

SUBJECT: Instrumental Music
GRADE LEVEL: 5th Grade (or year 2 of study)
LENGTH OF STUDY: Yearly

Materials
<ul style="list-style-type: none"> ● Lesson Book (Level 1) ● Concert Band Literature (Grade .5 - 1.5) ● Instruments (traditional concert band instruments and violin, viola, cello, double bass) ● Reeds / ligatures / mouthpieces / bows / additional accessories ● Percussion - sticks / drum pads / snare and bass drums / xylophones and bells / auxiliary percussion equipment

Unit	Pacing Guide	Unit Goals	Standards	Modifications	Assessment
Playing Position / Posture	September - June	-To properly apply playing and resting position on the given instrument. -To identify how posture and playing position impact the ability to perform	1.3A.5.Pr5a 1.3A.5.Pr6a 1.3C.12nov.Pr5a 1.3C.12nov.Pr6a	- Diagrams / pictures of playing and resting position - Stickers / guides for proper hand placement - Use of a mirror to visualize proper playing position and posture	- Teacher observation - Student self-assessment
Muscle development and impact on playing and sound production	September - June	-To identify which muscles are used to create quality tone. - To develop proper embouchure/grip -To enhance breath control and support	1.3A.5.Pr5a 1.3A.5.Pr6a 1.3C.12nov.Pr5a 1.3C.12nov.Pr6a	- Long tone exercises - Steady/silent buzzing and sound producing tools (i.e pneumo pro for flute players)	- Teacher observation - Student self-assessment
Tonguing/bowing and articulation	September - June	-To define articulation - To perform accurate articulations - To identify articulation	1.3A.5.Pr4b 1.3A.5.Pr4e 1.3A.5.Pr5a 1.3A.5.Pr6a 1.3C.12nov.Pr4b	- Lesson book exercises and appendices - Etudes - Custom teacher written	- Teacher observation - Students self-assessment - Aural assessments on using recordings

		markings in a musical score	1.3C.12nov.Pr5a 1.3C.12nov.Pr6a	examples/diagrams with articulation notation	- Written unit assessments in lesson book to identify articulation symbols
Aural sensitivity and pitch matching	September - June	- To identify how to and for when performing alone and with others - To distinguish between melodic, harmonic, and rhythmic elements in music	1.3A.5.Cr2b 1.3A.5.Pr5b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3C.12nov.Cr1a 1.3C.12nov.Cr2a 1.3C.12nov.Cr3b 1.3C.12nov.Pr5a 1.3D.12nov.Cr1a 1.3D.12nov.Cr3a 1.3D.12nov.Cr3b	- Singing exercises/pitch matching techniques - Electronic tuners - Recording and listening examples	- Teacher observation - Student self-assessment - Pitch matching exercises using recordings
Elements of music theory and notation	September - June	- To identify and execute pitch notation/duration -To identify and perform accidentals and understand their impact on the repertoire -Experiment with improvising melody with a given set of pitches	1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3C.12nov.Cr3a 1.3C.12nov.Pr4b 1.3C.12nov.Re7b 1.3D.12nov.Cr2a	- Speaking/chanting pitches prior to playing - Identify name of pitch notes - Perform pitched notes - Rhythm clapping and counting prior to playing	- Teacher observation - Student self-assessment - Rhythm chants/exercise assessments - Written music theory assessments
Meter and Time Signature	September - June	- Perform in 4/4, 3/4 and 2/4 time	1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3C.12nov.Cr2a 1.3C.12nov.Cr3a 1.3C.12nov.Cr3b 1.3C.12nov.Pr4b 1.3D.12nov.Cr1a	- Oral counting with rhythm syllables/numeric counting - Use of supplemental lesson book material	- Teacher observation - Performance of rhythmic examples, both spoken and on instrument - Lesson book rhythm exercises and supplemental material
Scales/Rudiments	November - June	<u>Wind Instruments:</u> -Perform Bb concert major scale, 1 octave in different rhythms and	1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3C.12nov.Cr3a	- Scale/rudiment sheets - Scale/rudiment weekly challenges - Fingering charts	- Teacher observation - Student self-assessment - Quarterly

		<p>articulations</p> <p><u>String Instruments:</u> -Perform D Major scale, 1 octave in different rhythms and articulations</p> <p><u>Percussion Instruments:</u> Describe the importance of sticking</p> <p>-Perform basic drum rudiments - Develop open stroke roll</p>	<p>1.3C.12nov.Cr3b 1.3C.12nov.Pr4b 1.3C.12nov.Pr6a 1.3C.12nov.Cr1a 1.3D.12nov.Cr3a 1.3D.12nov.Pr4c</p>	<p>- Online rudiment tutorials</p>	<p>assessments on progress</p>
Musical expression	January - June	<p>- How do musicians employ expressive techniques in performance? - How does the use of dynamics impact music?</p>	<p>1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Re9a 1.3C.12nov.Pr4b 1.3C.12nov.Pr4c 1.3C.12nov.Pr5a 1.3C.12nov.Re7a 1.3C.12nov.Re7b 1.3C.12nov.Re8a 1.3B.12prof.Cr1a</p>	<p>- Teacher modeling - Charts identifying symbols and their meaning - Enforcement of dynamic markings in lesson book - Supplemental lesson book material</p>	<p>- Teacher observation - Student self-assessment</p>
Composition and form	April - June	<p>- Identify commonly utilized forms both in the lesson book and band repertoire</p>	<p>1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Re7b 1.3C.12nov.Cr1a 1.3C.12nov.Cr2a 1.3C.12nov.Pr4a 1.3C.12nov.Pr4b 1.3D.12nov.Re9a 1.3B.12nov.Pr4a</p>	<p>- Habitual analysis of form in all music being played - Audio examples that contrast form making it easier distinguishable - Creation of a piece of music with a specific form (ABA, ABACABA)</p>	<p>- Call and response activities - Student performance and analysis of literature utilizing a given form</p>
Sight-Reading	February - June	<p>- What is sight-reading? - What steps should be</p>	<p>1.3A.5.Re7a 1.3A.5.Re8a</p>	<p>- Discussion and analysis of historical</p>	<p>- Classroom discussion with question and</p>

		taken prior to sight-reading a piece of music (STARS)?	1.3C.12nov.Pr4c 1.3C.12nov.Cn10a 1.3C.12nov.Cn11a 1.3B.12nov.Pr4c	and cultural connections of the music being played - Study various styles of diverse music - Cross-curricular connection with social studies/language arts	answer activities - Analysis of music being performed
Historical and Cultural Influences on Music	September-June	-Identify how the area/region where a composition was written can affect its performance	1.2C.12nov.Pr51 1.3C.12nov.Pr5a 1.3C.12nov.Cn10a	- Lesson book description of instrument parts and proper care - Teacher handout outlining tips for care and maintenance - Supplemental video tutorials	- Teacher observation - Student self-assessment
Care and maintenance of instruments	September - June	-How do I get my instrument ready to play? - What are the proper procedures for cleaning and storing of my instrument? - How do I keep my instrument in top playing condition?	1.3C.12nov.Pr5a 1.3D.12nov.Pr5a 1.3D.12nov.Cr3a	- Practice time sheets and lesson logs - Goal setting activities - Video and recorded examples of rehearsals	- Teacher observation - Student self-assessment - Full band rehearsal/small group performances
Organization / personal responsibility	September - June	- Why is daily practice essential for progress on an instrument? - What steps should I take to improve something I'm currently working on?	1.3C.12nov.Pr4a 1.3C.12nov.Pr4b 1.3C.12nov.Pr4c 1.3C.12nov.Pr5a 1.3C.12nov.Re7a 1.3C.12nov.Re8a 1.3C.12nov.Re9a	- Teacher demonstration of conducting patterns -Charts/diagrams of conducting patterns - Video examples - Listening and self-assessment of various styles of music	- Teacher observation - Performance of music examples in varying meters

Rehearsals and performances	September - June	<ul style="list-style-type: none"> - What is your purpose and function during a full band rehearsal/performance? - What is the purpose of a conductor? - How do I interpret a conductor's gestures and patterns? 	<ul style="list-style-type: none"> 1.3C.12nov.Pr4a 1.3C.12nov.Pr4b 1.3C.12nov.Pr4c 1.3C.12nov.Pr5a 1.3C.12nov.Re7a 1.3C.12nov.Re8a 1.3C.12nov.Re9a 	<ul style="list-style-type: none"> - Teacher demonstration of conducting patterns -Charts/diagrams of conducting patterns - Video examples - Listening and self-assessment of various styles of music 	<ul style="list-style-type: none"> - Teacher observation - Performance of music examples in varying meters
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Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Create visual word wall with labels ● Highlight and define important vocabulary ● Ask yes/no questions ● Provide music with labeling/custom notes
English Language Learners	<ul style="list-style-type: none"> ● Create visual word wall with labels ● Highlight and define important vocabulary ● Ask yes/no questions ● Provide music with labeling/custom notes
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Use audio materials when necessary ● Restate, reword, clarify directions ● Provide educational breaks as necessary ● Chunking content into digestible pieces ● Shorten assignments to focus on mastery concept ● Assessment modification based on individual needs ● Mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Teacher guided acceleration through lesson book ● Supplemental and developmentally appropriate music
Students with 504 Plans	<ul style="list-style-type: none"> ● Use audio materials when necessary ● Restate, reword, clarify directions ● Provide educational breaks as necessary

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Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks • Playing/recording checks • Teacher observation
Summative	<ul style="list-style-type: none"> • End of unit common assessment • Performance and Concert Evaluations
Benchmark	<ul style="list-style-type: none"> • Performance challenges
Alternative	<ul style="list-style-type: none"> • Performance tasks • Projects • Recordings

Interdisciplinary Connections	
<ul style="list-style-type: none"> • Connection to Mathematics - time signature, note duration, beat, rhythm, timing • Connections to Science - sound production, quality of sound, tuning and frequency • Connections to Social Studies - background of music, language/musical vernacular, styles of music being performed • Connections to Language Arts - structures of music and composition • Connections to Physical Education - breath control, muscle endurance, fine motor skill development 	