

Fifth and Sixth Grade Concert Band Class - October
Unit/Module Scope & Sequence
(Learning to occur with a specific topic/piece of text)

Unit Title:

Holiday Concert Preparation

Topic: *(Brief Description of Title, what we want the kids to learn)*

Students will continue to develop their instrumental playing skills, beginning where they left off last year. We will focus on learning to play individual parts of the selected repertoire for our Holiday Concert. We will also be working on developing a good, balanced band sound while playing these same repertoire selections as an ensemble in band class.

Month:

October

Unit Focus Standards: *(Common Core Learning Standards that are focus in the unit.)*

NATIONAL STANDARDS FOR MUSIC EDUCATION:

- Standard 1 – Singing alone and with others a varied repertoire of music (a, b, c, e)
- Standard 2 – Performing on instruments alone and with others a varied repertoire of music (a, b, d)
- Standard 6 – Listening to, analyzing and describing music (b, c, d, e)
- Standard 8 – Understanding relationships between music, the other arts and disciplines outside the arts (b)
- Standard 9 – Understanding music in relation to history and culture (d,e)

Overview/Objectives/I Can Statement associated with the Unit/Topic: *(Description of Learning to Occur)*

- I can play my part in our selections of the Holiday concert Repertoire (*Jingle Bells, Up on a Housetop, First Holiday Concert*)
- I can use my instruments and work with a variety or rhythmic and melodic patterns to develop good instrumental technique / proficiency on my instrument.
- I can demonstrate good playing posture.
- I can practice good rehearsal etiquette.

Lessons for the Unit: *Summary of lessons that correlate to the unit*

The members of the Fifth and Sixth Grade Concert Band will continue focusing on building strong basic instrumental technique including work with:

- Assembling and disassembling instruments safely and properly
- Instrument care and maintenance
- Proper tone production and embouchure formation (stick holding technique for percussionists)
- Playing position / posture
- Note reading skills
- Rhythm reading skills
- Balanced ensemble playing
- Teamwork and patience 😊

We will be working with the **Band Brilliance** method book curriculum and supplementing student instruction with other method and / or solo literature as appropriate.

Band Brilliance Page Completion:

- Pages TBD depending on where the particular group left off at the end of last year.
- Some groups might be moving into **Band Brilliance Volume II**
- Solo repertoire might be introduced to some students at this point

Repertoire for our annual Holiday Concert in December will be a strong focus this month as will be building our ensemble playing skills, specifically working with balanced band sound and playing “musically.” We will also be working to learn to follow the conductor more and have our eyes up.

Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.*

Content Vocabulary: (*Vocabulary consistent with content/topics learned*)

Band, conductor, performer, composer, section, solo, duet, ensemble, instrument names (flute, clarinet, alto saxophone, trumpet, trombone, percussion, snare drum, bass drum, piano, xylophone, tenor saxophone, baritone horn, violin, cymbal, triangle, maraca, wood block) music stand, repertoire, treble staff (or bass staff, depending on instrument), treble clef (or bass clef, depending on instrument), measure, bar line, double bar line, phrase, breath mark, quarter note, quarter rest, half note, half rest, whole note, fingering, harmony, beat, melody, meter, time signature, key signature, major scale, rehearsal, etiquette, unison, pitch, "in tune", rhythm, beat, posture, practice, metronome, circle of fifths, transposition

Assessments: (*i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.*) *Assessments for this unit*

Through teacher observation:

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to correctly identify classroom instruments**
- **Student ability to use instruments properly**
- **Student comfort with their individual part in the holiday concert repertoire**
- **Student team work during ensemble rehearsals and groups overall mastery of holiday concert repertoire selections.**

Students may also be assessed individually through the *Band Karate! Program*. Students may elect to see Mrs. Kamp either at recess or at the end of their lesson and be "tested" on their assigned songs to earn karate belts for their cases. All Karate tests have been attached to this document behind the lesson plans. Students must test in order and must complete all parts of the test with few to no mistakes to earn their belts. Students may test as many times as they want. Teacher will provide feedback if a belt is not awarded so that students know where to focus their practice.

Suggested Resources:

Band Brilliance Method Book (volume I or II, depending on the student)

Karate belts and testing sheets

Practice sheets (also attached to this packet)

Student instrument and Amagansett School Band Binder

Pencil

Holiday Concert Repertoire 2017-2018:

First Holiday Concert

Creatures in the Attci