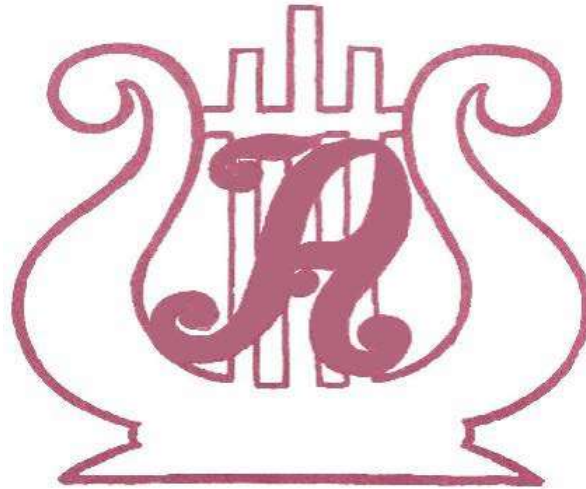


**Abington School District
Abington, PA**



**Band
Grade 4-6
Planned Course of Study
June 2008**

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PLANNED COURSE OF STUDY FOR THE FINE ARTS

BAND GRADES 4-6

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of the Arts and Humanities as related to music.

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

B. Historical and Cultural Contexts

C. Critical Response

D. Aesthetic Response

II. Major Concepts

Grade 4

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Demonstrate correct posture and instrument position.
2. Properly assemble, care for and maintain their instrument.
3. Produce a characteristic tone with proper embouchure.
4. Identify and perform the first seven notes learned with proper fingerings: Concert A, Bb, C, D, Eb, F, & G
5. Perform basic tonguing, articulation.
6. Demonstrate knowledge of & be able to perform ♩, ♪, ♫ and the corresponding rests in 4/4 time using clapping, tapping, and counting aloud.
7. Identify & explain basic music theoretical terms & concepts: Staff, bar line, measure, double bar, repeat sign, clef sign, time signature, fermata, breath marks, duet, ledger lines, pickup note, flat, sharp, and natural

8. Identify and demonstrate the following interpretation concepts: Dynamics (f, mf, p)

B. Historical and Cultural Contexts

C. Critical Response

D. Aesthetic Response

Grade 5

A. Production, Performance and exhibition of Dance, Music, theatre and Visual Arts



1. Locate and identify a key signature.

2. Identify and perform the notes shown below with proper fingerings:



3. Percussion Students - Identify, explain, and perform new rudiments: paradiddle, flam, and flam tap.

4. Locate and identify accidental, pickup note, and fermata.

5. Demonstrate knowledge of and be able to perform dotted half notes  and groups of eighth notes 

6. Perform in 2/4 & 3/4 meter.

7. Identify, explain, and perform the following interpretational concepts: crescendo, decrescendo, and dimenuendo.

8. Define tempo and will identify, explain, and perform the tempo marks of andante, moderato, and allegro

9. Identify, explain, and perform basic theory concepts: 1st and 2nd ending.

10. Identify, explain, and perform new articulations: slurring, accents and ties.

B. Historical and Cultural Contexts

C. Critical Response







D. Aesthetic Response

Grade 6

A. Production, Performance and Exhibition of dance, Music, theatre and Visual Arts

1. Perform a one octave scale in the concert key of Bb Major.
2. Identify and explain the key signatures of Concert Bb, Eb, F and Ab Major.
3. Identify and perform the notes shown below with proper fingerings:



4. Percussion Students - Perform and explain new rudiments: Extended roll
5. Demonstrate knowledge of and be able to perform dotted quarter and eighth note patterns: , and the eighth rest 
6. Percussion Students - Perform new rhythms: , , , 
7. Recognize & explain the tempo markings: Largo, Maestoso
8. Recognize theoretical terms and concepts: multi-measure rests, enharmonic tones, phrase
Percussion Students will also recognize theoretical terms and concepts: one measure repeat TM, two measure repeat.
9. Students will identify, explain, and perform new articulations: slurring, accents and ties.

B. Historical and Cultural Contexts

C. Critical Response

D. Aesthetic Response

III. Instruction

A. Course Schedule (Days and Length of class period)

1. This course will meet once a week for forty-five minutes. (Grade 4)
2. This course will meet for the entire school year.
3. Grades 5 & 6 will meet two class periods a week for forty – five minutes each.
4. This course will meet for the entire school year.

B) Pacing (content by marking period)

First Marking Period Grade 4

During each marking period students will be provided with a variety of experiences that address Production, Music, Historical and Cultural Contexts, Critical Response, and Aesthetic Response.

Students will have covered concepts from the Essential Elements book (see below).

1. Demonstrate correct embouchure (woodwinds, brass).
2. Stick position (percussion).
3. Students will be able to identify parts of their instruments.
4. Demonstrate an understanding of staff, ledger lines, measure, and bar line.
5. Be introduced to the concept of "long tones" as they play their first note.
6. Understand the concept of beat.
7. Read, count, and perform quarter notes and quarter rests.
8. Learn new notes] Concert B flat, C, D ,E flat, F.

9. Identify and understand double bar and repeat sign.

10. Understand the following music theory concepts: treble and bass clef, time signature, line and space notes, sharp, flat, natural play musical examples incorporating these new music theory concepts

Second marking period Grade 4

During each marking period students will be provided with a variety of experiences that address Production, Music, Historical and Cultural Contexts, Critical Response, and Aesthetic Response.

Students will have covered concepts from the Essential Elements book (see below).

1. Read, count and perform whole notes and whole rests

2. Perform as part of a duet

3. Understand key signature

4. Understand fermata

5. Learn a new note, Concert A, G,

6. Flam rudiment (percussion)

7. Understand the concept of harmony

8. Be introduced to composer W.A. Mozart, learn to hold and strike a triangle (percussion)

9. Percussion will learn eighth note, eighth rest, and double sticking
10. Understand and perform pick-up notes,
11. Paradiddle rudiment (percussion)
12. Identify, define, and perform the following dynamic markings: forte, mezzo forte, piano

First Marking Period Grade 5

During each marking period students will be provided with a variety of experiences that address Production, Music, Historical and Cultural Contexts, Critical Response, and Aesthetic Response.

Students will have covered concepts from the Essential Elements book (see below).

Read, count, and perform music using eighth notes.

Perform a multiple bounce and play suspended cymbal (percussion).

Understand 2/4 time signature and conduct using a two beat pattern .

Read, count, and perform music using 2/4 meter, perform a flam tap rudiment (percussion).

Define and perform tempo markings Allegro, Moderato, Andante.

Identify, define and perform the following dynamics: crescendo, decrescendo, diminuendo.

Play a suspended cymbal roll (percussion)

Second Marking Period Grade 5

During each marking period students will be provided with a variety of experiences that address Production, Music, Historical and Cultural Contexts, Critical Response, and Aesthetic Response.

Students will have covered concepts from the Essential Elements book (see below).

Understand the use of a tie.

Read, count, and perform dotted half notes.

Be introduced to composer Stephen Foster.

Learn a new note (some instruments) Concert G.

Understand the use of a tie across a bar line.

Identify and understand an accidental some instruments.

Identify and perform music in which a repeat sign appears in places other than at the end of a line .

Understand a new key signature-concert Eb.

Understand 1st and 2nd endings.

Be introduced to Japanese folk music.

Understand how to hold and ring sleigh bells (percussion)

Play a duet.

Learn a new note Concert B flat higher.

Recognize and play four 16th note groups (percussion).

First Marking Period Grade 6

During each marking period students will be provided with a variety of experiences that address Production, Music, Historical and Cultural Contexts, Critical Response, and Aesthetic Response.

Students will have covered concepts from the Essential Elements book (see below).

Understand the importance of daily warm-ups.

Be able to perform a comprehensive band warm-up.

Review the concept of a daily warm-up.

Understand Theme and Variations form.

Understand D.C. al Fine, learn a new rhythm pattern (percussion).

Understand the concepts of natural and sharp.

Learn a new note concert E.

Be introduced to African American spirituals.

Identify and perform a slur.

Be introduced to ragtime, perform a glissando (trombone).

Learn a new note concert A (some instruments).

Identify and perform a phrase.

Learn a new key signature, multiple measure rest, simile (percussion), and roll (percussion) .

Be introduced to composer J.S. Bach.

Recognize and understand the function of a natural.

Be introduced to composer Franz Schubert .

Learn new notes and understand a one measure repeat (percussion).

Perform a dotted quarter note eighth note rhythm, perform a closed roll (percussion).

Perform an eighth note dotted quarter note rhythm.

Perform a solo with piano accompaniment or with CD player.

Second marking period Grade 6

During each marking period students will be provided with a variety of experiences that address Production, Music, Historical and Cultural Contexts, Critical Response, and Aesthetic Response.

Students will have covered concepts from the Essential Elements book (see below).

Perform lip slurs (brass).

Learn to use the register key (clarinet).

Learn a new note (some instruments), perform combined sticking patterns (percussion),

Learn a new note (clarinet C,D,E,F,G,A).

Understand the concept of interval.

Learn a new note (some instruments).

Review accidentals.

Learn a new note (some instruments) and perform a closed roll.

Learn a new note (some instruments),

Alternate between high and low registers (clarinet).

Understand the concepts of scale and octave.

Play a concert Bb scale, play an extended roll (percussion).

Understand the concept of chord, understand and play an arpeggio.

C) Methods

1. The common experiences are those which are inherent in the method book.
2. The common experiences are those inherent in the graded ensemble repertoire.
3. The students receive instruction primarily in a large group.
4. Each technique is taught and reinforced by demonstration, discussion, analysis and performance.
5. Selected recordings are used.

6. The Teacher demonstrates new skills to the students.
7. The students practice skills that have been demonstrated and taught in class.
8. Problem solving activities are included in class instruction.
9. The teacher provides developmentally appropriate activities.

D) Resources

Method Books

1. Lautzenheiser, Higgins, Menghini, Lavender, Rhodes, & Bierschenk. Essential Elements 2000, Book I. Milwaukee, WI: Hal Leonard Corporation, 1999.

IV. Assessment

A. Procedures for Evaluation

Informal and formal assessments conducted by the teacher

1. Solo performance of specific exercises from the method book and/or appropriate supplementary material
 - i. Observation of techniques
 - ii. Evaluation of musicality
2. Student performance in ensembles
 - i. Observation of techniques
 - ii. Evaluation of musicality

B. Expected Levels of Achievement

Upon completion of the course:

1. The student will use correct instrumental techniques
 - i. Fingering
 - ii. Tone Quality/Embouchure
 - i. Articulation
 - iv. Dynamics
 - v. Posture
 - vi. Hand Position
2. The student will perform the arrangements specified in the program for the current school year.
3. The student will be consistent in caring for his/her instrument in a manner satisfactory to the instructor.
 - i. Handling
 - ii. Storage
 - iii. Maintenance
4. The student will adhere to the required daily practice schedule.
 - i. Maintain skills
 - ii. Practice new skills
 - iii. Learn ensemble literature