MUSIC CURRICULUM FRAMEWORK¹ Based on *UbD Template* 2.0 : Stage 1 – Desired Results

Instrumental Music ((Band)			Four
Course Title				Grade Level(s)
Course Structure	G Single Semester	✓l Year (SingleGrade)	Multiple Years (Combined Grades)	
Course Description	Students, through this class	s, have the opportunity to begin study of	on a band instrument. Students are introduced to all of the band in	nstruments and through a
selection process with the teacher, are matched with an instrument. Students will have a weekly one-half hour lesson in which they will learn the basic skills required to advance on				
the instrument. Band instruments available for study in fourth grade are Flute, Clarinet, Alto Saxophone, Trumpet, French Horn, Trombone, Baritone, and Percussion. Regular				
practice at home is a required part of learning an instrument and essential to the student being successful. Students will continue their development on their instrument in weekly				
lessons in fifth grade.				

Established Goals	Transfer			
	Students will be able to independently use their learning to			
 Music Program Goal 1 Develop skills in music reading Music Program Goal 2 Perform with musical expression Music Program Goal 3 	 Participate in music making as they continue to develop their instrumental technique. Make informed decisions as music consumers. Communicate in a musical classroom or rehearsal setting using correct musical concepts and terminology. 			
Listen to music with				
understanding	Meaning			
Music Program Goal 4 Make value judgments about	Understandings Students will understand that	Essential Questions Students will keep considering		
music	1. Music reading skills expand opportunities for music making.	1. How good basic instrument skills look & feel.		
	2. Knowledge of instrumental technique is necessary to produce quality music.	2. A good concept of sound.		
	3. Good individual technique leads to enjoyment of music making.	 A good concept of time. What skills do I need to develop as a successful musician. 		
		4. What skins do't need to develop as a successful indisiciali.		

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

Acquisition of Knowledge & Skill ²	
Knowledge Students will know	Skills Students will be skilled at
	Individual Performance
1. Individual practice goals and strategies.	1. Posture (MPG 1,2,4) (SAS 9.1)
2. Proper care and maintenance of instruments.	2. Breathing/Airstream (MPG 2,4) (SAS 9.1, 9.3, 9.4)
3. The application of musical terms/vocabulary.	3. Tone Production/Quality (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4)
	4. Hand Position (MPG 1,2,4) (SAS 9.1)
	 5. Fingerings (MPG 1) (SAS 9.1) Flute Clarinet Alto Saxophone Trumpet (See last page for ranges) French Horn Trombone Baritone
 That beat and rhythm are different. That rhythm has a specific notation. The application of musical terms/vocabulary. 	Music Reading 1. Pulse/Beat (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) • Internal pulse • Counting • Duration of sound • Duration of silence 2. Rhythm (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) • Whole note • Whole rest • Half note • Half rest • Quarter note rest • Dotted half note

² PFD Note: Link these *desired outcomes* to "Established Goals" (Music Program Goals, National Music Standards, or PDE Academic Arts Standards.

1. The system used for the notation of pitch.	3. Basic Notation (MPG 1) (SAS 9.1)
2 The difference between Male been differences	• Staff
2. The difference between Melody and Harmony.	• Ledgerlines
	• Barlines
	Measures
	• Final barline
	• Right hand repeat
	• Clef
	• Time signature
	• Sharp
	• Flat
	Natural
	Breath mark
	Key signature
	• Fermata
1. That meter determines how beats are grouped.	4. Meter (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4)
1. That motor determines now beats are grouped.	• Four-four
	• Two-four
	• Three-four
	5. Articulation (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4)
	• Tonguing
1. Performing with musical expression is a key component in	6. Dynamics (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4)
making music unique.	• forte
	• mezzo forte
2. The application of musical terms/vocabulary.	• piano
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	7. Expression (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4)
	• Allegro
	Moderato
	• Andante
	• Largo
	1

	Ensemble
 Listening to music with understanding. Performing music with others. Evaluating the performance of the individ within a group. 	 Listening skills (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) Awareness of ensemble pulse. Awareness of good ensemble entrances and releases. Awareness of ensemble tone quality. Awareness of ensemble balance and blend. Awareness of ensemble articulation patterns. Balance/Blend (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) The students must hear themselves performing at an equal volume of sound with the other members of their sections. Tone Quality (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) Matching a good tone quality within the section. Intonation (MPG 1,2,3,4) (SAS 9.1, 9.3, 9.4) Balance volume. Match tone quality. Eliminate "beats."