

CARLISLE AREA SCHOOL DISTRICT  
Carlisle, PA 17013

**Instrumental Music - Band**

**GRADES 4-5**

Date of Board Approval: **February 19, 2009**

CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE

Title of Course: Instrumental Music - Band Subject Area: Music Grade Level: 4-5

Course Length: (Semester/Year): Year Duration: 30 minutes each week Frequency: 1 days per cycle

Prerequisites: Not applicable Credit: Not applicable Level: Not applicable

**Course Description/Objectives:** Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of music can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical response and aesthetic response.

**Major Text(s)/Resources:** None

**Writing Committee:**

Victor Wertz

Tim Wolfe

David Rohrer

<b>Strand: 9.1 Production, Performance, and Exhibition of Music</b>		<b>Subject Area: Elementary Band</b>	<b>Grade: 4-5</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Perform the concert Bb, F, and Eb major scales and the chromatic scale or the standard rudiments for percussionists.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual playing test</li> </ul>	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Understand and perform rhythms up to the 8<sup>th</sup> note divisions.</li> <li>• Explain 4/4, ¾, 2/4, C meters.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group playing test</li> <li>• Classroom discussions</li> </ul>	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> <li>• Explain and recognize basic musical forms of the music studied/performed (AB, ABA).</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions and listening activities</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise)	<ul style="list-style-type: none"> <li>• Perform with acceptable tone quality and intonation at various dynamic levels, tempos, and legato/staccato styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group playing test</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise)	<ul style="list-style-type: none"> <li>• Perform with correct posture, hand/holding position, breathing, and embouchure.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	

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B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise)	<ul style="list-style-type: none"> <li>• Properly care and maintain the musical instrument.</li> <li>• Develop music reading skills including sight-reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise)	<ul style="list-style-type: none"> <li>• Perform band literature of Grade ½ and 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group playing tests</li> <li>• Public concert performance</li> <li>• Classroom activities</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise)	<ul style="list-style-type: none"> <li>• Slur note groups of two or more, including slur two – tongue two patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom activities</li> <li>• Individual and group playing tests</li> </ul>	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> <li>• Identify, understand, and perform musical signs and terms found in the lesson book.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion/activities</li> <li>• Individual and group playing tests</li> </ul>	
F. Analyze works of art influenced by experiences or historical and cultural events through production, performances or exhibition.	<ul style="list-style-type: none"> <li>• Understand the meaning of programmatic compositions depicting a historical or cultural event.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> </ul>	

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G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>Evaluate rehearsal goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Classroom activities</li> </ul>	
J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> <li>Explore the use of enhanced CD technology.</li> </ul>	<ul style="list-style-type: none"> <li>Use of “Enhanced CD” in lessons and individual practice.</li> <li>Performance of etudes/solos with recorded accompaniment.</li> </ul>	
J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> <li>Explore the use of music method books and music literature with CD/Tape accompaniment.</li> </ul>	<ul style="list-style-type: none"> <li>Performance of etudes/solos with recorded accompaniment.</li> </ul>	

<b>Strand or Unit: 9.2.Historical and Cultural Contexts</b>		<b>Subject Area: Music – Elementary Strings</b>	<b>Grade: 4-5</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
A. Explain the historical, cultural and social context of an individual music composition.	<ul style="list-style-type: none"> <li>• Know and understand basic composer, compositional, historical, and cultural information of music being performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher handouts</li> <li>• Classroom discussions</li> </ul>	

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)