

**Band 5**

Teacher: Jackie Jordheim

**September 2022**

| <b>Content</b>   | <b>Skills</b>   | <b>Learning Targets</b>  | <b>Assessment</b>   | <b>Resources &amp; Technology</b>  |
|--|---|--|---|--|
| <p><b>CEQ -</b></p> <p><b>What makes a good performer?</b></p> <p><b>CEQ -</b></p> <p><b>What is musical performance?</b></p> <p>UEQ:<br/><i>What are the basic skills needed to read music?</i></p> <p><b>A. Rhythm and Theory</b></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>B. Melody</b></p> | <p><b>A. Rhythm and Theory</b></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><b>C. Form</b></p> <p>C. Perform a song with two parts</p> <p><b>E. Harmony</b></p> <p>E1. Perform a group within a group setting.</p> <p><b>F. Technique</b></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><b>CFA</b> for LT1 - Aural/visual</p> <p><b>CFA</b> 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><b><u>Key Vocabulary</u></b></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> |

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| <p>UEQ:<br/><i>How do we perform a duet in a group setting?</i></p> <p><b>C. Form</b><br/>C1. Duet</p> <p><b>D. Expression</b></p> <p>UEQ:<br/><i>What is a harmony line?</i></p> <p><b>E. Harmony</b><br/>E. Duet</p> <p>UEQ!:<br/><i>How do I take care of my instrument?</i><br/><i>What is the proper way to hold my instrument?</i></p> <p><b>F. Technique</b><br/>F1. Instrument Assembly/Care<br/>F2. Embouchure and Hand Position<br/>F3. Breath Support/Tone Production<br/>F4. Concert Bb, C and D pitches</p> <p><b>G. History</b></p> | <p>F1. Demonstrate proper instrument assembly<br/>F1. Describe proper handling and care for instrument<br/>F2. Demonstrate a proper embouchure<br/>F2. Demonstrate proper hand position<br/>F3. Create correct air pressure to create sustained pitches on instrument<br/>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   |
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| <p><b>CEQ -</b></p> <p><b>What makes a good performer?</b></p> <p><b>CEQ -</b></p> <p><b>What is musical performance?</b></p> <p>UEQ:<br/><i>How do I count and perform quarter notes and rests?</i></p> <p><b>A. Rhythm and Theory</b></p>  <p>A1. Introduce quarter notes and quarter rests.<br/>A1. Review whole notes/rests and half</p> | <p><b>A. Rhythm and Theory</b></p> <p>A1. Identify and play quarter notes and quarter rests.<br/>A1. Identify and play whole notes/rests and half notes/rests.<br/>A2. Identify a repeat sign and perform songs using a repeat sign.<br/>A3. Identify and explain common time<br/>A4. Identify a fermata and perform a</p> <p><b>C. Form</b></p> <p>C1. Identify and perform a 2 part song.<br/>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><b>CFA</b> for LT1- Aural/visual assessment of TOE songs</p> <p><b>CFA</b> for LT2 - Aural/Visual assessment of TOE #15</p> <p><b>CFA</b> for LT3 - TOE #23</p> <p><b>CFA</b> 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<br/>Warm-up Packet</p> <p><b><u>Key Vocabulary</u></b></p> <p>Solo<br/>Tutti<br/>Quarter Note<br/>Quarter Rest<br/>Repeat Sign<br/>Common Time<br/>Fermata</p> |

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| <p>notes/rests<br/> A2. Repeat sign<br/> A3. Common time</p> <p><b>C. Form</b><br/> C1. Duet<br/> C2. Solo/tutti<br/> C3. Phrase<br/> C4. Fermata<br/> C5. Repeat Sign</p> <p>UEQ:<br/> <i>What is the proper way to tongue on a wind instrument?</i><br/> <i>How do I achieve a proper embouchure on my instrument?</i></p> <p><b>F. Technique</b><br/> F1. Instrument Assembly/Care<br/> F2. Embouchure and Hand Position<br/> F3. Breath Support/Tone Production<br/> F4. Concert Eb and F<br/> F5. Articulation</p> | <p>solo/soli and tutti sections.<br/> C3. Identify and perform a musical phrase.<br/> C4. Perform a canon as a group.<br/> C5. Identify and perform a song using a repeat sign.</p> <p><b>F. Technique</b><br/> F1. Demonstrate ability to assemble instrument properly and handle and care for it correctly.<br/> F2. Create correct embouchure for creating sounds on the new instrument while holding the instrument correctly<br/> F3. Create correct air pressure to create sustained pitches on instrument<br/> F4. Identify and perform concert Bb to<br/> F5. Perform notes with correct articulation</p> |  |  | <p>Phrase<br/> Duet</p> |
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**November 2019**

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

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| <p>UEQ:<br/><i>What is a tie?</i><br/><i>What is a time signature?</i></p> <p><b>A. Rhythm and Theory</b><br/></p> <p>A1. Time Signature 4/4 and 2/4<br/>A2. Tie<br/>A3. Key Signature</p> <p><b>B. Melody</b></p> <p>UEQ:<br/><i>How do I perform concert G and A?</i></p> <p><b>F. Technique</b><br/>F1. Concert G and A</p> <p><b>I. Performance</b></p> | <p><b>B. Melody</b></p> <p><b>C. Form</b><br/>C1. Perform a canon<br/>C2. Perform a duet as a group<br/>C3. Perform a one measure repeat</p> <p><b>E. Harmony</b></p> <p><b>F. Technique</b><br/>F1. Demonstrate instrument Assembly/Care<br/>F2. Demonstrate correct embouchure and Hand Position<br/>F3. Demonstrate correct Breath Support/Tone Production<br/>F4. Demonstrate Concert G and A<br/>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><b>CFA</b> for LT4 - group assessment of SOE 37</p> <p><b>CSA</b> for LT4- Individual lesson assessment of TOE # 37</p> | <p>Canon<br/>Repeat<br/>Time Signature</p> |
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**December 2019**

**Content**

**Skills**

**Learning Targets**

**Assessment**

**Resources & Technology**

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

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**January 2019**

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

C1. Repeat signs

UEQ:

*What is a slur?*

**D. Expression**

D1. Slurs

**E. Harmony**

**F. Technique**

F1. Articulation- slurs

**I. Performance**

February 2019

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

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| <p><b>D. Expression</b><br/>D1. <i>piano and forte</i></p> <p><b>E. Harmony</b></p> <p>UEQ:<br/><i>How do I play new note concert Ab?</i></p> <p><b>F. Technique</b><br/>F1. High Concert Ab</p> <p><b>I. Performance</b></p> |  |  |  |  |
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March 2019

| Content | Skills | Learning Targets | Assessment | Resources & Technology |
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| <p><b>CEQ -</b></p> <p><b>What makes a good performer?</b></p> <p><b>CEQ -</b></p> <p><b>What is musical performance?</b></p> <p>UEQ:<br/><i>What is a natural sign?</i></p> <p><b>A. Rhythm and Theory</b></p>  <p>A1. Natural sign</p> <p><b>B. Melody</b></p> <p>UEQ:<br/><i>How do I perform 1st and 2nd endings?</i><br/><i>What is a one measure repeat?</i><br/><i>What is a canon?</i></p> <p><b>C. Form</b></p> <p>C1. 1st and 2nd endings<br/>C2. One measure repeat<br/>C3. Canon - round</p> <p>UEQ:<br/><i>How do we play piano and forte as a group?</i></p> | <p><b>A. Rhythm</b></p> <p>A1. Perform notes changed by natural signs</p> <p><b>C. Form</b></p> <p>C1. Perform a song using 1st and 2nd endings<br/>C2. Perform a song using one measure repeat signs<br/>C3. Perform a song in a canon or round</p> <p><b>D. Expression</b></p> <p>D1. Perform <i>piano</i><br/>D2. Perform <i>forte</i><br/>D3. Accent</p> <p><b>F. Technique</b></p> <p>F1. Perform low concert Ab</p> <p><b>I. Performance</b></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><b>CFA</b> for LT1 -- Group aural assessment of SOE 74-75</p> <p><b>CFA</b> for LT2 - SOE 76-78</p> <p><b>CFA</b> for LT3 - LT4 - pg 19</p> <p><b>CSA</b> for LT1 - SOE #75</p> <p><b>CSA</b> for LT4 - SOE #81</p> | <p>Standard of Excellence book 1 pages 18-19</p> <p>Smartmusic</p> <p><u>Key Vocabulary</u><br/>Natural Sign<br/>Canon<br/>Repeat<br/>1st/2nd endings<br/>Accent</p> |
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| <p><b>D. Expression</b><br/>                 D1. <i>piano</i><br/>                 D2. <i>forte</i><br/>                 D3. Accent</p> <p><b>E. Harmony</b></p> <p>UEQ:<br/> <i>How do I perform low concert Ab?</i></p> <p><b>F. Technique</b><br/>                 F1. Concert Ab - low</p> <p><b>I. Performance</b><br/>                 I1. Eighth Notes</p> |  |  |  |  |
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April 2019

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

**May 201**

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

*What will students need to know in preparation for 6th grade band?*

**A. Rhythm and Theory**

- A1. Key signature
- A2. Dotted quarter notes

**C. Form**

- C1. Review 1st and 2nd endings
- C2. Canon

**D. Expression**

- D1. *mezzo piano, and mezzo forte*
- D2. *crescendo and decrescendo*
- D2. Articulation review

**F. Technique**

- F1. Pitch review

**I. Performance**

- I1. Concert Ab(low) through Concert Bb

**D. Expression**

- D1. Perform dynamics *mezzo piano and mezzo forte*
- D2. *crescendo and decrescendo*

**F. Technique**

- F1. Review all of the pitches learned in fifth grade band

**I. Performance**

assessment SOE #100

**CSA** for LT2 - Smartmusic assessment for SOE #114

Dotted quarter notes

Jordheim

Band 5

ST. MICHAEL-ALBERTVILLE MIDDLE - WEST

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