

Fifth and Sixth Grade Concert Band Class - December
 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:

December

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)

• **COMMON CORE ALLIGNEMNT – MATH**

Domain	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes and rests Count basic rhythms
Operations & Algebraic Thinking	Represent addition/subtract with objects Generate and analyze patterns	Performance of rhythmic/tonal patterns
Number & Operations-Fractions	Understand fractions as numbers Understand fraction equivalents	Rhythmic values of notes & rests Measures Rhythm pyramid (whole, half, quarter, etc.)
Measurement & Data	Classify objects & count number of objects	Time signature

	Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Organize sound over time (rhythmic aspect) Tempo Intervals
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form Melodic contour
Ratio & Proportional Relationships	Ratio concepts and use reasoning to solve problems	Vertical arrangement of rhythmic relationships (rhythms lining up between parts)

• **COMMON CORE ALIGNMENT – ELA:**

Strand	Core Curriculum standard	Music
Reading for Literature	Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters Identify who is telling story Compare/contrast 2 or more versions of story Determine theme and analyze it's development Compare/contrast written work to media version Make connections between written text and other perspectives	Rhythms, patterns, repetition, form Form Texture & balance
Reading for Information	Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info Distinguish own point of view Engage in group reading w/purpose & understanding	Critical listening Expressive markings in music Music specific vocabulary Form Sing and play with others
Reading Foundational Skills	Print concepts Phonological awareness Phonics & word recognition Fluency	Read music notation, follow own part Sound production, diction, articulation Lyrics, rhythm, note reading Music reading, practice for fluency
Writing	Write opinion supporting point of view Draw evidence from text for analysis Write information/explanatory texts Production and distribution of writing Short research projects Write to support analysis of topics or text Create text in response to literary work	Critical responses Reflection, improvement plan
Speaking & Listening	Ask/answer questions to clarify comprehension Create multimedia presentation of stories or poems Engage in collaborative discussions Initiate and participate effectively in collaborative work Evaluate speaker's point of view Include multimedia components to clarify information Make strategic use of digital media	Critical listening for performance in ensemble Create audio recording of performance Rehearsals, peer evaluation Analyze music composition
Language	Identify connections between words & their use Correct use for frequently confused words Use knowledge of language to write, speak, read, listen Use nuances in word meanings Distinguish shades of meanings	Musical vocabulary Clarify misused vocabulary (hi/low, soft/loud) Use music vocabulary to describe music

	Acquire & use domain-specific words and phrases Demonstrate command of conventions of standard English	Various tempi/expressive markings Write or speak about music Phrasing, articulation, expression markings
--	---	--

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, Creatures in the Attic, First Holiday Concert, A Rather Bumpy Sleigh Ride*)

I can use my instruments and work with a variety of 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 2016-2017:

Jingle Bells (Band Brilliance Volume I)

Creatures in the Attic

A Rather Bumpy Sleigh Ride

First Holiday Concert