

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Fourth and Fifth Grade
Instrumental Music
July 2016

BOE Approved March 2017

New Milford Board of Education

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Michael Fitzgerald

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Overview

All students should have the opportunity to be involved in music. To be involved with music is to discover the world of understanding not only one's self but all people, through participation in a performing group or through the study of music itself, in order to become aware of the impact of human response and emotions. The major purpose of this curriculum is to help the student develop into an intelligent producer and consumer of music as well as to develop musical awareness, initiative, and musical discrimination and skills through participation in the music program.

This course will enable students to learn a musical instrument of their choosing among the band instruments and orchestral strings. Students will be instructed in proper assembly and care of their instrument, proper tone production, correct posture/hand position, musical notation reading and rhythmic training appropriate for first and second year musicians*.

*Since students may begin study in either 4th or 5th grade and some students begin study privately before 4th grade, students will be referred to as 1st year or 2nd year. 1st year students are primarily 4th graders and 2nd year students are primarily 5th graders but there is some mixing of grade level and experience level depending on when a student began study.

Students will have the opportunity to become members of performing group(s) appropriate to their instrument and skill levels. These performing groups will give public concerts 3 or more times per school year. These performances will give students the opportunity to showcase what they have learned to their parents, families, friends and the school community.

Through this standards-based course, students will be able to create, respond, and perform according to individual abilities. Students are taught to use aural and visual discrimination skills to perceive the nuances present in music performance. Students will work together to perform instrumental ensemble pieces in diverse musical styles with authenticity and musicianship. Students will evaluate music performances, live and recorded.

The curriculum addresses instrumental performing skills including, but not limited to:

- Teamwork/Collaboration
- Posture
- Breath Control
- Music Theory
- Tone Development
- Intonation
- Expression/phrasing
- Musicianship

These skills are embedded at every level, with each unit involving a higher level of performance of each.

By the end of this course, students will have a solid musical foundation on the instrument of their choosing, have developed good practice/study habits and experienced the enjoyment that comes with being able to produce and appreciate good music!

Pacing Guide

Unit Title

Instrumental Technique
Ensemble Skills
Music Literacy
Aesthetics

of Weeks

Embedded throughout the school year
Embedded throughout the school year
Embedded throughout the school year
Embedded throughout the school year

New Milford Public Schools

Committee Member(s): Michael Fitzgerald Unit Title: Instrumental Technique	Course/Subject: 4 th and 5 th Grade Instrumental Music Grade Level: 4 and 5 # of Weeks: Embedded through course
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • MU:Pr4.2.E.5a Performing/Analyze - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works informs prepared or improvised performances. • MU:Pr4.3.E.5a Performing/Interpret - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. • MU:Pr5.3.E.5a Performing/Rehearse, Evaluate and Refine - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. • MU:Pr6.1.E.5a Performing/Present - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. • MU:Pr6.1.E.5b Performing/Present - Demonstrate an awareness of the context of the music through prepared and improvised performances. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Choosing a musical instrument to study is a very important, personal choice that should be given considerable thought. Advice from teachers, parents and friends can help in coming to a decision. • Musical instruments need to be treated with respect and care in order for them to work properly • Regular, consistent practice is the first step to success • Musical notation is one of the primary methods of transmitting musical knowledge in bands and orchestras, therefore learning to read music effectively is key to success. 	<ul style="list-style-type: none"> • How do people decide what instrument to study? • Why is proper maintenance and care of the instrument so important? • How do student musicians become competent on their instruments? • What is the difference between sound and music?

Expected Performances

What students should know and be able to do

Students in grades 4 and 5 will know the following:

- The importance of choosing an instrument that best suits their interests and abilities.
- The importance of proper instrument assembly, care and maintenance.
- How to read music notation for their instrument.
- How to use a fingering/note guide to look up notes that are unfamiliar.
- The importance of regular, consistent practice and use of practice logs to a successful outcome in learning an instrument.

Students in grades 4 and 5 will be able to do the following:

- Properly assemble and care for their instrument.
- Produce a tone that is characteristic of the instrument, appropriate for experience level.
- Read and perform pitches appropriate for experience level. First year players, approximately one octave, 2nd year players approximately 1 ½ octaves.
- 1st year (primarily grade 4) students will be able to perform the concert Bb scale (D scale for strings), and music containing whole notes, half notes, dotted half notes, quarter notes and eighth notes in 4/4 and 3/4 time signatures. 1st year percussion students will also be able to perform the following rudiments: taps, flams, flam taps, single paradiddles, multiple bounce strokes.
- 2nd year students (primarily grade 5) will be able to perform all of the first year skills plus the concert Eb Scale (A scale for strings), syncopated rhythms, 2/2 time signature and more complex combinations of rhythms and pitches consistent with level 1-2 band/orchestra music. Percussionists will also be able to perform sixteenth notes, eighth/sixteenth combination rhythms, flam paradiddles
- Demonstrate consistent practice habits at home.
- Correctly articulate tongued and slurred notes (winds).
- Correct bowing, up/down bow, slurs, pizzicato (strings).
- Correct stick hold and understanding of basic rudiments and sticking patterns to produce a good sound on the snare drum.

Character Attributes

- Perseverance
- Teamwork
- Responsibility
- Goal setting

Technology Competencies

- Use of play along audio from various sources (CD, MP3, computer).

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will model for students, with good tone and technique, the instruments that are available to study.
- Teacher will explain and demonstrate differences/similarities

Learning Activities:

- Students participate in an interactive demonstration/explanation of instruments and the instrumental music program.
- Students will be given handouts and will be able to access online resources

<p>among instruments to assist students in making a choice of instrument.</p> <ul style="list-style-type: none"> • Teacher will offer additional resources including handouts, online links and videos to assist students and parents in making a choice of instrument. • When possible, student musicians will be asked to assist in the instrument demonstration. • Once an instrument is chosen, teacher models proper instrument assembly and care. • Teacher models proper playing position (embouchure, hand position depending on instrument) to produce good tone on the instrument. • Teacher guides students each week through use of lesson books to learn how to read and perform pitches as outlined above. • Teacher guides students to correctly articulate on their instrument . 	<p>(links, videos) to give them more information about the instruments.</p> <ul style="list-style-type: none"> • Students, with teacher guidance, will practice assembly, disassembly and care of their instruments in class. • Students, with teacher guidance, will practice beginning tone production on their instrument. • Students will learn how to use a practice, assignment and reflection log • Students will practice at home for approximately 100 minutes per week. • In their weekly lessons, students will be guided to learn new notes, rhythms and articulations appropriate for their experience and instrument.
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Assessments	
<p style="text-align: center;">Performance Task(s)</p> <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;">Other Evidence</p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Concert Performance</p> <p>Role: Performer</p> <p>Audience: Parents, family, friends, school community</p> <p>Situation: Winter Concert, Spring Concert, Parade, Big Band Bash</p> <p>Product or Performance: Concert</p> <p>Standards for Success: Successfully performing for family, friends, peers</p>	<ul style="list-style-type: none"> • Ongoing informal assessment during lessons. • Periodic informal student self-assessment. • After concert self- assessment of performance (written).

Suggested Resources	
<ul style="list-style-type: none"> • Standard of Excellence Enhanced Comprehensive Band Method Book 1 by Bruce Pearson • Essential Elements for Strings, published by Neil Kjos • 1st year players - Various level ½-1 Band and Strings Music e.g. <ul style="list-style-type: none"> Star Wars (Strommen) Choral and March (Feldstein, O'Reilly) Band Room Boogie (Michael Sweeney) Beethoven's Ninth (Lavender) Procession of the Cyborgs (Williams) • 2nd year players Various level 1-2 pieces for Band or Orchestra e.g. <ul style="list-style-type: none"> Majestica (Balmages) Royal March (Kinyon) Colors of the Wind (Osterling) Two Appalachian Songs (Story) Can Can (Meyer) Ode to Joy (Meyer) Patriotic Bits and Pieces (Story) Fiddles on Fire (Williams) 	

New Milford Public Schools

Committee Member(s): Michael Fitzgerald	Course/Subject: First Year Instrumental
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Unit Title: Ensemble Skills	Music Grade Level: 4 or 5 # of Weeks: Embedded through course
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • MU:Pr4.2.E.5a Performing/Analyze - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works informs prepared or improvised performances. • MU:Pr4.3.E.5a Performing/Interpret - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. • MU:Pr5.3.E.5a Performing/Rehearse, Evaluate and Refine - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. • MU:Pr6.1.E.5a Performing/Present - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. • MU:Pr6.1.E.5b Performing/Present - Demonstrate an awareness of the context of the music through prepared and improvised performances. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Playing in an ensemble requires different skills than individual playing which must be practiced to gain proficiency. • Good ensemble members know how to interpret their conductor's patterns and gestures regarding tempo and musical expression. • In smaller groups, members need to learn how to cue off of each other, or designate who to follow. • Good rehearsal and concert deportment results in effective, focused rehearsals and superior performances. • Good ensemble members are prepared and on time! 	<ul style="list-style-type: none"> • How do performers play different parts together? • What are some reasons for having conductor? • Is a conductor always necessary? • Why is performer behavior during rehearsal and concerts important? • How do we have the best ensemble we are capable of?
Expected Performances What students should know and be able to do	
<p>Students in grade 4 and 5 will know the following:</p> <ul style="list-style-type: none"> • How to recognize basic conducting patterns. 	

- Where beat 1 is in any conducting pattern.
- That tempo can change within a piece of music.
- That proper balance is important to good ensemble sound.
- That timing of individual parts within the ensemble must be aligned together and (hopefully) with the conductor.

Students in grade 4 and 5 will be able to do the following while performing music appropriate for their experience level:

- Simultaneously read music, play and observe the conductor (with peripheral vision).
- Play parts with accurate rhythm and pitch while aligned with the ensemble and conductor.
- Determine whether their part is melody, harmony or a supporting part.
- Balance the volume of their playing based upon their understanding of the role of their part, number of players on their part, and the needs of the ensemble.
- Match articulation within the section and the ensemble.

Character Attributes

- Teamwork
- Responsibility
- Respect
- Loyalty
- Cooperation

Technology Competencies

- Use of play along audio from various sources (CD, MP3, computer).

Develop Teaching and Learning Plan

Teaching Strategies

- Communicate with students and parents the importance of being prepared and on time to rehearsals.
- Communicate with students and parents the importance of keeping their instrument in good working order.
- Give students the responsibility of maintaining their ensemble music in a binder with a pencil.
- Model 4/4 time signature conducting pattern, ask students to identify beat 1.
- Intentionally vary tempo during warmups to encourage watching conductor.
- Intentionally vary conducting gestures during warmups to encourage students to vary

Learning Activities:

- Students will be guided in the care and maintenance of their instruments.
- Students will set up and maintain their individual music binders which will include a pencil.
- Students will be responsible to use a check in sheet at rehearsal each week.
- Students will be asked to brainstorm rehearsal rules and expectations. Rules will be narrowed down to 3 or so and will be posted and reinforced.
- After assembling instruments, students will warm up independently in a manner appropriate for their instrument
- Group warm up will consist of long scale tones, beginning with the first 3 notes and by the end of the year, the entire concert Bb (D for strings) scale up and down for first year students,

<p>dynamics and articulations based upon the conducting gestures.</p> <ul style="list-style-type: none"> • Insist on and reinforce appropriate deportment and attentiveness during all rehearsals. • Select pieces to rehearse that give students experience in various time signatures and varying tempi and styles. 	<p>additionally concert Eb (A for strings) for second year students</p> <ul style="list-style-type: none"> • Students will be asked to suggest a one measure rhythmic variations on the warm up each week. • Students will follow the conductor on warm up patterns at varying tempi and with varying expressive gestures appropriate for their level. • After warm ups, a variety of strategies will be used to work on pieces, e.g. full ensemble, individual, sectional. • Students will note sections of piece(s) that need work before next rehearsal and will practice them during the week.
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Assessments	
<p style="text-align: center;">Performance Task(s)</p> <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;">Other Evidence</p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Concert Performance</p> <p>Role: Performer</p> <p>Audience: Parents, family, friends, school community</p> <p>Situation: Winter Concert, Spring Concert, Parade, Big Band Bash</p> <p>Product or Performance: Concert</p> <p>Standards for Success: Successfully performing for family, friends, peers</p>	<ul style="list-style-type: none"> • Immediate assessment during rehearsals. • Ongoing self-evaluation by students • Peer evaluation. • Recording of rehearsals, concerts and discussion sessions.
Suggested Resources	
<ul style="list-style-type: none"> • Standard of Excellence Enhanced Comprehensive Band Book 1 by Bruce Pearson • Essential Elements for Strings, published by Neil Kjos • 1st year players Various level ½-1 Band and Strings Music e.g. Star Wars (Strommen) 	

Choral and March (Feldstein,O'Reilly)
Band Room Boogie (Michael Sweeney)
Beethoven's Ninth (Lavender)
Procession of the Cyborgs (Williams)-

- 2nd year players Various level 1-2 pieces for Band or Orchestra e.g.
 - Majestica (Balmages)
 - Royal March (Kinyon)
 - Colors of the Wind (Osterling)
 - Two Appalachian Songs (Story)
 - Can Can (Meyer)
 - Ode to Joy (Meyer)
 - Patriotic Bits and Pieces (Story)
 - Fiddles on Fire (Williams)

New Milford Public Schools

Committee Member(s): Unit Title: Music Literacy	Course/Subject: Instrumental Music Grade Level: 4 and 5 # of Weeks: Embedded through course
Identify Desired Results	

Common Core Standards	
<ul style="list-style-type: none"> • MU:Pr4.2.E.5a Performing/Analyze - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works informs prepared or improvised performances. • MU:Pr4.3.E.5a Performing/Interpret - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. • MU:Pr5.3.E.5a Performing/Rehearse, Evaluate and Refine - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. • MU:Pr6.1.E.5a Performing/Present - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. • MU:Pr6.1.E.5b Performing/Present - Demonstrate an awareness of the context of the music through prepared and improvised performances. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Musical literacy allows us to be able to read, interpret and perform music that has been created by others, both in the present day and from long ago. • Musical notation is one of the primary methods of transmitting musical knowledge in bands and orchestras, therefore learning to read music effectively is key to success. 	<ul style="list-style-type: none"> • Why is it important to be musically literate? • What does it mean to be musically literate? • What methods can be used to pass music on among people?
Expected Performances What students should know and be able to do	
<p>Students in grades 4 and 5 will know the following:</p> <ul style="list-style-type: none"> • How key signatures work • How time signatures work • How the music staff works • How to use a note/fingering guide • Note names/fingerings for the relevant range of student's chosen instrument 	

- Rhythm names and durations in 2/4, 3/4 and 4/4 time signatures relevant to the student's chosen instrument
- Articulation markings
- Expression markings
- Tempo markings

Students in grades 4 and 5 will be able to do the following:

- Read and perform notes in a range of approximately 1 octave in the 1st year and 1 ½ octaves in the 2nd year.
- Perform music observing key signatures for key of Bb(1st year), plus Eb(2nd year) for winds and D(1st year) plus A(2nd year) for strings.
- Read and perform rhythms of whole, half, dotted half, quarter and eighth notes and their corresponding rests during first year. Second year will be additionally be able to perform dotted quarter eighth note and eighth quarter eighth syncopated rhythms.
- Play tongued (winds) up/down bow(strings), slurred, accented and staccato articulations.
- For percussion, read and perform single stroke, multiple bounce stroke, flam, flam-tap, and single paradiddle rudiments.
- Read and perform expression markings, dynamics from p through ff, crescendo, decrescendo.
- Read and perform tempo markings, Andante, Moderato, Allegro.

Character Attributes

- Perseverance
- Responsibility
- Self-Motivation

Technology Competencies

- Use of play along CDs, mp3s, computer links, audio links.
- Use of electronic tuners, metronomes.

Develop Teaching and Learning Plan

Teaching Strategies:

- Using the method book, teacher will introduce students to beginning notation and finger guides and model the correct fingering to produce the first notes. Teacher will model tongued articulation (winds), pizzicato (strings) and single stroke (percussion).
- Teacher will assign home practice to reinforce what is learned at each lesson.
- Review what was assigned for home study and check for mastery/understanding. Ask for student volunteers to perform for class.
- Move the group/individuals on to

Learning Activities:

- Students will be guided to learn to read and place fingers/hands correctly to produce the first sounds.
- Students will practice at home for approximately 100 minutes per week to reinforce the skills learned at the weekly lesson.
- Students will work individually, in pairs or small groups during lesson to improve skills and encourage each other.
- Students will play solo to demonstrate understanding.
- Students will peer-evaluate. Split class, have half play, other half evaluate, then switch.
- Students will use note/fingering guides

<p>new material as mastery is demonstrated.</p> <ul style="list-style-type: none"> • Give feedback as to what needs work, re-assign as needed. • Have students pair up in lessons to work on note reading. • Have student volunteers sight read a small section of a new piece or exercise in the book. 	<p>to look up unfamiliar notes.</p> <ul style="list-style-type: none"> • Students will work to be able to tap a steady beat while playing (winds) or count out loud (strings/percussion).

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Concert Performance Role: Performer Audience: Parents, family, friends, school community Situation: Winter Concert, Spring Concert, Parade, Big Band Bash Product or Performance: Concert Standards for Success: Successfully performing for family, friends, peers</p>	<ul style="list-style-type: none"> • Immediate assessment during rehearsals. • Ongoing self-evaluation by students • Peer evaluation. • Recording of rehearsals, concerts and discussion.

Suggested Resources
<ul style="list-style-type: none"> • Standard of Excellence Enhanced Comprehensive Band Book 1 by Bruce Pearson • Essential Elements for Strings, published by Neil Kjos • 1st year players - Various level ½-1 Band and Strings Music e.g. <ul style="list-style-type: none"> Star Wars (Strommen) Choral and March (Feldstein, O'Reilly) Band Room Boogie (Michael Sweeney) Beethoven's Ninth (Lavender) Procession of the Cyborgs (Williams) • 2nd year players Various level 1-2 pieces for Band or Orchestra e.g. <ul style="list-style-type: none"> Majestica (Balmages)

Royal March (Kinyon)
 Colors of the Wind (Osterling)
 Two Appalachian Songs (Story)
 Can Can (Meyer)
 Ode to Joy (Meyer)
 Patriotic Bits and Pieces (Story)
 Fiddles on Fire (Williams)

New Milford Public Schools

Committee Member(s): Michael Fitzgerald Unit Title: Aesthetics	Course/Subject: Instrumental Music Grade Level: 4 and 5 # of Weeks: Embedded through Course
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. • MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, 	

and contrasts inform the response to music.

- MU:Re8.1.E.5a 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.
- MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
- MU:Pr4.1.E.5a 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 skills of the individual or ensemble.
- MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Music can speak to a person’s innermost feelings. Perception and understanding of a fine performance can be a truly aesthetic experience. • What is aesthetically pleasing to one person may not be to another. (Beauty is in the eye of the beholder) • By listening to and performing a variety of musical styles, one is more likely to discover music that is aesthetically pleasing. • Good technique and proper execution of music is important to its aesthetic appeal. • Music, Art, Dance, History, Language are all intertwined • Music is an important form of human communication and connects people together in unique ways. It can evoke the full range of human emotions. 	<ul style="list-style-type: none"> • What is meant by Aesthetics? • How is music a form of communication? • How does music relate to other disciplines? • Why is music important in the world? • What does an individual or ensemble do that creates an aesthetic experience? • In what ways does my technical ability to perform a piece change its aesthetic appeal?
<p>Expected Performances</p> <p>What students should know and be able to do</p>	
<p>Students in grades 4 and 5 will know the following:</p> <ul style="list-style-type: none"> • Music can be appreciated for its inherent beauty and structure. • Performing musically can provide a true sense of enjoyment for the performer as well as the listener. • Listening to and performing a variety of music broadens your perspective. • Music is an important form of human expression and communication. <p>Students in grades 4 and 5 will be able to do the following:</p>	

<ul style="list-style-type: none"> • Listen to a piece of music and explain how it makes them feel. • In practice and performance, realize where the music has the greatest aesthetic appeal and explain why a particular section or passage of a piece does so for them. • Play musically at an appropriate level for 1st or 2nd year musicians • Realize where they need to improve on a musical selection and understand what is necessary to make that improvement. 	
Character Attributes	
<ul style="list-style-type: none"> • Compassion • Responsibility • Cooperation • 	
Technology Competencies	
<ul style="list-style-type: none"> • Use of computers to seek out a variety of music • Use of radio and television to listen to music in a variety of styles and from a variety of cultures 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Lead a discussion about aesthetics in general and particularly how it relates to music. • Expose students to a variety of styles in the music they are working on. • Work with students on the skills and techniques necessary to make their playing more “musical”. • Remind students that in order to play musically, they need to have “chops”, which requires effort! 	Learning Activities: <ul style="list-style-type: none"> • Play a section of a piece in rehearsal. Students can share what about it that is or is not aesthetically pleasing to them • Have the students individually rank the pieces being worked on in order of appeal. Do this early in the course, then again after the ensemble has worked on and developed the pieces.. Compare the rankings. Did they change? Why or why not? • Practice deliberately and consistently. “Woodshed” parts that need work!

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Concert Performance Role: Performer Audience: Parents, family, friends, school community	<ul style="list-style-type: none"> • Student feedback about pieces • Student responses to discussion

Situation: Winter Concert, Spring Concert,
Parade, Big Band Bash

Product or Performance: Concert

Standards for Success: Successfully
performing for family, friends, peers

Suggested Resources

- Youtube
- JW Peppper
- Radio
- TV
- Standard of Excellence Enhanced Comprehensive Band Book 1 by Bruce Pearson
- Essential Elements for Strings, published by Neil Kjos
- Various level ½-1 Band and Strings Music e.g.
 - Star Wars (Strommen)
 - Choral and March (Feldstein, O'Reilly)
 - Band Room Boogie (Michael Sweeney)
 - Beethoven's Ninth (Lavender)
 - Procession of the Cyborgs (Williams)
- 2nd year players Various level 1-2 pieces for Band or Orchestra e.g.
 - Majestica (Balmages)
 - Royal March (Kinyon)
 - Colors of the Wind (Osterling)
 - Two Appalachian Songs (Story)
 - Can Can (Meyer)
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