

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

Unit Title:

Spring Concert Preparation and SCMEA and NYSSMA Festival Preparation for specific students

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 Spring 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.

Some students will also be introduced to the idea of playing a solo and competing in a solo festival through their participation in the NYSSMA State Solo Festival.

Month:

March

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

New York State Learning Standards for the Arts Conceptual Framework				
Shared by All Arts Disciplines				Discipline-Specific Performance Indicators
Artistic Processes		Anchor Standards		
Cr Creating Conceiving and developing new artistic ideas and work.			1.	Generate and conceptualize artistic ideas and work.
			2.	Organize and develop artistic ideas and work.
			3.	Refine and complete artistic work
Pr	Performing Music Dance Theater	Realizing artistic ideas and work through interpretation and presentation.	4.	Select, analyze, and interpret artistic work for presentation.
			5.	Develop and refine artistic techniques and work for presentation.
				All Arts Disciplines Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> • Pre-K – 8 • High School <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced <p style="text-align: center;">.....</p>

			6.	Convey meaning through the presentation of artistic work.	Music Only General Music <ul style="list-style-type: none"> • Pre-K – 8 In additional strands: <ul style="list-style-type: none"> • Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced
Re Responding Understanding and evaluating how the arts convey meaning.			7.	Perceive and analyze artistic work.	
			8.	Interpret meaning in artistic work.	
			9.	Apply criteria to evaluate artistic work.	
Cn Connecting Relating artistic ideas and work with personal meaning and external context.			10.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	
			11.	Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	

● **COMMON CORE ALLIGNMENT – 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
Measurement & Data	Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Organize sound over time (rhythmic aspect) Tempo
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form
Ratio & Proportional Relationships	Ratio concepts and use reasoning to solve problems	

● **COMMON CORE ALLIGNMENT – ELA:**

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

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 Spring Concert Repertoire (*Tyrannosaurs Rocks and To a New Beginning*)

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.

I can play at least one major scale from memory.

****For NYSSMA Participants**

- I can play the beginning of my NYSSMA Solo

- I can sight-read simple selections

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 Spring Concert 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.

Depending on how they are doing with their instrument, some students have been invited to participate in the NYSSMA State Solo Festival. These students will be receiving an additional lesson each week where they will be working on their NYSSMA solo, sight reading skills and learning 3 major scales ascending and descending from memory.

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

Spring Concert Repertoire