

Course/Subject: Band		CURRICULUM MAP			Grade: 4-8
	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME [By Date/Week/Month]	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Grade 4 or 1 st Year	STATE GOAL 26: Through creating and performing, understand how works of art are produced. -Describe the processes involved in composing, conducting and performing -Read and interpret traditional music notation in a varied repertoire. -Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.	-Understand time signatures -Understand the following musical terms: measure, bar line, clef signs, repeat sign, breath mark, tie, flat sign, sharp sign, natural sign, and key signature -Understand the following expressive terms: piano, mezzo piano, forte, mezzo forte, and accent -Recognize the difference among the string, woodwind, brass, and percussion instruments. -Recognize different styles and types of music. -Recognize one's function within the ensemble	-Assemble the instrument correctly -Perform proper maintenance of the instrument -Demonstrate proper hand position for the instrument or percussion stick/mallets -Demonstrate proper embouchure and play with acceptable tone quality (wind instruments) -Read and perform notes of the treble and bass clef -Read and perform whole notes and rests, dotted half notes and rests, quarter notes and rests, and eighth notes and rests. -Perform with the music with the following time signatures: 4/4, ¾, and 2/4. -Participate in large ensemble rehearsals (Beginning Band). -Follow the conductor -Participate in the Spring Concert performance with the Beginning Band	Small Group Band Lessons Full Ensemble Rehearsals	Practice Records Smart Music Assessment Playing Tests
Grade 5 or 2 nd Year	STATE GOAL 26: Through creating and performing, understand how works of art are produced. -Describe the processes involved in composing, conducting and performing -Read and interpret traditional music notation in a varied repertoire. -Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.	-Understand 6/8 time. -Understand syncopation -Understand repeat signs, first and second endings, and coda signs. -Understand the meaning of crescendo, diminuendo, fortissimo, pianissimo, and simple tempo markings (allegro, andante, and adagio). -Become familiar with history, eras, composers, and functions of songs played in lesson books, and band rehearsals.	-Play with improved tone quality over the course of the year -Play with improved technique and finger facility over the course of the year -Play dotted quarter notes and sixteenth notes -Play music in 6/8 time. -Play syncopated rhythms -Play in legato and staccato styles. -Play the Bb concert scale and two other scales easy for the instrument (wind instruments) -Play lip slurs in all seven valve combinations or slide positions (brass instruments). -Demonstrate the long roll, 5	Small Group Band Lessons Full Ensemble Rehearsals Small Ensemble Groups	Practice Records Smart Music Assessment Playing Tests

Course/Subject: Band		CURRICULUM MAP		Grade: 4-8	
			stroke roll, 7 stroke roll, 9 Stroke roll, 13 stroke roll, 15 stroke roll, 17 stroke roll, and flam (percussion instruments). -Participated in large ensemble rehearsals (Intermediate Band) -Participate in 3 school concerts with the Intermediate Band.		
Grade 6 or 3 rd Year	STATE GOAL 26: Through creating and performing, understand how works of art are produced. -Describe the processes involved in composing, conducting and performing -Read and interpret traditional music notation in a varied repertoire. -Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.		-Play with improved tone quality over the course of the year. -Play with improved technique and finger facility over the course of the year. -Play with improved intonation. -Recognize different types and styles of music. -Extend music vocabulary (e.g. accelerando, maestoso, dolce, con moto, meno mosso). -Play four major scales (wind instruments). -Improve technique in playing rolls previously learned and add the 10 stroke roll, 11 stroke roll, single paradiddle, and ruff (percussion instruments). -Perform a solo for contest. -Participate in large ensemble rehearsals (Concert Band), playing classical, contemporary band music, marches, popular, and seasonal music. -Participate in school concerts with the Concert Band. -Participate with the Jazz Band (if instrument is appropriate: Trumpet, Saxophone, Trombone, Baritone, Percussion).	Small Group Band Lessons Full Ensemble Rehearsals Small Ensemble Groups	Practice Records Smart Music Assessment Playing Tests Solo Contest
Grade 7 or 4 th Year	STATE GOAL 26: Through creating and performing, understand how works of art are produced. -Describe the processes involved in composing, conducting and performing -Read and interpret traditional music notation in a varied repertoire.		-Play with improved tone quality over the course of the year. -Play with improved technique and finger facility over the course of the year. -Play with improved intonation.	Small Group Band Lessons Full Ensemble Rehearsals Small Ensemble Groups	Practice Records Smart Music Assessment Playing Tests Solo Contest

Course/Subject: Band		CURRICULUM MAP		Grade: 4-8	
	<p>-Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.</p>		<p>-Play four major scales (wind instruments). -Demonstrate flam tap and flam accent#1 and play all rolls and the paradiddle with greater speed (percussion instruments). -Perform a solo for contest -Participate in large ensemble rehearsals (Concert Band) -Play parts which are of higher range for wind instruments and more technically challenging for percussion instruments. -Participate in school concerts with the Concert Band. -Participate with the Jazz Band (if instrument is appropriate: Trumpet, Saxophone, Trombone, Baritone, Percussion).</p>		
Grade 8 or 5 th Year	<p>STATE GOAL 26: Through creating and performing, understand how works of art are produced. -Describe the processes involved in composing, conducting and performing</p> <p>-Read and interpret traditional music notation in a varied repertoire.</p> <p>-Sing or play with expression and accuracy a variety of music representing diverse cultures and styles.</p>		<p>-Play with improved tone quality over the course of the year. -Play with improved technique and finger facility over the course of the year. -Play with improved intonation. -Play five major scales (wind instruments). -Demonstrate all rolls, paradiddle, ruffs, flams, and flam accents with greater speed and accuracy (percussion instruments). -Perform a solo for contest. -Participate in large ensemble rehearsals (Concert Band), playing the most difficult and upper range parts for wind instruments, and the most technically challenging parts for percussion instruments. -Participate in school concerts with the Concert Band. -Participate with the Jazz Band (if instrument is appropriate: Trumpet, Saxophone, Trombone, Baritone, Percussion). -Perform a solo during one of the Jazz Band selections.</p>	<p>Small Group Band Lessons Full Ensemble Rehearsals Small Ensemble Groups</p>	<p>Practice Records Smart Music Assessment Playing Tests Solo Contest</p>