


Band 5

Teacher: Jackie Jordheim

September 2022

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ -</p> <p>What makes a good performer?</p> <p>CEQ -</p> <p>What is musical performance?</p> <p>UEQ: <i>What are the basic skills needed to read music?</i></p> <p>A. Rhythm and Theory</p> <p></p> <p>A1. Whole notes, whole rests, half notes and half rests</p> <p>A2. Music notation</p> <p>A3. Time Signatures</p> <p>A4. Clefs</p> <p>A5. Bar line and double bar line</p> <p>B. Melody</p>	<p>A. Rhythm and Theory</p> <p>A1. Identify and play whole notes, whole rests, half notes and half rests.</p> <p>A2. Demonstrate note reading and rhythmic reading skills.</p> <p>A3. Identify and perform songs in 4/4</p> <p>A4. Read music in appropriate clef</p> <p>A5. Define measures, bar lines and double bar lines.</p> <p>C. Form</p> <p>C. Perform a song with two parts</p> <p>E. Harmony</p> <p>E1. Perform a group within a group setting.</p> <p>F. Technique</p>	<p>LT1- I can demonstrate proper instrument assembly and care.</p> <p>LT2 - I can demonstrate proper playing technique on my instrument.</p> <p>LT3 - I can play songs using whole notes/rests and half notes/rests.</p>	<p>CFA for LT1 - Aural/visual</p> <p>CFA for LT2 - Aural/Visual</p>	<p>Standard of Excellence beginning band method book 1 - pg 5,6,7</p> <p>First lesson instrument assembly handout.</p> <p>First lesson sound production handout.</p> <p><u>Key Vocabulary</u></p> <p>Whole Note</p> <p>Whole Rest</p> <p>Half Note</p> <p>Half Rest</p> <p>Staff</p> <p>Clef</p> <p>Time Signature</p> <p>Bar Line</p> <p>Melody</p> <p>Harmony</p>

<p>UEQ: <i>How do we perform a duet in a group setting?</i></p> <p>C. Form C1. Duet</p> <p>D. Expression</p> <p>UEQ: <i>What is a harmony line?</i></p> <p>E. Harmony E. Duet</p> <p>UEQ!: <i>How do I take care of my instrument?</i> <i>What is the proper way to hold my instrument?</i></p> <p>F. Technique F1. Instrument Assembly/Care F2. Embouchure and Hand Position F3. Breath Support/Tone Production F4. Concert Bb, C and D pitches</p> <p>G. History</p>	<p>F1. Demonstrate proper instrument assembly F1. Describe proper handling and care for instrument F2. Demonstrate a proper embouchure F2. Demonstrate proper hand position F3. Create correct air pressure to create sustained pitches on instrument F4. Recognize and perform concert Bb, C, and D.</p>			
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H. Cultures

I. Performance

I1. Half notes/rests and whole/notes rests

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October 2019

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ -</p> <p>What makes a good performer?</p> <p>CEQ -</p> <p>What is musical performance?</p> <p>UEQ: <i>How do I count and perform quarter notes and rests?</i></p> <p>A. Rhythm and Theory</p> 	<p>A. Rhythm and Theory</p> <p>A1. Identify and play quarter notes and quarter rests.</p> <p>A1. Identify and play whole notes/rests and half notes/rests.</p> <p>A2. Identify a repeat sign and perform songs using a repeat sign.</p> <p>A3. Identify and explain common time</p> <p>A4. Identify a fermata and perform a</p> <p>C. Form</p> <p>C1. Identify and perform a 2 part song.</p> <p>C2. Identify and perform</p>	<p>LT 1 - I can identify and count quarter notes/rest, half notes/rest, and whole notes/rests</p> <p>LT2 - I can perform songs using quarter notes/rests</p> <p>LT3 - I can perform songs with a repeat sign.</p> <p>LT4 - I can identify a fermata</p>	<p>CFA for LT1- Aural/visual assessment of TOE songs</p> <p>CFA for LT2 - Aural/Visual assessment of TOE #15</p> <p>CFA for LT3 - TOE #23</p> <p>CFA for LT4 - Aural/visual assessment of TOE #25</p>	<p>Standard of Excellence beginning band method book 1 pages 8-9</p> <p>First lesson instrument assembly handout</p> <p>First lesson sound production handout</p> <p>Warm-up Packet</p> <p><u>Key Vocabulary</u></p> <p>Solo</p> <p>Tutti</p> <p>Quarter Note</p> <p>Quarter Rest</p> <p>Repeat Sign</p> <p>Common Time</p> <p>Fermata</p>

Jordheim	Band 5	ST. MICHAEL-ALBERTVILLE MIDDLE - WEST		
notes/rests A2. Repeat sign A3. Common time C. Form C1. Duet C2. Solo/tutti C3. Phrase C4. Fermata C5. Repeat Sign UEQ: <i>What is the proper way to tongue on a wind instrument?</i> <i>How do I achieve a proper embouchure on my instrument?</i> F. Technique F1. Instrument Assembly/Care F2. Embouchure and Hand Position F3. Breath Support/Tone Production F4. Concert Eb and F F5. Articulation	solo/soli and tutti sections. C3. Identify and perform a musical phrase. C4. Perform a canon as a group. C5. Identify and perform a song using a repeat sign. F. Technique F1. Demonstrate ability to assemble instrument properly and handle and care for it correctly. F2. Create correct embouchure for creating sounds on the new instrument while holding the instrument correctly F3. Create correct air pressure to create sustained pitches on instrument F4. Identify and perform concert Bb to F5. Perform notes with correct articulation			Phrase Duet

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November 2019


Content	Skills	Learning Targets	Assessment	Resources & Technology
<i>How</i> CEQ - What makes a good performer? CEQ - What is musical performance?	A. Rhythm A1. Perform songs using 4/4 and 2/4 A2. Perform songs using tied notes A3. Identify and define key signatures	LT1 - I can perform concert G LT2 - I can perform songs using tied notes LT3 - I can perform song in 2/4 and 4/4	CFA for LT1 - Individual aural assessment of concert G in TOE #30 CFA group assessment of ties in SOE #31 CFA for LT3 - Group	Standard of Excellence beginning band method book 1 pages 10-11 <u>Key Vocabulary</u> Tie Key Signature

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<p>UEQ:</p> <p><i>What is a tie?</i> <i>What is a time signature?</i></p> <p>A. Rhythm and Theory</p> <p>📄</p> <p>A1. Time Signature 4/4 and 2/4 A2. Tie A3. Key Signature</p> <p>B. Melody</p> <p>UEQ:</p> <p>C. Form C1.Canon C2. Duet C3. One measure repeat</p> <p>E. Harmony</p> <p>UEQ: <i>How do I perform concert G and A?</i></p> <p>F. Technique F1.Concert G and A</p> <p>I. Performance</p>	<p>B. Melody</p> <p>C. Form C1. Perform a canon C2. Perform a duet as a group C3. Perform a one measure repeat</p> <p>E. Harmony</p> <p>F. Technique F1. Demonstrate instrument Assembly/Care F2. Demonstrate correct embouchure and Hand Position F3. Demonstrate correct Breath Support/Tone Production F4. Demonstrate Concert G and A F5. Demonstrate correct Articulation</p>	<p>LT4 - I can perform low concert A</p>	<p>assessment of songs in 2/4 and 4/4</p> <p>CFA for LT4 - group assessment of SOE 37</p> <p>CSA for LT4- Individual lesson assessment of TOE # 37</p>	<p>Canon Repeat Time Signature</p>

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December 2019

Content	Skills	Learning Targets	Assessment	Resources & Technology
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Jordheim	Band 5	ST. MICHAEL-ALBERTVILLE MIDDLE - WEST		
<div>CEQ - </div> <div>What makes a good performer? CEQ -</div> <div>What is musical performance?</div> <div>UEQ: <i>What are eighth notes?</i> <i>How do you count and play eighth notes?</i></div> <div>A. Rhythm and Theory A1. Quarter notes, half notes, and whole notes A2. Eighth notes</div> <div>B. Melody</div> <div>C. Form C1. repeat sign</div> <div>D. Expression</div> <div>E. Harmony</div> <div>F. Technique F1. Instrument Assembly/Care F2. Embouchure and Hand</div>	<div>A. Rhythm and Theory A1. Count and perform quarter notes, half notes, and whole notes A2. Count and perform eighth notes</div> <div>B. Melody</div> <div>C. Form C1. repeat sign</div> <div>D. Expression</div> <div>E. Harmony</div> <div>F. Technique F1. Demonstrate instrument Assembly/Care F2. Demonstrate correct embouchure and Hand Position F3. Demonstrate correct Breath Support/Tone Production F4. Demonstrate correct Articulation</div> <div>I. Performance I1. Perform concert A - Concert G</div>	<div>LT1 -I can count and perform quarter, half and whole notes/rests.</div> <div>LT2 - I can count and perform eighth notes.</div> <div>LT3 - I can perform songs using the pitches concert A - concert G.</div>	<div>CFA for LT1 &LT2 - counting workheet in lessons</div> <div>CFA for LT3 - Group aural assessment of #49</div> <div>CSA for LT2- Individual lesson assessment of SOE #46</div> <div>CSA for LT1 - Smartmusic assessment SOE 16, 25, 26</div>	<div>Standard of Excellence beginning band method book 1 pages 13</div> <div><u>Key Vocabulary</u> Eighth Notes Repeaat Sign</div>

Position


F3. Breath Support/Tone
Production

F4. Articulation

I. Performance




I1. Concert A-G

January 2019

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ -</p> <p>What makes a good performer?</p> <p>CEQ -</p> <p>What is musical performance?</p> <p>UEQ: <i>How do I perform eighth notes?</i> <i>What is a pick-up note?</i> <i>How are eighth notes grouped together in my music?</i></p> <p>A. Rhythm and Theory</p> <p></p> <p>A1. Eighth Notes A2. Pick-up notes A3. Eighth note groupings</p> <p>B. Melody</p> <p>C. Form</p>	<p>A. Rhythm and Theory A1. Perform songs using eighth notes A2. Perform songs using pick-up notes A3. Identify groups of two and four eighth notes</p> <p>C. Form C1. Repeat signs</p> <p>D. Expression D1. Slurs</p> <p>E. Harmony</p> <p>F. Technique F1. Demonstrate slurs</p>	<p>LT1 - I can perform songs using eighth notes</p> <p>LT2 - I can perform pick-up notes</p> <p>LT3 - I can perform slurs</p> <p>LT3 - I can identify groups of 2 and 4 eighth notes</p>	<p>CFA for LT2 - group assessment of pick-up notes</p> <p>CFA for LT3 - group and lesson assessment of slurs</p> <p>CSA for LT1 - Smartmusic test SOE 52</p> <p>CSA for LT3 - Smartmusic test SOE #61</p>	<p>Standard of Excellence book 1 pages 14-15</p> <p>Smartmusic</p> <p><u>Key Vocabulary</u></p> <p>Pick-up Notes Slurs Repeat Signs</p>

C1. Repeat signs UEQ: <i>What is a slur?</i> D. Expression D1. Slurs E. Harmony F. Technique F1. Articulation- slurs I. Performance				
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February 2019

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ -</p> <p>What makes a good performer?</p> <p>CEQ -</p> <p>What is musical performance? </p> <p></p> <p>UEQ: <i>What is a key signature?</i> <i>How do I play in 3/4?</i></p> <p>A. Rhythm and Theory</p> <p></p> <p>A1. Key signature A2. Time Signature 3/4 A3. Dotted half note</p> <p>B. Melody</p> <p>C. Form C1. Round C2. Repeat signs</p> <p>UEQ: <i>How do I perform piano and forte?</i></p>	<p>A. Rhythm and Theory A1. Identify and define key signature A2. Perform songs in 3/4 time signature A3. Count and perform dotted half notes</p> <p>C. Form C1. Perform songs a round as a group C2. Perform songs using repeat signs</p> <p>D. Expression D1. Demonstrate piano and forte</p> <p>E. Harmony</p> <p>F. Technique F1. Perform songs using high concert Ab</p>	<p>LT1 - I can perform songs using concert Ab</p> <p>LT2 - I can identify the key signature of a song</p> <p>LT3 - I can perform songs in 3/4 time signature</p> <p>LT4 - I can count and play dotted half notes</p> <p>L5 - I can define and perform <i>piano</i> and <i>forte</i></p>	<p>CFA for LT1 - SOE #63-64</p> <p>CFA for LT2 - group review of SOE #64-65</p> <p>CFA for LT3 & LT4 - SOE #70 & 71</p> <p>CFA for LT5 - page 17</p> <p>CSA for LT1 - Smartmusic assessment of SOE #62</p> <p>CSA for LT3 & LT4 - Smartmusic assessment of SOE # 69</p>	<p>Standard of Excellence book 1 pages 16-17</p> <p>Smartmusic</p> <p><u>Key Vocabulary</u> Key Signature Time Signature Dotted Half Note <i>piano</i> <i>forte</i> Dynamics</p>

D. Expression
D1. *piano and forte*

E. Harmony


UEQ:
*How do I play new note
concert Ab?*

F. Technique
F1. High Concert Ab

I. Performance


March 2019

Content	Skills	Learning Targets	Assessment	Resources & Technology
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Jordheim	Band 5	ST. MICHAEL-ALBERTVILLE MIDDLE - WEST		
<p>CEQ -</p> <p>What makes a good performer?</p> <p>CEQ -</p> <p>What is musical performance?</p> <p>UEQ: <i>What is a natural sign?</i></p> <p>A. Rhythm and Theory</p> <p></p> <p>A1. Natural sign</p> <p>B. Melody</p> <p>UEQ: <i>How do I perform 1st and 2nd endings?</i> <i>What is a one measure repeat?</i> <i>What is a canon?</i></p> <p>C. Form</p> <p>C1. 1st and 2nd endings C2. One measure repeat C3. Canon - round</p> <p>UEQ: <i>How do we play piano and forte as a group?</i></p>	<p>A. Rhythm A1. Perform notes changed by natural signs</p> <p>C. Form C1. Perform a song using 1st and 2nd endings C2. Perform a song using one measure repeat signs C3. Perform a song in a canon or round</p> <p>D. Expression D1. Perform <i>piano</i> D2. Perform <i>forte</i> D3. Accent</p> <p>F. Technique F1. Perform low concert Ab</p> <p>I. Performance</p>	<p>LT1 - I can perform a song using low concert Ab</p> <p>LT2 - I can perform notes changed by natural sign</p> <p>LT3 - I can perform a song using 1st and 2nd endings</p> <p>LT4- I can perform a song in a round or canon</p>	<p>CFA for LT1 -- Group aural assessment of SOE 74-75</p> <p>CFA for LT2 - SOE 76-78</p> <p>CFA for LT3 - LT4 - pg 19</p> <p>CSA for LT1 - SOE #75</p> <p>CSA for LT4 - SOE #81</p>	<p>Standard of Excellence book 1 pages 18-19</p> <p>Smartmusic</p> <p><u>Key Vocabulary</u> Natural Sign Canon Repeat 1st/2nd endings Accent</p>



<div><div>D. Expression</div><div>D1. <i>piano</i></div><div>D2. <i>forte</i></div><div>D3. Accent</div><div>E. Harmony</div><div>UEQ:</div><div><i>How do I perform low concert Ab?</i></div><div>F. Technique</div><div>F1. Concert Ab - low</div><div>I. Performance</div><div>I1. Eighth Notes</div></div>				
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April 2019

Jordheim	Band 5		ST. MICHAEL-ALBERTVILLE MIDDLE - WEST	
<p>CEQ -</p> <p>What makes a good performer?</p> <p>CEQ -</p> <p>What is musical performance?</p> <p>UEQ:</p> <p><i>What is the proper way to perform 1st and 2nd endings?</i></p> <p>A. Rhythm and Theory</p> 	<p>A. Rhythm</p> <p>B. Melody B1. Identify and play melodic line B2. Identify and perform a natural</p> <p>C. Form C1. Perform music using 1st and 2nd endings</p> <p>D. Expression D1. Define and perform piano and forte D2. Identify and play accents</p> <p>E. Harmony</p> <p>F. Technique F1. Woodwinds - perform low Concert G and F F2. Perform high concert A and Bb F3. Perform the Bb scale</p>	<p>LT1 - (woodwinds) I can peform low concert G and F</p> <p>LT2 - I can perform high concert A and Bb</p> <p>LT3 - I can perform concert E natural</p>	<p>CSA for LT2 - Smartmusic assessment of SOE # 86</p> <p>CSA for LT3- Smartmusic assessment of SOE #92</p>	<p>Standard of Excellence book 1 page 22-23</p> <p>Smartmusic</p> <p><u>Key Vocabulary</u></p> <p>Dynamics piano forte Accents Melody</p>

- all
F3. Concert E natural

May 201

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ -</p> <p>What makes a good performer?</p> <p>CEQ -</p> <p>What is musical performance? </p> <p></p> <p>UEQ:</p>	<p>A. Rhythm A1. Identify key signature A2. Count and perform dotted quarter notes</p> <p>C. Form C1. Perform music using 1st and 2nd endings C2. Perform music in a four part canon</p>	<p>LT1 - I can identify the key signature of a song</p> <p>LT2 - I can count and perform dotted quarter notes</p> <p>LT3- I can perform dynamic markings <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i> and <i>crescendo</i>/<i>decrescendo</i></p>	<p>CFA for LT1 - practice #100 & 101</p> <p>CFA for LT2 - practice 113</p> <p>CFA for LT3 - practice dynamics on #131 (clarinets play trumpet part)</p> <p>CSA for LT1 - Smartmusic</p>	<p>Standard of Excellence book 1 pages 24, 26, & 29</p> <p>Smartmusic</p> <p><u>Key Vocabulary</u> Key Signature mezzo piano mezzo forte crescendo decrescendo</p>

Jordheim	Band 5	ST. MICHAEL-ALBERTVILLE MIDDLE - WEST		
<p><i>What will students need to know in preparation for 6th grade band?</i></p> <p>A. Rhythm and Theory A1. Key signature A2. Dotted quarter notes</p> <p>C. Form C1. Review 1st and 2nd endings C2. Canon</p> <p>D. Expression D1. <i>mezzo piano, and mezzo forte</i> D2. <i>crescendo and decrescendo</i> D2. Articulation review</p> <p>F. Technique F1. Pitch review</p> <p>I. Performance I1. Concert Ab(low) through Concert Bb</p>	<p>D. Expression D1. Perform dynamics <i>mezzo piano and mezzo forte</i> D2. <i>crescendo and decrescendo</i></p> <p>F. Technique F1. Review all of the pitches learned in fifth grade band</p> <p>I. Performance</p>		<p>assessment SOE #100</p> <p>CSA for LT2 - Smartmusic assessment for SOE #114</p>	<p>Dotted quarter notes</p>

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