their own endings for songs. They will construct anywhere from 4 to 8 measure completions of already begun compositions. 	2.a 3.c 4.b 5.a

**Hamburg Area School District
Course Plan
(Elementary 2nd Year Instrumental Music)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Understanding relationships between music, other arts, and disciplines outside the arts. Students will learn how music relates to other academic disciplines such as math and science. / How can 5th grade students acquire an understanding of how music relates to other subjects?</p>	<ol style="list-style-type: none"> 1. Students will acquire a deeper understanding of how music relates to math as a result of learning the following concepts: Learning and applying fractional concepts when dealing with subdivision of musical note values; Utilizing addition and sequential counting with more complex time signatures; Using multiplication as a means of understanding multiple-measure rests; Using subtraction when learning pick-up notes. 2. Students will acquire an understanding of how music relates to science as a result of learning the following concepts: Learning the fundamentals of acoustics through gaining a more complete and advanced understanding of tone production, pitch change, and harmonic overtones in woodwinds and brasses; Learning about how sound is produced as a result of the vibration of air and what causes the air to vibrate; Learning about the concept of intervals within music (tones of the scale) and the concept of the octave. 	<p>8.b</p>

**Hamburg Area School District
Course Plan
(Elementary 2nd Year Instrumental Music)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Understanding how to use drum sticks and mallets. Percussion students will learn the basics of how to hold the sticks (or mallets) and the proper means of using the wrist to control the action of tapping the drum or bells. / How can 5th grade students learn more advanced concepts of holding and using the sticks or mallets?</p>	<ol style="list-style-type: none"> 1. Students will be able to hold the sticks or mallets properly to execute rudiments (rolls, flams, paradiddles, flam taps) 2. Students will be able to alternate sticks or mallets and execute patterns of greater complexity. 3. Students will acquire greater control of the use of the sticks with an emphasis on keeping the sticks closer to the drum head. 4. Mallet players will acquire a greater ability to execute rolls for long notes in the music, with an emphasis on developing more speed when playing rolls. 5. Both drum and mallet students will acquire a greater ability to execute loud and soft dynamic levels and to switch between them as the music requires. 6. Drum students will learn to switch between single and multiple bounce patterns more smoothly and with greater precision and accuracy. 7. Drum students will be able to play rolls with greater evenness and consistency. 	<p>2.b 5.a, d</p>

**Hamburg Area School District
Course Plan
(Elementary 2nd Year Instrumental Music)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: Ongoing

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Understanding how technology is applied to the learning of music. Students will gain familiarity with computer software that can be used for self-evaluation correlated with the exercises in the method book. Students will also have exposure to use of the promethean board as it applies to instruction in instrumental music / How can 5th grade students become familiar with the use of technology in their music lessons?</p>	<ol style="list-style-type: none"> 1. Students will be able to use computer software (which is part of the method book) that allows them to listen to recordings of parts of their assignments, record themselves performing the assignments, and - as a self-evaluation tool – to receive a score for notes and accuracy relative to how well they performed during recording. The recordings that the students work with will be of greater rhythmic and melodic complexity. 2. Students will gain a greater understanding of various musical concepts through the use of flipcharts and music video clips that will help to reinforce what is being learned in class. 	<p>2.a 7.a 8.b</p>

Effective Date:

Hamburg Area School District

Name of Course: Elementary Instrumental Music: Beginner Band

Department: Music

Grade Level: 4 and 5

Instructional Time: Ongoing

Length of Course: January through May

Period Per Cycle: Once during each 5-day cycle

Length of Period: 40 minutes

Texts and Resources: A variety of materials are used for both rehearsals and performances. Warm-up exercises that are utilized include the following: “First Concert Warm-Ups” – Warner Brothers Publications. Band compositions specifically written for students of limited ranges and abilities (grade ½ to 1) are used from the following publishing companies: Alfred Music; Forte Publications; Hal Leonard; Carl Fischer.

Assessments: Assessment is based on the evaluation of student performance and attendance at each rehearsal. Other factors that are part of the assessment process include: behavior, effort, remembering instrument and music, promptness/tardiness.

**Hamburg Area School District
Course Plan
(Elementary Beginner Band)**

Course Name: Instrumental Music

Unit: Grade 4 and 5 beginning students

Time Line: January through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning to play together as an ensemble. Students will begin rehearsing together in January of their first year of lessons (or second year depending on the skill level of the student acquired during the first year of instruction). Students are to have reached a certain point in the method book (on or near exercise #23) indicating that they have the necessary musical knowledge to be able to participate successfully in band. This involves a working knowledge of the first 5 notes of the concert Bb major scale. / How can 4th and 5th grade beginning students learn to perform together in a band ensemble?</p>	<ol style="list-style-type: none"> 1. Students will learn the concept of playing in tune with others and how to adjust their instruments when the pitch is sharp or flat. 2. Students will learn how to play together by keeping a steady beat, listening to each other, and following the conductor's instructions. 3. Students will learn the concept of part independence so that they are able to effectively play their own part without becoming confused when hearing a different part played on a different instrument. 4. Students will acquire an understanding of how a piece of band literature is constructed in terms of there being a conductor score that has all the parts notated and how their part fits in to that score. 5. Students will learn the meaning of bar rests and how they are counted in the music. 6. Students will learn what cueing is as used in band music and also learn to watch the conductor to know when it is time for an entrance. 7. Students will learn the importance of starting and ending together. 8. Students will learn how to follow the various basic conducting patterns (4/4, 3/4, 2/4). 9. Students will learn how to follow the conductor's signal for the following: fermata, cut-off, and dynamic contrast. 10. Percussion students will acquire experience with playing the bass drum, crash and suspended cymbals, plus any miscellaneous percussion parts that the music calls for. 	<p>2.a,b,c,d,e,f 5.a,b,c,d</p>

**Hamburg Area School District
Course Plan
(Elementary Beginner Band)**

Course Name: Instrumental Music

Unit: Grade 4 and 5 beginning students

Time Line: January through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning to play together as an ensemble. Students will begin rehearsing together in January of their first year of lessons (or second year depending on the skill level of the student acquired during the first year of instruction). Students are to have reached a certain point in the method book (on or near exercise #23) indicating that they have the necessary musical knowledge to be able to participate successfully in band. This involves a working knowledge of the first 5 notes of the concert Bb major scale. / How can 4th and 5th grade beginning students learn to perform together in a band ensemble?</p>	<ol style="list-style-type: none"> 11. Students will acquire the concept of blending to achieve an even and balanced sound so that one part does not overpower another. 12. Students will acquire the following skills and habits: learning the discipline needed for a successful rehearsal, attending rehearsals on time, remembering their instrument and music folder, bringing a pencil to rehearsals to be able to record instructions in the music, keeping quiet and not talking during rehearsals, not playing unless told to, using good posture while playing, tapping the foot during performance, keeping feet on the floor without crossing the legs. 13. Students will learn the importance of listening to the director's instructions and paying attention during the rehearsal. 14. Students will learn the importance of always trying their best. 15. Students will learn the importance of not making fun of others when mistakes or bad notes take place during the rehearsal. 16. Students will learn the value of warming up at the beginning of the rehearsal. 17. Students will learn the importance of paying attention to morning announcements to hear if a rehearsal has been canceled or changed for some reason. 18. Students will learn cooperation and teamwork as part of the band experience, which is necessary to be successful in working together towards a common goal. 	<p>2.a,b,c,d,e,f 5.a,b,c,d</p>

**Hamburg Area School District
Course Plan
(Elementary Beginner Band)**

Course Name: Instrumental Music

Unit: Grade 4 and 5 beginning students

Time Line: January through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning to play full length band compositions at an easy (grade ½ to grade 1) level. Students will gain familiarity with compositions written specifically for students who have limited ranges and playing ability, focusing primarily on the first 6 tones of the scale. / How can 4th and 5th grade beginning students learn to play full-length band compositions?</p>	<ol style="list-style-type: none"> 1. Students will learn the importance of having each section of the band learn their parts during rehearsals. 2. Students will acquire an understanding of how a band piece is learned from start to finish – first by having each instrument or group of instruments learn the music in basically 8-measure segments, and then gradually adding more instruments together until the piece can be played as a complete song from beginning to end. 3. Students will learn the meaning of rehearsal numbers (or letters) and how these are used to facilitate learning or rehearsing specific sections of the music. 4. Students will learn the concept of conductor “cueing” as it applies to band compositions, and the importance of counting rests and watching the conductor to look for these cues as a means of knowing when the next entrance occurs. 5. Students will gain a greater understanding of the use of dynamics as it applies to band compositions, and how sometimes one section of the band may have a different dynamic level than another. 	<p>2.a,b,c,d,e,f 5.a,b,c,d</p>

**Hamburg Area School District
Course Plan
(Elementary Beginner Band)**

Course Name: Instrumental Music

Unit: Grade 4 and 5 beginning students

Time Line: January through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning about form and style as it applies to the different types of band compositions. Students will gain familiarity with the basic form used in each piece of music and acquire an understanding of how there are different styles of compositions. For example, a march is played and sounds different than a classical or rock-style piece. / How can 4th and 5th grade beginning students gain an understanding of the basic forms used in band music?</p>	<ol style="list-style-type: none"> 1. Students will understand how there is form to music by seeing how certain sections of the song repeat themselves – a basic form in music that will be experienced is A-B-A, where there is a contrasting middle section followed by a repeat of earlier material near the conclusion of the piece. 2. Students will understand how different styles of music call for different approaches by the performer in order to effectively convey the style that the composer had in mind. For example, a march style piece typically makes use of shorter notes to achieve an accented effect compared to a smoother, slower ballad that has more of a slurred, smoother effect. 	<p>6.a</p>
<p>Learning about stage deportment and proper concert etiquette in preparation for performance. Students will gain an understanding of appropriate stage attire and behavior. / How can 4th and 5th grade beginning students learn about proper performance etiquette and behavior?</p>	<ol style="list-style-type: none"> 1. Students will gain an understanding of how a musical organization prepares for an on-stage performance. 2. Students will learn about what attire is appropriate for a concert. 3. Students will acquire an understanding of what behavior is or is not acceptable on stage: keeping quiet and not talking among each other during the performance, using good posture while playing, tapping the foot during performance, keeping feet on the floor without crossing the legs, not interfering with or distracting other performers while on stage, remaining quiet and respectful while a different group or individuals are performing, standing for audience recognition after the final selection. 4. Students who are announcing songs will learn the correct means of doing so – to speak slowly and pronounce words clearly. 	<p>7.a 9.d,e</p>

**Hamburg Area School District
Course Plan
(Elementary Beginner Band)**

Course Name: Instrumental Music

Unit: Grade 4 and 5 beginning students

Time Line: January through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning about the preparation and performance of feature (solo and small ensemble) selections. Students who are interested in performing a special selection for the spring concert will gain an understanding of what is involved in preparing a solo or small ensemble composition. / How can 4th and 5th grade beginning students learn how to prepare for a solo or small ensemble performance?</p>	<ol style="list-style-type: none"> 1. Students who have been chosen for or volunteer to perform a solo selection will learn the importance of additional practice that needs to be devoted to the chosen musical piece. 2. Students will gain an understanding of what is involved in choosing an appropriate musical piece to be played as a solo or small ensemble selection. Factors to be considered in choosing which piece is going to be played include the following: pitch range, style, melodic and rhythmic technical demands, student interest and appeal, audience appeal, and appropriateness. 3. Students will acquire knowledge of how a solo piece relates to the use of an accompaniment – either recorded, such as on a CD, or else performed along with the student. The student will gain experience in preparing the solo by practicing the piece along with the accompaniment. 4. Students will become familiar with the concept of arranging a musical selection in the event that any rewriting needs to be done (increase the length of the piece, shorten the length, alter a few notes if needed and desired, or add an introduction or special ending, etc.) in order to make the piece more effective. 	<p>2.a,b,c 4.b 5.a,b,c,d</p>

Effective Date:

Hamburg Area School District

Name of Course: Elementary Instrumental Music: Advanced Band

Department: Music

Grade Level: 5

Instructional Time: Ongoing

Length of Course: September through May

Period Per Cycle: Once during each 5-day cycle

Length of Period: 40 minutes

Texts and Resources: A variety of materials are used for both rehearsals and performances. Warm-up exercises that are utilized include the following: “Concert Warm-Ups and Chorales” – Hal Leonard Corp.; “Great Warm-Ups for Young Bands” – Kjos Music Company; “First Concert Warm-Ups” – Warner Brothers Publications. Band compositions written specifically for students with higher ability levels than that of beginning students (grade 1-1.5 compositions) are from the following publishers: Queenwood; Hal Leonard; Carl Fischer; Curnow Music Press; CL Barnhouse Company; Boosey and Hawkes; Alfred Music; The FJH Music Company; Warner Brothers Publications; Dorabet Music Company. The Promethean Board is utilized to show various music clips (youtube) of compositions that the students are learning as a means of strengthening their understanding of the music. Music-related flipcharts are also used to reinforce and explain various concepts.

Assessments: Assessment is based on the evaluation of student performance and attendance at each rehearsal. Other factors that are part of the assessment process include: behavior, effort, remembering instrument and music, promptness/tardiness.

**Hamburg Area School District
Course Plan
(Elementary Advanced Band)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: September through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning to play together as an ensemble. Students will begin rehearsing together in mid-September. Students are to have reached a certain point in the method book indicating that they have the necessary musical knowledge to be able to participate successfully in band. This involves a working knowledge of the notes utilized in the concert C, F, Bb, Eb, and G major scales. / How can 5th grade 2nd-year students learn to perform together in a band ensemble?</p>	<ol style="list-style-type: none"> 1. Students will continue to refine their understanding of the concept of playing in tune with others and how to adjust their instruments when the pitch is sharp or flat. 2. Students will learn how to play together by keeping a steady beat, listening to each other, and following the conductor's instructions. 3. Students will learn the concept of part independence so that they are able to effectively play their own part without becoming confused when hearing a different part played on a different instrument. 4. Students will learn the importance of starting and ending together using music of a more complex nature that may require changes in tempo and meter. 5. Students will learn how to follow the various basic conducting patterns (4/4, 3/4, 2/4). 6. Students will learn how to follow the conductor's signal for the following: fermata, cut-off, dynamic contrast, and tempo/meter changes 7. Percussion students will acquire experience with playing the bass drum, crash and suspended cymbals, plus any miscellaneous percussion parts that the music calls for such as claves, tambourine, woodblock, and triangle. 8. Students will acquire the concept of blending to achieve an even and balanced sound so that one part does not overpower another. 	<p>2.a,b,c,d,e,f 5.a,b,c,d</p>

**Hamburg Area School District
Course Plan
(Elementary Advanced Band)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: September through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning to play together as an ensemble. Students will begin rehearsing together in mid-September. Students are to have reached a certain point in the method book indicating that they have the necessary musical knowledge to be able to participate successfully in band. This involves a working knowledge of the notes utilized in the concert C, F, Bb, Eb, and G major scales. / How can 5th grade 2nd-year students learn to perform together in a band ensemble?</p>	<ol style="list-style-type: none"> 9. Students will acquire the following skills and habits: learning the discipline needed for a successful rehearsal, attending rehearsals on time, remembering their instrument and music folder, bringing a pencil to rehearsals to be able to record instructions in the music, keeping quiet and not talking during rehearsals, not playing unless told to, using good posture while playing, tapping the foot during performance, keeping feet on the floor without crossing the legs. 10. Students will learn the importance of listening to the director’s instructions and paying attention during the rehearsal. 11. Students will learn the importance of always trying their best. 12. Students will learn the importance of not making fun of others when mistakes or bad notes take place during the rehearsal. 13. Students will learn the value of warming up at the beginning of the rehearsal. 14. Students will learn the importance of paying attention to morning announcements to hear if a rehearsal has been canceled or changed for some reason. 15. Students will learn cooperation and teamwork as part of the band experience, which is necessary to be successful in working together towards a common goal. 	<p>2.a,b,c,d,e,f 5.a,b,c,d</p>

**Hamburg Area School District
Course Plan
(Elementary Advanced Band)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: September through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning to play full length band compositions at a grade 1 to 1.5 level. Students will gain familiarity with compositions written specifically for students who have limited ranges and playing ability, focusing primarily on the notes of the concert C, F, Bb, Eb, and G major scales / How can 5th grade 2nd year students learn to play full-length band compositions?</p>	<ol style="list-style-type: none"> 1. Students will learn the importance of having each section of the band learn their parts during rehearsals. 2. Students will acquire an understanding of how a band piece is learned from start to finish – first by having each instrument or group of instruments learn the music in basically 8-measure segments, and then gradually adding more instruments together until the piece can be played as a complete song from beginning to end. 3. Students will learn the meaning of rehearsal numbers (or letters) and how these are used to facilitate learning or rehearsing specific sections of the music. 4. Students will learn the concept of conductor “cueing” as it applies to band compositions, and the importance of counting rests and watching the conductor to look for these cues as a means of knowing when the next entrance occurs. 5. Students will gain a greater understanding of the use of dynamics and tempo markings as it applies to band compositions, and how sometimes one section of the band may have a different dynamic level than another. Also, greater attention will be paid to stylistic variety in the music – such as the need for legato/staccato/accent usage. 	<p>2.a,b,c,d,e,f 5.a,b,c,d</p>

**Hamburg Area School District
Course Plan
(Elementary Advanced Band)**

Course Name: Instrumental Music

Unit: Grade 5 (2nd year students)

Time Line: September through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning about form and style as it applies to the different types of band compositions. Students will gain familiarity with the basic form used in each piece of music and acquire an understanding of how there are different styles of compositions. For example, a march is played and sounds different than a classical or rock-style piece. / How can 5th grade 2nd year students gain an understanding of the basic forms used in band music?</p>	<ol style="list-style-type: none"> 1. Students will gain a greater understanding of how there is form to music by seeing how certain sections of the song repeat themselves – more complex and longer musical forms will be experienced such as A-B-C-A or A-B-C-A-B, in which various contrasting sections of the music repeat themselves. 2. Students will understand how different styles of music call for different approaches by the performer in order to effectively convey the style that the composer had in mind. For example, a march style piece typically makes use of shorter notes to achieve an accented effect compared to a smoother, slower ballad that has more of a slurred, smoother effect. 	<p>6.a</p>
<p>Learning about stage deportment and proper concert etiquette in preparation for performance. Students will gain an understanding of appropriate stage attire and behavior. / How can 5th grade 2nd year students learn about proper performance etiquette and behavior?</p>	<ol style="list-style-type: none"> 1. Students will gain an understanding of how a musical organization prepares for an on-stage performance. 2. Students will learn about what attire is appropriate for a concert. 3. Students will acquire an understanding of what behavior is or is not acceptable on stage: keeping quiet and not talking among each other during the performance, using good posture while playing, tapping the foot during performance, keeping feet on the floor without crossing the legs, not interfering with or distracting other performers while on stage, remaining quiet and respectful while a different group or individuals are performing, standing for audience recognition after the final selection. 4. Students who are announcing songs will learn the correct means of doing so – to speak slowly and pronounce words clearly. 	<p>7.a 9.d,e</p>

**Hamburg Area School District
Course Plan
(Elementary Advanced Band)**

**Course Name: Instrumental Music
Unit: Grade 5 (2nd year students)**

Time Line: September through May

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>Learning about the preparation and performance of feature (solo and small ensemble) selections. Students who are interested in performing a special selection for the spring concert will gain an understanding of what is involved in preparing a solo or small ensemble composition. / How can 5th grade 2nd year students learn how to prepare for a solo or small ensemble performance?</p>	<ol style="list-style-type: none"> 1. Students who have been chosen for or volunteer to perform a solo selection will learn the importance of additional practice that needs to be devoted to the chosen musical piece. 2. Students will gain an understanding of what is involved in choosing an appropriate musical piece to be played as a solo or small ensemble selection. Factors to be considered in choosing which piece is going to be played include the following: pitch range, style, melodic and rhythmic technical demands, student interest and appeal, audience appeal, and appropriateness. 3. Students will acquire knowledge of how a solo piece relates to the use of an accompaniment – either recorded, such as on a CD, or else performed along with the student. The student will gain experience in preparing the solo by practicing the piece along with the accompaniment. Students will become familiar with the concept of arranging a musical selection in the event that any rewriting needs to be done (increase the length of the piece, shorten the length, alter a few notes if needed and desired, or add an introduction or special ending, etc.) in order to make the piece more effective. 	<p>2.a,b,c 4.b 5.a,b,c,d</p>