

PALISADES ELEMENTARY BAND  
Grades 4-5

**ELEMENTARY INSTRUMENTAL MUSIC -  
BAND**

LENGTH OF TIME: one year, one 30 minute lesson per six day cycle

GRADE LEVEL: 4-5

COURSE STANDARDS:

Students will:

1. Define symbols and terminology encountered in instrumental music. (NMCS 5,8,9; PA Std 9.1.a,b,c)
2. Develop an understanding of basic rhythm patterns. (NMCS 2,4,5,6; PA Std 9.1.a,b)
3. Develop basic note-reading skills. (NMCS 2,4,5,6; PA Std 9.1.a,b,c)
4. Develop various playing skills: bowing, posture, dynamics, hand position, technique. (MS 2,7; PA Std 9.1.a,b,c)
5. Develop ensemble skills through participation in group activities. (NMCS 2,3,6,7; PA Std 9.1.a,b,g,k)
6. Develop an understanding of correct intonation. (NMCS 2,6,7; PA Std 9.1.a,b)

NATIONAL ASSOCIATION FOR MUSIC EDUCATION STANDARDS (applicable to current course)

1. Creating

- a. MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
- b. MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.
- c. MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based

on knowledge, skill, and teacher provided criteria.

- 2.

Performing

- a. MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
  - b. MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.
- 3.

## Connecting

- a. MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- b. MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Reading and notating music PA Standard - 9.1.3.B

Students a. read whole, half, quarter, eighth, sixteenth, and dotted notes/rests in common,

compound, and cut time

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- b. sight-read simple melodies (treble and bass clef)
- c. identify and define standard notation for pitch, rhythm, dynamics, tempo, articulation, and expression
- d. use standard notation to record their own and others' music ideas
- e. sight-read in instrumental ensemble with correct expression and technical

accuracy (Level 2 Literature) 7. Evaluating music and music performances

- Students a. develop criteria for evaluating quality/effectiveness of performances and compositions, then apply criteria to personal listening and performing
- b. apply specific criteria to evaluate quality/effectiveness of their own and others' musical events, then offer constructive suggestions for improvement
- a. describe the ways in which principles and subject matter of other disciplines are interrelated to those of music

## RELATED PA ACADEMIC STANDARDS FOR THE ARTS AND HUMANITIES

### 9.1 Production, Performance & Exhibition of Dance, Music, Theatre and Visual Arts

A. Elements and principles in each art form

B.

Demonstration of dance, music, theatre and visual arts

C.

Vocabulary within each art form

G. Function and analysis

of rehearsals and practice sessions

H. Safety issues in the

arts

K. Technologies in the humanities

PERFORMANCE ASSESSMENTS: Students will

demonstrate achievement of the standards by: 1. Preparing

weekly assignments.

Demonstrating progress on a weekly basis. Successful public performance of each selected musical piece. Testing understanding of playing skills through public performance.

DESCRIPTION OF COURSE: This program is an elective for students who play in concert band. Small group lessons are given with an emphasis in developing technical skill. Band music is selected to enhance technique and increase awareness of musicality. Performances include Winter and Spring concerts.

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TITLES OF UNITS: These units are all on-going depending on the theme selected for concerts and/or yearly emphasis. 1. Note-reading concepts

Rhythm concepts  
Sound quality/Playing skills  
Expression/Musicianship  
Technique Ensemble Skills

SAMPLE INSTRUCTIONAL STRATEGIES:

I. Note-reading--ongoing

A. Encounter music with a variety of skipping and stepping note patterns  
B. Play songs and exercises using different key signatures  
C. Basic Dynamics: pp-ff, crescendo, decrescendo  
D. Basic Tempo markings: Allegro, Andante, Largo  
E. Music Maps: Repeat signs, endings  
II. Rhythm--ongoing

A. Basic rhythm patterns

1. Quarter notes
  2. Half note
  3. Whole note
  4. Eighth notes
  5. Matching rests
- B. Dotted

rhythm patterns

1. Dotted half 2. Dotted quarter C. Various meters

1. 4/4 2. 3/4 3. 2/4 D. Play exercises and songs with various time signatures III. Sound Quality/Playing Skills

A. Use of long tones to encourage correct breath control and to reinforce correct embouchure B. Understand concept of phrasing C. Encounter songs and exercises with extended range to promote embouchure development D. Understand basic articulation concepts (tonguing/ slurring) IV. Expression/Musicianship

A. Understand basic dynamic concepts

1. pp, p, mp, mf, f, ff 2. crescendo, diminuendo

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## PALISADES ELEMENTARY BAND 4-5 BAND

MATERIALS: 1. Essential Elements Book 1 for Band  
2. Alfreds Drum Method Course (for percussion only)

Supplemental teacher exercises  
Supplemental scale sheets  
Selected orchestral literature

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Small group lessons  
District-wide band experience School-wide  
large ensemble rehearsals Additional  
performances in individual school

PORTFOLIO DEVELOPMENT:

Students keep a folder which includes:

1. Concert programs  
Music or titles of musical selections performed throughout the year  
Any ongoing worksheets, scale sheets, or assignment sheets  
Method books

**METHODS OF EVALUATION:** The following seven listed items are to be evaluated during weekly lessons by teacher observation and student self-assessment. This is an ongoing and continuous process that is taught to students and observed by the teacher. These items are continuously monitored and adjusted according to student progress. 1. Interpreting music symbols and terminology correctly while playing.

Being able to count and perform basic rhythm patterns. Correctly identifying and fingering notes while playing. Being able to identify and perform correctly various bowing techniques and using correct posture and hand position while playing.

Performing concert music correctly in both small groups lessons and large ensemble practice Attempting correct intonation. Able to explain proper care and maintenance of instrument and bow.

#### **INTEGRATED ACTIVITIES:**

##### 1. Problem Solving

- identify and demonstrate correct performance playing skills
- independently maintain and care for instrument and portfolio

##### 2. Communication, Tools & Techniques

- interpretation of various musical styles
- expressing themselves through music

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-identifying context of music compositions

##### 3. Information Tools & Techniques

-music reading -instrumental technique

##### 5. Tools & Techniques for Working with Others

-ensemble practice -learning how to work with differing student personalities -blending and balancing performance with the group -learning rehearsal etiquette including respect towards others and conductor

## **Performance Test – Grading Sheet**

These are the areas that will be graded during a performance test. Success must be achieved in all areas and no one area is more important than the others. Therefore, to achieve a specific grade, all areas of your playing should fall in or above that grade level.

#### **Distinguished Proficient Novice Posture/Hand Position**

Performs with the correct body and hand position throughout the piece.

Usually performs with the correct posture and hand position.

Has several flaws in posture and hand position.

**Pitch Accuracy** Plays all of the notes correctly.

Plays most of the notes correctly with only a few errors.

Plays very few notes correctly. Many errors.

### **Rhythmic Accuracy**

Plays with a steady beat and is rhythmically correct all of the time.=

Plays with a steady beat and is rhythmically correct most of the time with a few errors.

Does not maintain a steady beat and does not play rhythms correctly.

**Tempo Control** Maintains indicated tempo throughout the performance.

Maintains indicated tempo throughout the performance with only a few changes in tempo.

Does not maintain the indicated tempo throughout the performance. Frequent tempo changes. **Musicianship (Style, Expressions, Dynamics, Articulation)**

Plays in the correct style with appropriate expression, dynamics, and articulation throughout the performance.

Plays in the correct style with appropriate expression, dynamics, and articulation throughout most of the performance with a few errors.

Little attention is paid to appropriate style, expression, dynamics, or articulation throughout the performance.

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