

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase 1 & 2 May 9, 2016**

Instrumental Music-5th Grade Band

Course Essential Questions (from Phase I report):

How can we apply music skills and knowledge to perform music?

How can we apply music skills and knowledge to create music?

How can we use analysis to describe and evaluate music?

What role do historical, social, and cultural contexts play in understanding music?

In what ways does music connect with other arts, disciplines, and everyday life?

Phase II Curriculum

Unit: 5th Grade Band- Performance – Units are spiraled, not sequential and time is not equally distributed on each topic as the majority of instruction time is spent on performance.

Essential Questions:

How is music created, communicated, and artistically executed by musicians?

Essential Understanding:

How to perform on one instrument using correct posture, hand position, embouchure, tonguing, and breath support.

How to perform on one instrument with steady beat, correct notes and rhythms, and interpretation of music symbols and terminology.

Curriculum Standards

ART.I.M.M.1 Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory.

ART.I.M.M.2 Sing and play music representing diverse genres and cultures, with expression appropriate for the work being performed.

ART.I.M.M.3 Sing [play] accurately with good breath [bow] control throughout singing [instrument] ranges.

ART.I.M.M.4 Sing [play] music written in two and three [or more] parts.

ART.I.M.M.5 Perform accurately, with appropriate technique, on at least one instrument –solo, in small and large ensembles.

ART.I.M.M.7 Play simple melodies and harmonic accompaniments by ear.

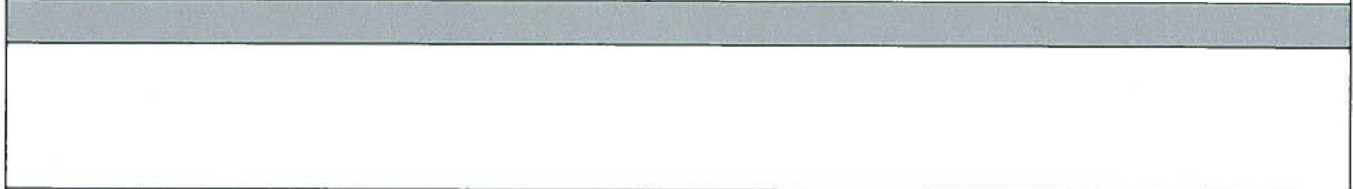
ART.I.M.M.8 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.

ART.I.M.M.9 Sight read simple melodies in treble and bass clefs.

ART.I.M.M.10 Use standard notation to record personal musical ideas and the musical ideas of others.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>The mechanics of proper sound production on an instrument.</p>	<p>Perform on one instrument with correct posture, breath support, hand position, embouchure, and tonguing.</p>
<p>The identity of note values in terms of pitch.</p>	<p>Identify notes by name and apply standard notation in treble or bass clef depending on the instrument.</p>
<p>The identity of note values in terms of length and steady beat.</p>	<p>Identify by name and apply in performance rhythms including whole notes, whole rests, dotted half notes, half notes, half rests, eighth notes, and eighth rests with a steady beat.</p>
<p>The definition of various words and symbols used in standard musical notation.</p>	<p>Identify by name and meaning as well as demonstrate in performance (as applicable) the following music terminology and symbols: treble clef, bass clef, staff, measure, bar line, double bar line, repeat sign, key signature (Concert Bb and Eb), time signature (4/4, 3/4, and 2/4), common time, fermata, breath mark, sharp, natural, flat, accidental, staccato, accent, pick-up note, tie, slur, one-measure repeat sign, multiple measure rests.</p>
<p>The music symbol and meaning for various dynamics.</p>	<p>Identify by name and meaning as well as demonstrate in performance the following dynamics: p, mp, mf, f.</p>
<p>The meaning of blend, balance, and beauty in group performance as well as recognition of melody verses harmony.</p>	<p>Perform using ensemble performance terminology and techniques that include: Blend-matching the dynamic level of the students in the same section. Balance-recognizing what instrument group(s) have the melody and what group(s) have the harmony and adjusting their dynamic levels appropriately to make the melody heard. Beauty-using proper sound production techniques (embouchure and breath support) to create the most beautiful tone at all dynamic levels.</p>
<p>A variety of strategies and techniques for practicing and mastering challenging music.</p>	<p>Rehearse music by counting the rhythms only, fingering through the parts, saying note names while fingering, playing a few measures at a time, slowing the tempo down, one section at a time and then put it all back together.</p>

<p>An understanding of conducting patterns in various meters.</p> <p>Knowledge of performance requirements necessary to perform in a concert setting.</p>	<p>Identify each beat in a conducting pattern in 2/4, 3/4, and 4/4 time signatures and perform music on the correct beat.</p> <p>Perform music, applying all concepts learned so far, individually, in small groups, as a whole group in class and/or in a concert setting.</p>
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Phase II Curriculum

Unit: Aural Skills and Vocabulary

<p>Essential Questions: What elements of a music performance can be evaluated by a listener? What vocabulary is best suited to describe elements of music performances?</p>	<p>Essential Understanding: The students will be able to listen to their own performance or a performance by someone else and evaluate the performance using appropriate music terminology.</p>
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Curriculum Standards

ART. III.M.M.1 Describe specific music events in a given aural example, using appropriate terminology.

ART. III. M.M.2 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.

ART. III.M.M.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

ART.III.M.M.5 Evaluate the quality and effectiveness of one's own and others' performances, compositions, arrangements, and improvisations by applying specific and appropriate criteria and offering constructive suggestions for improvement.

<p>Knowledge/Content Students will know about....</p>	<p>Skills/Processes Students will be able to.....</p>
<p>Appropriate vocabulary for describing the quality of a performance.</p> <p>Categories of effective analysis of a musical performance.</p>	<p>Describe a performance using an extensive vocabulary of musical terms that encompass (but are not limited to) the varieties of words related to pitch, intonation, rhythm, ensemble, tone quality, articulation, style, interpretation and presentation.</p> <p>Appropriately and constructively criticize their</p>

own performance and the performances of others.

Adjust and correct their own performances through the process of critiquing and being critiqued.

Phase II Curriculum

Unit: Composition and Music History

Essential Questions:

What is musical composition?

How are melodies and harmonies composed?

How has music changed throughout history?

How does music relate to the other arts and disciplines?

Why and in what ways has music varied through history?

Essential Understanding:

Composing music is a creative endeavor in which a composer uses pitch, rhythms, dynamics and various musical idioms and styles to express musical ideas.

Original musical ideas may be passed along by rote, but are most effectively preserved by the use of standard music notation.

Western music is categorized into unique but related historical eras.

Curriculum Standards

ART.IV.M.M.1 -Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.IV.M.M.2 - Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.

ART.V.M.M.1 -Compare how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.

ART.V.M.M.2 - Describe ways in which the principles and subject matter of other disciplines are related to music.

ART.II.M.M.4 -Compose short pieces within specified guidelines.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>Standard music notation with a proficiency that allows for the communication of original music ideas.</p> <p>The name, chronological order, and compositional characteristics of major musical eras.</p> <p>The names and significant musical contributions made by four major composers in various eras and styles.</p>	<p>Create short original compositions.</p> <p>Correctly identify the era and/or genre of characteristic examples of music.</p> <p>Identify a repertoire of important compositions including the title, composer, historical significance and musical significance.</p>

Instrumental Music – 6th Grade Band

Course Essential Questions (from Phase I report):

How can we apply music skills and knowledge to perform music?

How can we apply music skills and knowledge to create music?

How can we use analysis to describe and evaluate music?

What role do historical, social, and cultural contexts play in understanding music?

In what ways does music connect with other arts, disciplines, and everyday life?

Phase II Curriculum

Unit: 6th Grade Band- Performance – Units are spiraled, not sequential and time is not equally distributed on each topic as the majority of instruction time is spent on performance.

Essential Questions:

How is music created, communicated, and artistically executed by musicians?

Essential Understanding:

How to perform on one instrument using correct posture, hand position, embouchure, tonguing, and breath support.

How to perform on one instrument with steady beat, correct notes and rhythms, and interpretation of music symbols and terminology.

Curriculum Standards

ART.I.M.M.1 Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory.

ART.I.M.M.2 Sing and play music representing diverse genres and cultures, with expression appropriate for the work being performed.

ART.I.M.M.3 Sing [play] accurately with good breath [bow] control throughout singing [instrument] ranges.

ART.I.M.M.4 Sing [play] music written in two and three [or more] parts.

ART.I.M.M.5 Perform accurately, with appropriate technique, on at least one instrument —solo, in small and large ensembles.

ART.I.M.M.7 Play simple melodies and harmonic accompaniments by ear.

ART.I.M.M.8 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.

ART.I.M.M.9 Sight read simple melodies in treble and bass clefs.

ART.I.M.M.10 Use standard notation to record personal musical ideas and the musical ideas of others.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>The mechanics of proper sound production on an instrument.</p>	<p>Perform on one instrument with correct posture, breath support, hand position, embouchure, and tonguing.</p>
<p>The identity of note values in terms of pitch.</p>	<p>Identify notes by name and apply standard notation on an increased range of notes in treble or bass clef depending on the instrument.</p>
<p>The identity of note values in terms of length and steady beat.</p>	<p>Identify by name and apply in performance rhythms including whole notes, whole rests, dotted half notes, half notes, half rests, eighth notes, and eighth rests, sixteenth notes, and dotted quarter notes with a steady beat.</p>
<p>The definition of various words and symbols used in standard musical notation.</p>	<p>Identify by name and meaning as well as demonstrate in performance (as applicable) the following <u>new</u> music terminology and symbols as well as all learned in the 5th grade: tenuto, marcato, countermelody, march style, legato style, dal segno al fine, da capo al coda, largo, andante, moderato, allegro, ritardando, accelerando.</p>
<p>The music symbol and meaning for various dynamics.</p>	<p>Identify by name and meaning as well as demonstrate in performance the following dynamics: pp, p, mp, mf, f, ff. Crescendo and Decrescendo.</p>
<p>Basic knowledge of the tuning mechanics of one instrument.</p>	<p>Demonstrate the ability to tune their own instrument with a tuner.</p>
<p>Understand three major scales.</p>	<p>Perform Concert Bb, F, and Eb Scale.</p>
<p>The meaning of blend, balance, and beauty in group performance as well as recognition of melody verses harmony.</p>	<p>Perform using ensemble performance terminology and techniques that include: Blend-matching the dynamic level of the students in the same section. Balance-recognizing what instrument group(s) have the melody and what group(s) have the harmony and adjusting their dynamic levels appropriately to make the melody heard. Beauty-using proper sound production techniques</p>

<p>A variety of strategies and techniques for practicing and mastering challenging music.</p> <p>An understanding of conducting patterns in various meters.</p> <p>Knowledge of performance requirements necessary to perform in a concert setting.</p>	<p>(embouchure and breath support) to create the most beautiful tone at all dynamic levels.</p> <p>Rehearse music by counting the rhythms only, fingering through the parts, saying note names while fingering, playing a few measures at a time, slowing the tempo down, one section at a time and then put it all back together.</p> <p>Identify each beat in a conducting pattern in 2/4, 3/4, and 4/4 time signatures and perform music on the correct beat.</p> <p>Perform music, applying all concepts learned so far, individually, in small groups, as a whole group in class and/or in a concert setting.</p>
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Phase II Curriculum

Unit: Aural Skills and Vocabulary

<p>Essential Questions: What elements of a music performance can be evaluated by a listener? What vocabulary is best suited to describe elements of music performances?</p>	<p>Essential Understanding: The students will be able to listen to their own performance or a performance by someone else and evaluate the performance using appropriate music terminology.</p>
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Curriculum Standards

ART. III.M.M.1 Describe specific music events in a given aural example, using appropriate terminology.

ART. III. M.M.2 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.

ART. III.M.M.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

ART.III.M.M.5 Evaluate the quality and effectiveness of one's own and others' performances, compositions, arrangements, and improvisations by applying specific and appropriate criteria and offering constructive suggestions for improvement.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>Appropriate vocabulary for describing the quality of a performance.</p> <p>Categories of effective analysis of a musical performance.</p>	<p>Describe a performance using an extensive vocabulary of musical terms that encompass (but are not limited to) the varieties of words related to pitch, intonation, rhythm, ensemble, tone quality, articulation, style, interpretation and presentation.</p> <p>Appropriately and constructively criticize their own performance and the performances of others.</p> <p>Adjust and correct their own performances through the process of critiquing and being critiqued.</p>

Phase II Curriculum

Unit: Composition and Music History

Essential Questions:

- What is musical composition?
- How are melodies and harmonies composed?
- How has music changed throughout history?
- How does music relate to the other arts and disciplines?
- Why and in what ways has music varied through history?

Essential Understanding:

- Composing music is a creative endeavor in which a composer uses pitch, rhythms, dynamics and various musical idioms and styles to express musical ideas.
- Original musical ideas may be passed along by rote, but are most effectively preserved by the use of standard music notation.
- Western music is categorized into unique but related historical eras.

Curriculum Standards

ART.IV.M.M.1 -Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.IV.M.M.2 - Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.

ART.V.M.M.1 -Compare how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.

ART.V.M.M.2 - Describe ways in which the principles and subject matter of other disciplines are related to music.

ART.II.M.M.4 -Compose short pieces within specified guidelines.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>Standard music notation with a proficiency that allows for the communication of original music ideas.</p> <p>The name, chronological order, and compositional characteristics of major musical eras.</p> <p>The names and significant musical contributions made by four major composers in various eras and styles.</p>	<p>Create short original compositions.</p> <p>Correctly identify the era and/or genre of characteristic examples of music.</p> <p>Identify a repertoire of important compositions including the title, composer, historical significance and musical significance.</p>