

Course: Elementary Band

Essential Question: How do we play instruments as an ensemble to create music?

Main/General Topic	Sub-Topic	Guiding Questions	Learning Outcomes	Skills Students will...	When the Student Does it	Assessments	Standards Addressed
Tone	Quality	What is good tone?	Students demonstrate proper embouchure or proper stick grip	Demonstrate a knowledge of breath support Produce a correct embouchure	Begins in October and continues	Listen and give feedback	#2 Performing on instruments, alone and with others, a varied repertoire of music
	Intonation	What is blend?	Students listen to one another and make adjustments to match sound	Hear a difference in tone quality and know how to make an adjustment to match one another	Begins in January and continues		#7 Evaluating music and music performances

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Technique	Tonguing	How does proper tonguing affect the sound of the music?	Students can demonstrate proper legato and staccato tonguing, and slurs	Tongue in different styles	Basic tonguing vs. breath pulsing or throat articulations in October until June when students can demonstrate more advanced techniques such as slurring, legato, staccato, and accents	Listen and give feedback	#2 Performing on instruments, alone and with others, a varied repertoire of music
	Sticking	How can you change sticking to make a selection easier or faster to play? How does stick height and grip affect the sound?	Students demonstrate the ability to problem-solve a logical sticking for bell passages, and play ties and accents accurately. Students can demonstrate proper matched grip free stroke technique, and full, half, and low stick positions on snare	Change sticking according to melodic patterns in songs Choose the right stick height to perform accents on snare	Beginning with simple alternating sticking in October, advancing to flams and paradiddles on snare and independent bell sticking for speed by June		#5 Reading and notating music #6 Listening to, analyzing, and describing music

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Maintenance	Cleaning Storing	How does regular maintenance affect the way your instrument looks and plays?	Students demonstrate an ability to keep their instruments in excellent playing condition	Preserve an instrument's condition	Instrument will play just as well in June as it did in October	Periodic instrument checks	#2 Performing on instruments, alone and with others, a varied repertoire of music
Accuracy	Meters of 2/4, 3/4, and 4/4 Rhythms including: Whole Half Dotted half Quarter Eighth	How do different meters affect the way songs sound? Can students perform different rhythms accurately?	Students demonstrate knowledge of reading, writing, and playing different meters Students read, write, and perform different rhythms	Demonstrate fluency in 3 different meters and know the differences between them Keep a steady beat while performing rhythms accurately	4/4 in October 2/4 in Feb 3/4 in April Whole, half, and quarter notes in October Eighth notes in January Some dotted quarters in April	Various written activities in book Activities in book, listening and providing feedback	#2 Performing on instruments, alone and with others, a varied repertoire of music #5 Reading and notating music

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Interpretation	Dynamics Phrasing Style	How do dynamics and phrasing affect the mood or style of a song?	Students show an ability to change dynamics levels and phrasing and choose which is appropriate to the piece	Apply written style cues to alter a performance	April, with start of concert preparation	Listening and providing feedback	#2 Performing on instruments, alone and with others, a varied repertoire of music #5 Reading and notating music #6 Listening to, analyzing, and describing music #7 Evaluating music and music performances
Scales	Major	What is a major scale?	Students can write and play B flat and E flat major scales	Demonstrate finger dexterity in order to play two major scales	November with 3-note patterns Whole scales by April	Listening and providing feedback	#2 Performing on instruments, alone and with others, a varied repertoire of music #5 Reading and notating music #6 Listening to, analyzing, and describing music

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Vocabulary	Dynamic markings Tempo markings Repeat/roadmap indications	How do dynamic and tempo markings affect the way we play a piece of music?	Students demonstrate knowledge of vocabulary through performing	Recognize key words and apply them to alter a musical performance	January – Introduce “real” sheet music with tempo, dynamics, repeat, coda, Fine etc.	Verbal quizzing Listening to see if performance is altered	#2 Performing on instruments, alone and with others, a varied repertoire of music. #5 Reading and notating music #6 Listening to, analyzing, and describing music #7 Evaluating music and music performances.