

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>1.A. Elements and Principles of Music</p> <ul style="list-style-type: none"> - Instrument Assembly - Posture - Embouchure - Breathing and Air Support - Parts of Instrument - Beat - Simple Meter - Rhythmic Subdivision - Simple Musical Phrases - Harmony - Blend - Balance - Phrasing 	<p>9.1.5.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <ul style="list-style-type: none"> - Elements of Music: duration, intensity, pitch, timbre - Principles of Music: composition, form, genre, harmony, rhythm, texture <p>Objectives</p> <ol style="list-style-type: none"> 1. Identify key people and events relating to the history of their instrument. 2. Demonstrate correct playing posture. 3. Demonstrate proper breathing technique. 4. Demonstrate correct embouchure. 5. Be able to identify parts of their instruments. 6. Demonstrate an understanding of staff, ledger lines, measure, and bar line. 7. Be introduced to the concept of "long tones" as they play their first note. 8. Understand the concept of beat. 9. Read, count, and perform quarter notes and quarter rests. 10. Read, count, and perform half notes and half rests. 11. Read, count, and perform whole notes and whole rests. 12. Read, count, and perform eighth notes and eighth rests. 13. Read, count, and perform sixteenth notes. 14. Understand and perform the concept of harmony. 15. Understand the principles of blend and balance within a group setting. 16. Identify and perform musical phrases appropriate for this age group.
<p>1.B. Demonstration of Music</p> <ul style="list-style-type: none"> - Characteristic Tone - Conducting Gestures - Homophonic Music - Scales - Polyphony 	<p>9.1.5.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works of art.</p> <ul style="list-style-type: none"> - Music: sing, play an instrument, read and notate music, compose and arrange, improvise. <p>Objectives</p> <ol style="list-style-type: none"> 1. Demonstrate proper tone for each note learned. 2. Interpret a conductor's pattern and gestures for meter. 3. Interpret a conductor's pattern and gestures for beat. 4. Interpret a conductor's pattern and gestures for tempo. 5. Interpret a conductor's pattern and gestures for blend and balance. 6. Interpret a conductor's pattern with regards to expressive elements (dynamics and shaping). 7. Perform homophonic music in a small and large group setting. 8. Understand and perform Concert Bb, Eb, and F scales and accompanying technical patterns. 9. Perform and understand the function of polyphonic music.

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<p>1.C. Vocabulary</p> <ul style="list-style-type: none"> - Whole Note - Whole Rest - Half Note - Half Rest - Quarter Note - Quarter Rest - Eighth Note - Eighth Rest - Sixteenth Note (percussion only) - Staff - Clef - Forte - Mezzo Forte - Mezzo Piano - Piano - Meter (4/4, 3/4, 2/4) - Slur - Fermata - Upbeat - Accidentals (Flat, Sharp, Natural) - Key Signature 	<p>9.1.5.C Know and use fundamental vocabulary within music.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of basic music terminology. 2. Demonstrate an understanding of musical terminology related to rhythm. 3. Demonstrate an understanding of musical terminology related to dynamics.
<p>1.D. Stylistic Performance</p> <ul style="list-style-type: none"> - Dynamics - Articulation 	<p>9.1.5.D Describe and use knowledge of a specific style within each art form through performance or exhibition of a unique work.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Perform music selections using appropriate dynamics. 2. Perform music selections using appropriate articulations.

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<p>1.E. Themes and Musical Forms</p> <ul style="list-style-type: none"> - Phrases - Themes - Forms <p>1.G. Rehearsal and Practice</p> <ul style="list-style-type: none"> - Warm-up - Procedure - Etiquette <p>1.H. Safety in Music</p> <ul style="list-style-type: none"> - Instrument Care - Safe Playing <p>1.J. Technology in Music</p> <ul style="list-style-type: none"> - Technology for Practice - Technology for Analysis 	<p>9.1.5.E Know and demonstrate how arts can communicate experience, stories, or emotions through the production of works in the arts.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Identify and perform musical phrases and themes. 2. Perform music in a variety of instrumental forms appropriate for grade level band ensemble and solo literature. <p>9.1.5.G Identify the function and benefits of rehearsal and practice sessions.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Understand the importance of and perform a comprehensive band warm-up. 2. Develop a list of what should be practiced for each session. 3. Understand and apply that practice is about improving technique and paying attention to detail. 4. Understand and apply the practice procedure of repetition. 5. Understand the procedures and guidelines for a productive rehearsal. <p>9.1.5.H Use and maintain materials, equipment, and tools safely at work and performance spaces.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Demonstrate proper care for instrument and accessories. 2. Understand the effects of potential ear damage caused by playing instruments too closely to others. <p>9.1.5.J Apply traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the work of others.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Utilize available applications to create rhythm tracks for effective practice. 2. Utilize available applications to create videos and audio recordings to assess performances in individual and group settings.

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<p>2.A. Historical Context</p> <ul style="list-style-type: none"> - What does music mean? <p>2.D. Historical and Cultural Perspective</p> <ul style="list-style-type: none"> - Key Composers - Key Performers - Key Inventors - Music of Different Cultures <p>2.E. Impact on Musical Works</p> <ul style="list-style-type: none"> - Historical Influence - Cultural Influence <p>2.H. Artists/Musicians/Composers</p> <ul style="list-style-type: none"> - Pennsylvania Musicians and Composers 	<p>9.2.5.A Explain the historical, cultural, and social context of an individual work in the arts.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Cite the historical context of various musical selections used in lessons and rehearsals. <p>9.2.5.D Analyze a work of art from its historical and cultural perspective.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Identify key people and events relating to the history of their instrument. 2. Introduce and understand music from different cultures. <p>9.2.5.E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Cite historical influences of literature used in lessons and rehearsals. 2. Demonstrate an understanding of the relationship of musical selections to a given culture. <p>9.2.5.H Identify, describe, and analyze the work of Pennsylvania Artists in music.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Identify composers' biographical information related to musical selections being learned.

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<p>3.A. Critical Response</p> <ul style="list-style-type: none"> - Critique - Evaluation <p>3.D. Vocabulary for Response</p> <ul style="list-style-type: none"> - Appropriate Music Terminology 	<p>9.3.5.A Identify critical processes in the examination of works in the arts and humanities.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Critique and evaluate various musical performances on their instruments (self, group, amateur, and professional). <p>9.3.5.D Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.</p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Utilize appropriate musical terminology in the process of performance critique.