

**MUSIC CURRICULUM FRAMEWORK<sup>1</sup>**  
Based on *UbD Template 2.0* : Stage 1 – Desired Results

Instrumental Music (Band)

Four

**Course Title**

**Grade Level(s)**

**Course Structure**

Single Semester

1 Year (Single Grade)

Multiple Years (Combined Grades)

**Course Description**

Students, through this class, have the opportunity to begin study on a band instrument. Students are introduced to all of the band instruments and through a selection process with the teacher, are matched with an instrument. Students will have a weekly one-half hour lesson in which they will learn the basic skills required to advance on the instrument. Band instruments available for study in fourth grade are Flute, Clarinet, Alto Saxophone, Trumpet, French Horn, Trombone, Baritone, and Percussion. Regular practice at home is a required part of learning an instrument and essential to the student being successful. Students will continue their development on their instrument in weekly lessons in fifth grade.

Established Goals	Transfer	
<p><b>Music Program Goal 1</b> Develop skills in music reading</p> <p><b>Music Program Goal 2</b> Perform with musical expression</p> <p><b>Music Program Goal 3</b> Listen to music with understanding</p>	<p><i>Students will be able to independently use their learning to . . .</i></p> <ol style="list-style-type: none"> <li>Participate in music making as they continue to develop their instrumental technique.</li> <li>Make informed decisions as music consumers.</li> <li>Communicate in a musical classroom or rehearsal setting using correct musical concepts and terminology.</li> </ol>	
	Meaning	
<p><b>Music Program Goal 4</b> Make value judgments about music</p>	<p><i>Understandings</i></p> <p><i>Students will understand that . . .</i></p> <ol style="list-style-type: none"> <li>Music reading skills expand opportunities for music making.</li> <li>Knowledge of instrumental technique is necessary to produce quality music.</li> <li>Good individual technique leads to enjoyment of music making.</li> </ol>	<p><i>Essential Questions</i></p> <p><i>Students will keep considering . . .</i></p> <ol style="list-style-type: none"> <li>How good basic instrument skills look &amp; feel.</li> <li>A good concept of sound.</li> <li>A good concept of time.</li> <li>What skills do I need to develop as a successful musician.</li> </ol>

<sup>1</sup> Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).



	<ol style="list-style-type: none"> <li>1. The system used for the notation of pitch.</li> <li>2. The difference between Melody and Harmony.</li> </ol> <ol style="list-style-type: none"> <li>1. That meter determines how beats are grouped.</li> </ol> <ol style="list-style-type: none"> <li>1. Performing with musical expression is a key component in making music unique.</li> <li>2. The application of musical terms/vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>3. Basic Notation (MPG 1) (SAS 9.1) <ul style="list-style-type: none"> <li>• Staff</li> <li>• Ledgerlines</li> <li>• Barlines</li> <li>• Measures</li> <li>• Final barline</li> <li>• Right hand repeat</li> <li>• Clef</li> <li>• Time signature</li> <li>• Sharp</li> <li>• Flat</li> <li>• Natural</li> <li>• Breath mark</li> <li>• Key signature</li> <li>• Fermata</li> </ul> </li> <li>4. Meter (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) <ul style="list-style-type: none"> <li>• Four-four</li> <li>• Two-four</li> <li>• Three-four</li> </ul> </li> <li>5. Articulation (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) <ul style="list-style-type: none"> <li>• Tonguing</li> </ul> </li> <li>6. Dynamics (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) <ul style="list-style-type: none"> <li>• forte</li> <li>• mezzo forte</li> <li>• piano</li> </ul> </li> <li>7. Expression (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) <ul style="list-style-type: none"> <li>• Allegro</li> <li>• Moderato</li> <li>• Andante</li> <li>• Largo</li> </ul> </li> </ol>
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	<ol style="list-style-type: none"><li>1. Listening to music with understanding.</li><li>2. Performing music with others.</li><li>3. Evaluating the performance of the individual musician within a group.</li></ol>	<p style="text-align: center;"><u>Ensemble</u></p> <ol style="list-style-type: none"><li>1. Listening skills (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4)<ul style="list-style-type: none"><li>• Awareness of ensemble pulse.</li><li>• Awareness of good ensemble entrances and releases.</li><li>• Awareness of ensemble tone quality.</li><li>• Awareness of ensemble balance and blend.</li><li>• Awareness of ensemble articulation patterns.</li></ul></li><li>2. Balance/Blend (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4)<ul style="list-style-type: none"><li>• The students must hear themselves performing at an equal volume of sound with the other members of their sections.</li></ul></li><li>3. Tone Quality (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4)<ul style="list-style-type: none"><li>• Matching a good tone quality within the section.</li></ul></li><li>4. Intonation (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4)<ul style="list-style-type: none"><li>• Balance volume.</li><li>• Match tone quality.</li><li>• Eliminate “beats.”</li></ul></li></ol>
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