

Curriculum Unit Map - 5-8 Band

Taneyville R-II School

2022-2023

Grade 5-6

Subject: MS Band Quarter: 1

Unit Title: Unit One (1): Beginning Techniques and notes/rhythms

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
Pr.4.B.a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	Concert Band Tone Intonation Brass Woodwinds Percussion Instrument care Rhythms (quarter, half, rest) Steady beat/metronome embouchure	Week 1 <ul style="list-style-type: none"> • Introduction/icebreakers <ul style="list-style-type: none"> ◦ Steady beat games like pass the beat, categories, etc. • Talk about reading music in band <ul style="list-style-type: none"> ◦ Poison rhythm ◦ Rhythm identification on kahoot or blookit • Set band goals <ul style="list-style-type: none"> ◦ Individual ◦ Whole band class goals • Beginning band videos <ul style="list-style-type: none"> ◦ Discuss good tone and what they notice about performances. • Talk about practice, practice, practice 	
Cr.1.A.a a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or	Concert Band Tone Intonation	Week 2 <ul style="list-style-type: none"> • Practice rhythm reading <ul style="list-style-type: none"> ◦ Short rhythmic 	<ul style="list-style-type: none"> • Blookit about beginning band/instruments and notes/rhythms

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<p>text(s) studied in rehearsal. Pr.4.B.a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>	<p>Brass Woodwinds Percussion Instrument care Rhythms (quarter, half, rest) Steady beat/metronome embouchure</p>	<p>compositions</p> <ul style="list-style-type: none"> • Beginning band videos • Begin passing out <i>Essential Elements Books</i> <ul style="list-style-type: none"> ◦ Pages 2-3 • Talk about instrument care • How to hold the instrument • Good embouchure/posture=good tone 	<p>preassessment</p> <ul style="list-style-type: none"> • Informal observations of students and their technique
<p>Cr.2.A.a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. Cr.2.A.b. Preserve draft compositions and improvisations through standard notation and audio recording. Pr.4.B.a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>	<p>Concert Band Tone Intonation Brass Woodwinds Percussion Instrument care Rhythms (quarter, half, rest) Steady beat/metronome Embouchure Tonguing Diaphragm</p>	<p>Week 3</p> <ul style="list-style-type: none"> • Continue talking about embouchure/tone • Practice long tones <ul style="list-style-type: none"> ◦ Proper breathing from diaphragm ◦ Breathing exercises • Continue to practice reading rhythms <ul style="list-style-type: none"> ◦ Rhythmic compositions continued • Introduce tonguing vs. slurring on their instrument. • Begin pitch reading, and learning note fingerings/sticking <ul style="list-style-type: none"> ◦ Pages 4-5 in <i>Essential Elements</i> 	<ul style="list-style-type: none"> • Informal observations of students and their technique • Student rhythmic compositions

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<p>Cr.3.A.a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p> <p>Cr.3.B.a. Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Pr.4.B.a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>	<p>Concert Band Tone Intonation Brass Woodwinds Percussion Instrument care Rhythms (quarter, half, rest) Steady beat/metronome Embouchure Major Scale</p>	<p>Week 4</p> <ul style="list-style-type: none"> • Continue talking about embouchure/tone • Practice long tones <ul style="list-style-type: none"> ◦ Proper breathing from diaphragm ◦ Breathing exercises • Continue to practice reading rhythms <ul style="list-style-type: none"> ◦ Rhythmic compositions continued • Continue to practice beginning techniques • Continue practice beginning notes/fingerings <ul style="list-style-type: none"> ◦ Play through exercises in book pages 4-7 ◦ First Note flashcards 	
<p>Pr.4.A.a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. Re.7.A.a a. Identify reasons for selecting music based on characteristics found in the</p>	<p>Concert Band Tone Intonation Brass Woodwinds Percussion Instrument care Rhythms (quarter, half, rest) Steady beat/metronome</p>	<p>Week 5</p> <ul style="list-style-type: none"> • Continue talking about embouchure/tone • Practice long tones <ul style="list-style-type: none"> ◦ Proper breathing from diaphragm ◦ Breathing exercises • Continue to practice reading rhythms <ul style="list-style-type: none"> ◦ Rhythmic compositions continued 	

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music, connection to interest, and purpose or context.	embouchure	<ul style="list-style-type: none"> Continue to practice beginning techniques Continue practice beginning notes/fingerings <ul style="list-style-type: none"> Play through exercises in book pages 4-7 First Note flashcards 	
		Week 6 Performance assessment #1	Playing/performance test from <i>Essential Elements</i> book pages 4-5: Checking for proper embouchure and as well as technique for pitch and rhythm accuracy. (the first 5 notes of the Bb scale) Paper Pencil test: Rhythm and pitch reading test-
		Weeks 7-8 Buffer days to catch up if needed: <ul style="list-style-type: none"> Continue playing through book pages Rhythmic compositions <ul style="list-style-type: none"> How to use noteflight 	

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Grade 5-8

Subject: MS Band Quarter: 2

Unit Title: Concert Rep

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>Pr.4.A.a a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>Pr.4.B.a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>	<p>Measures Barlines Time Signature Sharp Flat Natural Key signature duets/trios/ensembles Concert Audience etiquette Form Tempo: presto, allegro, moderato, largo, andante</p> <p>Dynamics: piano, mezzo, forte, fortissimo, pianissimo</p>	<p>Q2: Week 1</p> <ul style="list-style-type: none"> Hand out Concert Music <ul style="list-style-type: none"> Look at the music symbols, mark things that are unfamiliar. Number the measures Look at the form a label sections that are the same and different Listen to concert Music/Discuss what is happening: <ul style="list-style-type: none"> Form Dynamics Tempo Instruments If time, Begin reading concert music 	<p>Have students take notes about the concert music and check for understanding.</p>
<p>Re.7.B.a. Identify how knowledge of context and the use of repetition, similarities,</p>	<p>Measures Barlines Time Signature</p>	<p>Q2: Week 2</p> <ul style="list-style-type: none"> Continue looking at concert music and begin breaking the 	<p>Observation of practice techniques. Watch for proper embouchure</p>

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and contrasts inform the response to music.	<p>Sharp Flat Natural Key signature duets/trios/ensembles Concert Audience etiquette Form Tempo: presto, allegro, moderato, largo, andante</p> <p>Dynamics: piano, mezzo, forte, fortissimo, pianissimo</p>	<p>music into sections.</p> <ul style="list-style-type: none"> Start working on hard sections and have students play them repetitively. Split into sectionals and have specific instruments work together on certain sections. 	and posture. Checking tone.
R.8.A.a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	<p>Measures Barlines Time Signature Sharp Flat Natural Key signature duets/trios/ensembles Concert Audience etiquette Form Tempo: presto, allegro, moderato, largo, andante</p>	<p>Q2 Week 3</p> <ul style="list-style-type: none"> Continue practicing the sections we have previously been working on. Record what we have learned so far and discuss <ul style="list-style-type: none"> Compare our performance to the original Talk about how dynamics and tempo affect the song. Play the song at differing dynamics and tempos to see how it 	<p>Observation of practice techniques. Watch for proper embouchure and posture. Checking tone.</p>

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	Dynamics: piano, mezzo, forte, fortissimo, pianissimo	affects the mood/expression of the music.	
<p>Cn.10.A.a a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Cn11.A.a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		<p>Q2: Week 4</p> <ul style="list-style-type: none"> • Continue practicing concert music with appropriate dynamics and tempos. • Work on new sections of music in sectionals to work out the tricky parts. • Listen to other concert band examples and discuss how music is an artform. How can we make our music sound like art? <ul style="list-style-type: none"> ○ Talk about how music can make you feel/imagine things. ○ Connect our performance with a piece of art and talk about how we view our practicing and performance for the concert. 	<p>Observation of practice techniques.</p> <p>Watch for proper embouchure and posture. Checking tone.</p>

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<p>Pr.4.B.a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>Pr.4.C.a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p>		<p>Q2: Week 5:</p> <ul style="list-style-type: none"> • Continue practicing sections of the music that need attention. • Continue adding expression through dynamics and tempo. • Compare and contrast the pieces being played in the concert. • Assign a section of the music for the next playing test. 	<p>Observation of practice techniques. Watch for proper embouchure and posture. Checking tone.</p>
<p>Pr.4.B.a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>Pr.4.C.a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p>		<p>Q2: Week 6:</p> <ul style="list-style-type: none"> • Continue working on sections of the music that need attention. 	<p>Observation of practice techniques. Watch for proper embouchure and posture. Checking tone.</p>
<p>Pr.5.A.a. Use self-reflection and peer feedback to refine individual and ensemble</p>		<p>Q2 Week 7:</p> <ul style="list-style-type: none"> • Playing test. • Record the whole concert set 	<p>Playing/Performance Test: Sections of the concert music</p>

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performances of a varied repertoire of music.		and discuss: <ul style="list-style-type: none">○ What can we work on?○ Set individual goals for the concert.	
Pr.6.A a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. Pr.6.A.b. Demonstrate an awareness of the context of the music through prepared and improvised performances.		Q2 Week 8: <ul style="list-style-type: none">● Continue practicing for the concert.● Any last minute things that need to be addressed.	
		Q2 Week 9: concert/buffer days after concert After concert: <ul style="list-style-type: none">● Celebration/Reflections● Discuss what went well and what could be fixed● Set goals for next semester.	

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Grade 5-8

Subject: MS Band Quarter: 3

Unit Title: Playing Techniques and Music Literacy

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
Pr.4.B.a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	Pick up notes Conducting Time signatures Intonation	Q3 Week 1 <ul style="list-style-type: none"> Set Band goals for 3rd Quarter <ul style="list-style-type: none"> Individual Whole band Continue working through <i>Essential Elements</i> book 	
Cr.1.A.a a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. Pr.4.B.a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	Pick up notes Conducting Time signatures Intonation	Q3 Week 2 <ul style="list-style-type: none"> Continue working through <i>Essential Elements</i> book Begin talking about intonation. <ul style="list-style-type: none"> Use tuner to show students Explain how to adjust for sharp or flat tones Explain how to listen for intonation.-give some examples with recordings or playing Compositions using noteflight: <ul style="list-style-type: none"> first 5 notes Rhythms: quarter, eighth, half 	Observation of playing techniques

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<p>Cr.2.A.a. Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Cr.2.A.b. Preserve draft compositions and improvisations through standard notation and audio recording.</p> <p>Pr.4.B.a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>	<p>Pick up notes Conducting Time signatures Intonation</p>	<p>Q3 Week 3</p> <ul style="list-style-type: none"> Continue working through <i>Essential Elements</i> book Conducting patterns <ul style="list-style-type: none"> Help guide students how to conduct in the basic 4/4, 2/4, 3/4 patterns Let students take turns conducting each other with a sample from the book. Compositions using noteflight: <ul style="list-style-type: none"> first 5 notes Rhythms: quarter, eighth, half Choose a time signature 2/4, 3/4 or 4/4 	
<p>Cr.3.A.a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p> <p>Cr.3.B.a. Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Pr.4.B.a Demonstrate, using</p>	<p>Pick up notes Conducting Time signatures Intonation</p>	<p>Q3 Week 4</p> <ul style="list-style-type: none"> Continue working through <i>Essential Elements</i> book Announce next playing test Conducting patterns <ul style="list-style-type: none"> Continue to let students practice conducting Continue noteflight compositions <ul style="list-style-type: none"> Talk about form 	<p>Observation of playing techniques</p> <p>Observation of composition work</p>

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music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.		<ul style="list-style-type: none"> ○ Add a B section to compositions and then back to A 	
Pr.4.A.a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. Re.7.A.a a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.		<p>Q3 Week 5</p> <ul style="list-style-type: none"> ● Continue working through <i>Essential Elements</i> book ● Conducting patterns <ul style="list-style-type: none"> ○ Continue to let students practice conducting ● Continue noteflight compositions <ul style="list-style-type: none"> ○ Perform compositions for the class. 	
Assessment: Playing test to check embouchure, tone, and placement.		<p>Q 3 Week 6</p> <p>Playing Test</p> <p>Music Vocab test</p>	<p>Performance/Playing test: Check for intonation, tone, and technical accuracy.</p> <p>Written test: over vocabulary discussed in class (time signatures, note values, pitch names, fingering charts)</p>

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Buffering Days for unit one		<p>Q3 Week 7-8 Buffering days. Begin concert rep if needed or catch up on technique/book work.</p> <p>Use for sectionals if needed to address specific individual issues</p>	
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Subject: MS Band Quarter: 4

Unit Title: Concert Rep-Spring Concert

Standards	Vocabulary	Activities/Resources	Formative/Summative Assessments
<p>Pr.4.A.a a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>Pr.4.B.a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>	<p>Measures Barlines Time Signature Sharp Flat Natural Key signature duets/trios/ensembles Concert Audience etiquette Form Tempo: presto, allegro, moderato, largo, andante</p>	<p>Q4: Week 1</p> <ul style="list-style-type: none"> ● Hand out Concert Music <ul style="list-style-type: none"> ○ Look at the music symbols, mark things that are unfamiliar. ○ Number the measures ○ Look at the form a label sections that are the same and different ● Listen to concert Music/Discuss what is happening: <ul style="list-style-type: none"> ○ Form ○ Dynamics ○ Tempo ○ Instruments 	<p>Have students take notes about the concert music and check for understanding.</p>

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	Dynamics: piano, mezzo, forte, fortissimo, pianissimo	<ul style="list-style-type: none"> If time, Begin reading concert music 	
Re.7.B.a. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	Measures Barlines Time Signature Sharp Flat Natural Key signature duets/trios/ensembles Concert Audience etiquette Form Tempo: presto, allegro, moderato, largo, andante Dynamics: piano, mezzo, forte, fortissimo, pianissimo	Q4: Week 2 <ul style="list-style-type: none"> Continue looking at concert music and begin breaking the music into sections. Start working on hard sections and have students play them repetitively. Split into sectionals and have specific instruments work together on certain sections. 	Observation of practice techniques. Watch for proper embouchure and posture. Checking tone.
R.8.A.a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the	Measures Barlines Time Signature Sharp Flat Natural	Q4 Week 3 <ul style="list-style-type: none"> Continue practicing the sections we have previously been working on. Record what we have learned so far and discuss 	Observation of practice techniques. Watch for proper embouchure and posture. Checking tone.

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text.	<p>Key signature duets/trios/ensembles Concert Audience etiquette Form Tempo: presto, allegro, moderato, largo, andante</p> <p>Dynamics: piano, mezzo, forte, fortissimo, pianissimo</p>	<ul style="list-style-type: none"> ○ Compare our performance to the original ○ Talk about how dynamics and tempo affect the song. Play the song at differing dynamics and tempos to see how it affects the mood/expression of the music. 	
<p>Cn.10.A.a a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Cn11.A.a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>		<p>Q4: Week 4</p> <ul style="list-style-type: none"> ● Continue practicing concert music with appropriate dynamics and tempos. ● Work on new sections of music in sectionals to work out the tricky parts. ● Listen to other concert band examples and discuss how music is an artform. How can we make our music sound like art? <ul style="list-style-type: none"> ○ Talk about how music can make you feel/imagine things. ○ Connect our performance with a piece of art and 	<p>Observation of practice techniques. Watch for proper embouchure and posture. Checking tone.</p>

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		talk about how we view our practicing and performance for the concert.	
<p>Pr.4.B.a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>Pr.4.C.a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p>		<p>Q4: Week 5:</p> <ul style="list-style-type: none"> Continue practicing sections of the music that need attention. Continue adding expression through dynamics and tempo. Compare and contrast the pieces being played in the concert. Assign a section of the music for the next playing test. 	<p>Observation of practice techniques. Watch for proper embouchure and posture. Checking tone.</p>
<p>Pr.4.B.a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>Pr.4.C.a. Identify expressive</p>		<p>Q4: Week 6:</p> <ul style="list-style-type: none"> Continue working on sections of the music that need attention. 	<p>Observation of practice techniques. Watch for proper embouchure and posture. Checking tone.</p>

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qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.			
Pr.5.A.a. Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.		Q4 Week 7: <ul style="list-style-type: none"> • Playing test. • Record the whole concert set and discuss: <ul style="list-style-type: none"> ○ What can we work on? ○ Set individual goals for the concert. 	Playing/Performance Test: Sections of the concert music
Pr.6.A a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. Pr.6.A.b. Demonstrate an awareness of the context of the music through prepared and improvised performances.		Q4 Week 8: <ul style="list-style-type: none"> • Continue practicing for the concert. • Any last minute things that need to be addressed. 	
		Q4 Week 9: concert/buffer days after concert After concert: <ul style="list-style-type: none"> • Celebration/Reflections 	

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| | | <ul style="list-style-type: none">• Discuss what went well and what could be fixed• Look at previous goals for the year and measure how we did | |
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