

5th Grade Band Curriculum

Strand One- Sing

- Vocalize instrumental part
- Sing simple melodies with limited ranges

Strand Two- Play a musical instrument

- Identify parts of the instrument
- Assemble the instrument
- Demonstrate proper care of the instrument
- Reed Instruments- choose and care for reeds
- Use proper playing posture
- WW/Brass- properly support the instrument while sitting or standing to play
- Percussion- use proper grip/playing position for snare drum and mallet percussion
- Produce sounds demonstrating characteristic tone quality
- WW/Brass- Use proper breathing techniques
- WW/Brass- Play with a good embouchure
- Percussion- Produce characteristic single strokes and multiple bounce strokes
- Percussion- Produce an even sound while playing rudiments
- Identify and play all pitches within the prescribed range
- WW/Brass- use alternate fingerings/positions appropriately in exercises
- Begin identifying and utilizing the tuning mechanisms of the instrument
- Begin demonstrating ability to tune to a given pitch
- Demonstrate an awareness of ways to improve tone production
- WW/Brass- begin improving intonation by making appropriate adjustments in embouchure, posture, and breath support
- Use proper techniques in the attack and release of sounds: tongue, accent, and slur
- Brass: begin demonstrating slurs on consecutive harmonics (lip slurs)
- Trombone: begin demonstrating legato tonguing
- Demonstrate proper technique when playing snare drum, bass drum, mallet percussion, timpani, and some accessory instruments
- Snare drum- identify and play rudiments: single paradiddle, flam, flam tap, and flam accent
- Snare drum- play on the rim and with snares off
- Respond appropriately to cues from the conductor

Strand Three/Four- Impvise and Compose

- Draw the notes, rests, and musical symbols previously introduced
- Complete a given melody by filling in the missing notes
- Compose an ending to a given melody

Strand Five- Note Reading

- Identify and define flat, sharp, and natural signs
- Identify and play in the key signatures of concert B flat and E flat
- Count and perform rhythm patterns combining various notes and rests
- Sightread Rhythms

- Define common time, 4/4, 3/4, and 2/4 time signatures
- Perform rhythm patterns incorporating fermatas
- Count and perform rhythm patterns incorporating ties
- Count and perform rhythm patterns incorporating pick-up notes
- Replicate the conducting patterns used in 4/4, 3/4, and 2/4 meters
- Name and interpret through performance, the lines and spaces on the staff in treble or bass clef
- Define and interpret through performance, accidentals and key signatures
- Define and interpret through performance, phrase and breath mark
- Define and recognize melodic contour by steps, skips, and leaps
- Define various symbols and interpret through performance: repeat sign, solo/soli/tutti, divisi/unison, accent, first and second endings, one-measure repeat sign, and a long rest
- Define and interpret through performance forte, mezzo forte, mezzo piano, and piano

Strand Six/Seven- Listen and Evaluate

Strand Eight/Nine- Connections and History

- Awareness of musical careers
- Awareness of music in other cultures/countries
- Awareness of how music is used in our lives
- Awareness of different genres
- Listens to music from diverse cultures
- Describes proper audience behavior for various performances
- Demonstrate knowledge of American music and composers
- Demonstrate knowledge of musical purposes across different cultures and settings

Strand Ten- Personal and Civic Duties

- Responsibility
 - Takes care of classroom equipment
 - Participate in class/concerts
- Respectful
 - Listen while others sing, talk, perform
 - Show respect and concern for others
- Honest
 - Tell the truth
 - Admit mistakes/accept consequences
- Courageous
 - Take pride in what you do
 - Take a chance at solos, small groups
- Cooperative
 - Work well with others
 - Respond to live performances appropriately
- Perseverance
 - Never give up
 - Practice until the music is learned
 - Do quality work w/o expecting extrinsic reward

6th Grade Band Curriculum

Strand One- Sing

- Vocalize instrumental part
- Sing simple melodies with limited ranges

Strand Two- Play a musical instrument

- Percussion- use proper grip/playing position for snare drum, bass drum, mallet percussion, timpani, suspended cymbal, triangle, sleigh bells, tambourine, and crash cymbals.
- Produce sounds demonstrating characteristic tone quality
- WW/Brass- Use proper breathing techniques
- WW/Brass- Play with a good embouchure
- WW/Brass- Produce an evenly sustained tone on a single note for eight or more seconds.
- Percussion- Produce characteristic single strokes and multiple bounce strokes
- Percussion- Produce an even sound while playing rudiments
- Percussion- Demonstrate an awareness of variations in sound which result from using different beaters, mallets, and sticks.
- Identify and play all pitches within the prescribed range
- WW/Brass- use alternate fingerings/positions appropriately in exercises
- Continue identifying and utilizing the tuning mechanisms of the instrument
- Continue demonstrating ability to tune to a given pitch
- WW/Brass- begin improving intonation by making appropriate adjustments in embouchure, posture, and breath support
- Use proper techniques in the attack and release of sounds: tongue, accent, and slur
- Brass: continue demonstrating slurs on consecutive harmonics (lip slurs)
- Trombone: continue demonstrating legato tonguing
- Demonstrate proper technique when playing snare drum, bass drum, mallet percussion, timpani, suspended cymbal, triangle, sleigh bells, tambourine, and crash cymbals
- Snare drum- identify and play rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, nine stroke roll, five stroke roll, and seventeen stroke roll
 - Snare drum- play rim shots, on the rim, and with snares off
 - Mallet Percussion- Play rolls
 - Suspended cymbal, triangle, timpani- Play rolls
- Respond appropriately to cues from the conductor

Strand Three/Four- Improvise and Compose

- Draw the notes, rests, and musical symbols previously introduced
- Complete a given melody by filling in the missing notes
- Compose an ending to a given melody
- Compose a variation on a given melody

Strand Five- Note Reading

- Identify and define flat, sharp, and natural signs

- Identify and play in the key signatures of concert B flat, E flat, and F major
- Count and perform rhythm patterns combining various notes and rests
- Sightread rhythms
- Define common time, 4/4, 3/4, and 2/4 time signatures
- Perform rhythm patterns incorporating fermatas
- Count and perform rhythm patterns incorporating ties
- Count and perform rhythm patterns incorporating pick-up notes
- Replicate the conducting patterns used in 4/4, 3/4, and 2/4 meters
- Name and interpret through performance, the lines and spaces on the staff in treble or bass clef
- Define and interpret through performance, accidentals and key signatures; flat, sharp, and natural; key signatures of B flat, E flat, and F major.
- Define and interpret through performance, phrase and breath mark
- Define and recognize melodic contour by steps, skips, and leaps
- Define various symbols and interpret through performance: repeat sign, solo/soli/tutti, divisi/unison, accent, first and second endings, one-measure repeat sign, long rest, and D.C. al Fine.
- Define and interpret through performance forte, mezzo forte, mezzo piano, piano, crescendo, and decrescendo.

Strand Six/Seven- Listen and Evaluate

- Define and recognize formal organization: rounds, theme and variations, introduction, and theme

Strand Eight/Nine- Connections and History

- Awareness of musical careers
- Awareness of music in other cultures/countries
- Awareness of how music is used in our lives
- Awareness of different genres
- Listens to music from diverse cultures
- Describes proper audience behavior for various performances
- Demonstrate knowledge of American music and composers
- Demonstrate knowledge of musical purposes across different cultures and settings
- Discusses the relationship of events and movements in history to the music of the time period
- Understands the periods of musical history

Strand Ten- Personal and Civic Duties

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