

GROUP ASSESSMENTS

- Recordings
- Concerts

INDIVIDUAL ASSESSMENTS

- Playing Tests
- Practice Assignments
- Written Quizzes

The following standards are embedded throughout the year and are present in all units applicable:

Perform on at least one instrument independently - alone and in small or large ensembles - with proper posture, intonation, playing position and good breath support or stick control.

Perform with expression and technical accuracy on one instrument a repertoire of instrumental literature with a level of difficulty level of 0.5 to 1.5 on a scale of 1 to 6.

Perform music representing diverse genres and cultures with expression and style appropriate for the work being performed.

Define concepts of articulation, intervals, key signature, music notation, tone, intonation, rhythm/meter and expression markings using standard music terminology.

Exhibit and explain appropriate small and large ensemble performance techniques and etiquette for formal and informal concerts.

Design and apply criteria for making informed judgments regarding the effectiveness of musical performances and evaluate musical performances by comparing them to exemplary models.

Unit/Essential Question	Standard	Learning Target	Resources/ Mentor Texts	Assessment
<p>Playing Fundamentals</p>	<p>Be able to perform the Bb and Eb scales with accuracy.</p> <p>Understand and perform basic rhythm patterns correctly and fluently.</p> <p>Use the correct breath support and sticking pattern to achieve a characteristic sound.</p> <p>Be able to read and interpret articulation, dynamic and style markings.</p>	<p>I can play two scales correctly with good tone.</p> <p>I can count and play all rhythm patterns commonly found in grade 0.5-1.5 literature.</p> <p>I can use the appropriate breath support and sticking technique appropriate for my level of playing.</p> <p>I can understand and perform all articulations, dynamics and style markings commonly found in grade 0.5-1.5 literature.</p>	<p>Tradition of Excellence - Book 1 and 2, various scale handouts</p> <p>Tradition of Excellence Book 1 and 2, rhythm handout and digital media on screen, current literature.</p> <p>Breathing gym, breathing exercises, percussion exercises, Vic Firth videos.</p> <p>Tradition of Excellence Book 1 and 2.</p>	<p>Playing tests.</p> <p>Director feedback, written quizzes.</p> <p>Director feedback.</p> <p>Director feedback, written quizzes.</p>

Performing general and holiday literature	Be able to perform a large variety of general band literature.	I can play a large variety of styles of music in an ensemble setting.	Level appropriate band literature from educational publishers.	Director feedback, recordings, self evaluation and playing tests.
	Be able to perform various sacred and secular holiday band literature in 6 th grade.	I can play four different holiday pieces at a concert level quality.	Level appropriate band literature from educational publishers.	Director feedback, recordings, self evaluation, playing tests, concert feedback.
	Be able to sight-read full band literature and unison songs in a like instrument setting.	I can sight-read music with an appropriate level of accuracy and interpretation in an like instrument setting.	Level appropriate band literature from educational publishers.	Director feedback, and self evaluation.
Rehearsing and performing full band literature	Be able to perform as a full band for two concerts.	I can play four or five different pieces at a concert level quality.	Appropriate leveled music from well regarded composers.	Director feedback, and self evaluation.
	Be able to focus during a full band rehearsal at least 6 times a year before concerts.	I can play a required piece with correct tone, articulation, rhythm, technique and interpretation in a full band setting.	Appropriate leveled music from well regarded composers.	Director feedback, and self evaluation.

<p>Rehearsing unison and two part book literature</p>	<p>Be able to rehearse and perform a large variety of general band book literature.</p> <p>Be able to listen to and evaluate recordings of professional musicians and ensembles.</p>	<p>I can play a large variety of styles of music in an ensemble and like instrument setting.</p> <p>I can be an active listener and evaluate professional recordings and performances.</p>	<p>Level appropriate band literature from educational publishers.</p> <p>Recordings from director library, Spotify and YouTube.</p>	<p>Director feedback.</p> <p>Written assignments.</p>
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Spring Lake Intermediate School

Scope and Sequence 5th and 6th Grade Band

Concepts and Techniques	Rhythms	Notes (all concert pitches)
FIFTH GRADE BAND		
Staff, Measure, Bar Line, Musical Alphabet	4/4 time, whole note, whole rest	D, Eb, F
Breath Mark, Sight-Reading, Duet, Harmony	Half Note, Half Rest	
Solo, Soli, Tutti, Repeat Sign, Phrase, Round	Quarter Note, Quarter Rest	C, Bb
One Measure Repeat Sign, Articulation, Slur	Common Time	G
Key Signature, Accidental, Interval, Half-Step		A
Trio, Introduction, Rehearsal Numbers, 1 st and 2 nd Endings, Fermata	2/4 Time, Ties	
Pick Up Note, Theme and Variation	Eighth Note	Ab
Dynamics, piano, forte	3/4 time, Dotted Half Note	
Tempo, Andante, Moderato, Allegro, mezzo piano, mezzo forte, accent		

Chord, closing, long rest		
Crescendo, decrescendo, divisi, unison, natural		
Whole Step, Major Scale, Arpeggio		A, Bb
Sharp, courtesy accidental		E, F#
Staccato, DC al Fine	Dotted Quarter Note	G, F, Eb, D
SIXTH GRADE BAND		
Review Fifth Grade Material		
Form, Trio (march style), key changes	Syncopation	
Whole Step, Major Scale, Arpeggio		
Largo, Ritardando, Maestoso	Dotter Quarter and Eighth	<i>Clarinet</i> C, B, A, D, G, F#, A
Minor Scales, Natural, Melodic, Harmonic	Eighth Rest	
Binary Form, Tenuto		Db
Call and Response	Eighth and Two Sixteenths, Two Sixteenths and an Eighth	D, Eb
Allegretto, Rallentando, Enharmonics	Dotted Eighth/Sixteenth	B, E, Cb, Db, Fb, Gb
Coda, DS al Coda		

Chromatic Scale	Cut Time	G#, A#
Fortissimo, Pianissimo, Adagio	6/8, 3/8	