

## **Plainfield Music Department Instrumental Band Curriculum**

### **Program Summary**

All students will perform and understand music at a developmentally appropriate level. Students will learn instrument specific technique, as well as ensemble and musicianship skills. This program is designed to cover NJ Core Curriculum Standards (1.1 The Creative Process, 1.2 History of Arts & Culture, 1.3 Performance, 1.4 Aesthetic Responses and Critique Methodologies)

### **Program Rationale**

Instrumental Music fosters creativity, critical thinking, problem solving, discipline, and perseverance. Students will learn character values, cultural awareness, and accountability as they work to be a contributing member of a group. At the completion of this curriculum students will be ready to audition for college level music programs, compete for music scholarships, and perform in the community.

### **Primary Interdisciplinary Connections**

Social Studies – History and Culture of the composer, literature and time periods being studied.

Music Theory – Rhythms, sonorities, musical form

Health – Hygiene of instrument, instructional environment, respiratory system

World Language - music terminology

Math - patterns, sequences and how rhythm relates to math

Science - Sound wave and acoustics

### **Needed Materials and Resources**

Music chairs, stands, and racks  
Lesson and warm-up books (Accent on Achievement, Standard of Excellence)  
Music library with quality band literature at appropriate grade level  
School owned instruments that are functional  
Instrumental accessories (Mutes, Reeds, Ligatures)  
Instrumental maintenance supplies (Oils, Drum Heads, cork grease)  
Promethean board  
Locked instrument storage cabinets for the security of the instruments  
Dedicated band room  
Tuners  
Metronomes  
Percussion equipment and supplies  
Sound playback equipment  
Recording equipment  
Stage or performance hall  
Affiliated instrument repair/Rental Shop  
Piano  
Baton  
Conductor's podium  
Music notation software  
Pencils and folders  
Instrument repair kits/tools  
Soundproof practice rooms  
Professional development opportunities

## **Essential Questions**

**Notation**

Why is having a system of writing music important?  
Why is there relationship between scales and key signatures?  
How do I analyze and learn new rhythms?  
Why is the ability to sight read so important to professional musicians?

**Tone**

How do I produce good tone quality on my instrument?  
How can you evaluate an instrument's tone quality?  
How can you change your tone while playing your instrument?  
How do I know if my instrument is in tune?  
How would posture help me tone?

**Technique**

Why do different kinds of music require different articulations and technical demands?  
Why do we practice technique lines?  
How does practicing scales contribute to good musicianship?  
Why do scales help with learning good intonation?  
How do scales help sight-reading?  
How does posture impact breath support?

**Responding**

Why is critical analysis valuable to improving musical performance?  
What is acceptable audience behavior and how can that message best be conveyed to the audience?  
Why is it important to listen to our own performances?

**Maintenance**

Why is taking care of our instrument so important?  
How much does your instrument cost to repair and replace?  
What can you be doing to maintain your instrument daily?

**Course Description**

### ***Fourth Grade Band***

This is a development performance-based group that includes all first year instrumentalists. This course will cover basic fundamentals of rhythm, note reading, posture, tone production, watching the conductor, and learning how to perform as a group. Students will perform in at least one concert by the end of the year. This full year course is designed to cover NJ Core Curriculum Standards (1.1 Aesthetics, 1.2 Creation and Performance, 1.3 Elements and Principles, 1.4 Critique, 1.5 World Culture, History and Society).

### ***Fifth Grade Band***

This is an beginning performance-based group that includes all second year instrumentalists. This course will further develop the knowledge and application of various musical elements including: rhythm, note reading, sight reading, posture, articulation, and dynamics, following the conductor, and performing as a group. Students will perform in at least two annual concerts and possible festival opportunities. Students in First Year Band may also have the opportunity to perform in festivals at the discretion of the director. This full year course is designed to cover NJ Core Curriculum Standards (1.1 Aesthetics, 1.2 Creation and Performance, 1.3 Elements and Principles, 1.4 Critique, 1.5 World Culture, History and Society).

### ***Sixth, Seventh and Eighth Grade Band***

This class is an intermediate performance-based group that includes all students with elementary school band experience. This course will further increase the knowledge and application of various musical elements including tone production, note reading, rhythm, technique, articulation, and style through appropriate director-chosen literature. Students will perform in at least 2 annual concerts. Student will also have the opportunity to perform at festivals.

### ***Concert Band (9th Grade)***

This course provides opportunities for 9th Grade students to develop their musical potential and aesthetic understanding through the performance of quality band repertoire. Students will rehearse and perform Grades 1 and 2 level pieces. During the course of the year, students' study will include the continual development and cultivation of a beautiful tone, the building of technical skills, the ability to read music fluently, comprehension and application of basic music theory, and the understanding of how to properly critique both personal and professional performances as a means of self growth. Students will participate in two concerts during the course of the year, usually held in December and May. Additional opportunities are available in the form of District and County Festivals, as well as performances in the community. Students are expected to participate in these events as well as all after school rehearsals scheduled.

### ***Symphonic Band (10th through 12th Grade)***

This course provides opportunities for students in grades 10 through 12 to develop their musical potential and aesthetic understanding through the performance of quality band repertoire. Students will rehearse and perform Grades 1 through 3 level pieces. During the course of the year, students' study will include the continual development and cultivation of a beautiful tone, the building of technical skills, the ability to read music fluently, comprehension and application of basic music theory, and the understanding of how to properly critique both personal and professional performances as a means of self growth. Students will participate in two concerts during the course of the year, usually held in December and May. Additional opportunities are available in the form of District and County Festivals, as well as performances in the community. Students are expected to participate in these events as well as all after school rehearsals scheduled.

### ***Wind Ensemble (10th through 12th Grade)***

This course provides opportunities for students in grades 10 through 12 to develop their musical potential and aesthetic understanding through the performance of quality band repertoire. Students will rehearse and perform Grades 2 through 4 level pieces. During the course of the year, students' study will include the continual development and cultivation of a beautiful tone, the building of technical skills, the ability to read music fluently, the comprehension/application of basic music theory, and the understanding of how to properly critique both personal and professional performances as a means of self growth. Students will participate in two concerts during the course of the year, usually held in December and May. Additional opportunities are available in the form of District and County Festivals, as well as performances in the community. Students are expected to participate in these events as well as all after school rehearsals scheduled.

## Band Curriculum Map

### *4th Grade Band*

Standard	Concept	Knowledge / Skills
		What students need to know (nouns) & do (verbs)
1.2, 1.3	<b>Rhythm</b>	Play and count, using numbers: whole, half, quarter, eighth in pairs, and dotted half notes. Play and count, using numbers: whole, half, and quarter rests
1.2, 1.3	<b>Range</b>	Play B-flat concert major penta-scale
1.1, 1.2, 1.3, 1.4	<b>Articulation &amp; Phrasing</b>	Recognize, identify, and play tongued, slurred notes, and breath marks for wind instruments. Demonstrate correct note attacks and releases
1.1, 1.2, 1.3, 1.4	<b>Dynamics</b>	Recognize, identify, and play piano and forte
1.2, 1.3	<b>Set-up</b>	Assemble instrument properly, embouchure formation, interpret fingering chart, and proper hand/playing position
1.4	<b>Instrument Care</b>	Properly disassemble, maintain (hygiene), and store instrument
1.1, 1.2, 1.3, 1.4	<b>Ensemble Skills</b>	Understand when to start and stop with the conductor as well as following a four-beat pattern. Maintain a steady beat. Rehearsal etiquette
1.2, 1.3	<b>Music Symbols &amp; Notation</b>	Recognize and understand time signatures, bar line, repeat sign, ties, accidentals, clefs, staff, and note names

1.2, 1.3, 1.4	<b>Tempo</b>	Recognize, identify, and play fast, slow, and moderate
1.1, 1.2, 1.3, 1.4	<b>Intonation/ Pitch</b>	Demonstrate proper sound production, breath support, correct partials, and pitch accuracy
1.1, 1.2, 1.3, 1.4, 1.5	<b>Style/Genre</b>	Understand different musical styles, genre, and form as it applies to musical literature

### *5th Grade Band*

Standard	Concept	Knowledge / Skills
		What students need to know (nouns) & do (verbs)
1.2, 1.3	<b>Rhythm</b>	Play and count, using numbers: single eighth notes and rests, and dotted quarter notes
1.2, 1.3	<b>Range</b>	Play B-flat concert major scale in one octave
1.1, 1.2, 1.3, 1.4	<b>Articulation &amp; Phrasing</b>	Recognize, identify, and play accents, staccato, and legato notes for wind instruments
1.1, 1.2, 1.3, 1.4	<b>Dynamics</b>	Recognize and play mezzo piano and mezzo forte as well as crescendo and decrescendo
1.2, 1.3	<b>Set-up</b>	Reinforce proper set-up, and understand tuning procedure
1.4	<b>Instrument Care</b>	Reinforce proper instrument care

1.1, 1.2, 1.3, 1.4	<b>Ensemble Skills</b>	Recognize conductor's dynamic indications; understand and follow a two and three beat pattern. Adjust balance in relation to the ensemble.
1.2, 1.3	<b>Music Symbols &amp; Notation</b>	Recognize and understand key signatures, fermata, multiple measure rests, alternate ending symbols
1.2, 1.3, 1.4	<b>Tempo</b>	Recognize, identify, and play tempo markings in literature
1.1, 1.2, 1.3, 1.4	<b>Intonation/ Pitch</b>	Reinforce year one
1.1, 1.2, 1.3, 1.4, 1.5	<b>Style/Genre</b>	Reinforce year one

### *6th Grade Band*

Standard	Concept	Knowledge / Skills
		What students need to know (nouns) & do (verbs)
1.2, 1.3, 1.4	<b>Rhythm</b>	Basic understanding and demonstration of rhythm including: whole notes through dotted eighth/sixteenth notes and eighth note triplets. Students will demonstrate knowledge of numeric counting, subdivision, syncopation, beat vs. rhythm, time signatures including 4/4, 3/4, and 2/4
1.1, 1.2, 1.3, 1.4	<b>Range</b>	Play B-Flat and F concert major scale in one octave
1.1, 1.2, 1.3, 1.4	<b>Tone</b>	Sustained, supported breath and tone with correct embouchure and posture



1.1, 1.2, 1.3, 1.4	<b>Articulation &amp; Phrasing</b>	Basic understanding and performance of appropriate articulation on instrument
1.1, 1.2, 1.3, 1.4	<b>Articulation &amp; Phrasing</b>	Basic understanding and performance of articulation symbols
1.1, 1.2, 1.3, 1.4	<b>Intonation/ Pitch</b>	Basic understanding of intonation (sharp vs. flat) and necessary adjustment
1.1, 1.2, 1.3, 1.4	<b>Intonation/ Pitch</b>	Successful use of tuner in lessons and rehearsals
1.1, 1.2, 1.3, 1.4, 1.5	<b>Musical Terms/ Infused Theory</b>	Basic understanding and application of key signatures, enharmonic, accidentals, notation, symbols and terms, dynamics, sight reading and scales connected to literature being studied
1.1, 1.2, 1.3, 1.4, 1.5	<b>Style/Genre</b>	Study and/or perform varied styles and genres of appropriate grade level music
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Develop and maintain instrument specific embouchure
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Demonstrate and maintain sustained, supported breath and tone throughout a musical phrase.
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Demonstrate and maintain proper posture and hand position
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Basic performance of the range of dynamics
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Demonstrate and perform proper fingerings, scales and rudiments connected to literature
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Introduce and develop inner hearing as related to pitch - sing instrumental parts

1.4	<b>Maintenance</b>	Demonstrate the ability to clean, lubricate, assemble, disassemble and store instrument properly
1.1, 1.2, 1.3, 1.4, 1.5	<b>Technology</b>	Awareness and/or usage of music resource technology including metronome, tuner, blogs, and music notation/recording software
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Basic understanding of concert etiquette as performer/audience member
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Successfully follow conductor cues, dynamic gestures, and beat patterns
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Basic understanding of rehearsal structure and routine
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Develop an awareness of melody vs. accompaniment
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Being a productive and adaptable member of the ensemble
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Demonstrate the ability to critically listen to and assess ensemble performance

### *7th Grade Band*

Standard	Concept	Knowledge / Skills
		What students need to know (nouns) & do (verbs)

1.2, 1.3, 1.4	<b>Rhythm</b>	Understanding and demonstration of rhythm including: whole notes through dotted eighth/sixteenth notes and. Students will demonstrate knowledge of numeric counting, subdivision, syncopation, beat vs. rhythm, time signatures including 4/4,3/4,2/4, 6/8
1.2, 1.3, 1.4	<b>Rhythm</b>	Introduce the concepts of simple and compound meter and subdivision to sixteenth notes
1.1, 1.2, 1.3, 1.4	<b>Range</b>	Play E-flat, B-Flat and F concert major scale in one octave
1.1, 1.2, 1.3, 1.4	<b>Tone</b>	Sustained, supported breath and tone with correct embouchure and posture while increasing instrument specific playable range
1.1, 1.2, 1.3, 1.4	<b>Articulation &amp; Phrasing</b>	Maintain and perform appropriate articulation on instrument
1.1, 1.2, 1.3, 1.4	<b>Articulation &amp; Phrasing</b>	Maintain and enhance understanding and performance of a larger variety of articulation symbols
1.1, 1.2, 1.3, 1.4	<b>Intonation/ Pitch</b>	Become more aware of instrument specific pitch and intonation as related to individual and ensemble responsibility. Develop basic understanding of playing in tune.
1.1, 1.2, 1.3, 1.4	<b>Intonation/ Pitch</b>	Successful use of tuner in lessons and rehearsals
1.1, 1.2, 1.3, 1.4, 1.5	<b>Musical Terms/ Infused Theory</b>	Increased understanding to and application of key signatures, rhythmic and melodic modulations, enharmonic, accidentals, notation, symbols and terms, dynamics, sight reading and scales connected to literature being studied
1.1, 1.2, 1.3, 1.4, 1.5	<b>Style/Genre</b>	Study and/or perform varied styles and genres of appropriate grade level music
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Maintain instrument specific embouchure for increased range and tone development

1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Maintain sustained, supported breath and more developed open tone throughout a musical phrase
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Maintain proper posture and hand position
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Increased range and control of dynamics
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Demonstrate and perform proper fingerings, appropriate alternate fingerings, scales and rudiments connected to literature
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Introduce and develop partials, intervals, overtones and melodic direction
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Introduce and develop inner hearing as related to pitch - sing instrumental parts
1.4	<b>Maintenance</b>	Accepts the responsibility of on-going cleaning, lubricating, assembling, disassembling and storing instrument properly
1.1, 1.2, 1.3, 1.4, 1.5	<b>Technology</b>	Exhibits a stronger awareness and/or usage of music resource technology including metronome, tuner, blogs, and music notation/recording software
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Acceptable understanding of concert etiquette as performer/audience member
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Successfully follow conductor cues, dynamic gestures, beat patterns and expressive interpretation
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Maintain and reinforce rehearsal structure and routine
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Develop an awareness of solo, section & ensemble
1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Develop a strong sense of role within the ensemble

1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Demonstrate the ability to critically listen to and assess ensemble performance
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### *8th Grade Band*

Standard	Concept	Knowledge / Skills
		What students need to know (nouns) & do (verbs)
1.2, 1.3, 1.4	<b>Rhythm</b>	Understanding and demonstration of rhythm including: whole notes through dotted eighth/sixteenth notes and. Students will demonstrate knowledge of numeric counting, subdivision, syncopation, beat vs. rhythm, time signatures including 4/4, 3/4, 2/4, 6/8, cut time and eighth note triplets
1.2, 1.3, 1.4	<b>Rhythm</b>	Introduce the concepts of simple and compound meter and subdivision to sixteenth notes
1.1, 1.2, 1.3, 1.4	<b>Range</b>	Play E-flat, B-Flat, F and A- Flat concert major scale in one octave
1.1, 1.2, 1.3, 1.4	<b>Tone</b>	Sustained, supported breath and tone with correct embouchure and posture while increasing instrument specific playable range
1.1, 1.2, 1.3, 1.4	<b>Articulation &amp; Phrasing</b>	Maintain and perform appropriate articulation on instrument including but not limited to marcato and tenuto
1.1, 1.2, 1.3, 1.4	<b>Articulation &amp; Phrasing</b>	Maintain and enhance understanding and performance of a larger variety of articulation symbols
1.1, 1.2, 1.3, 1.4	<b>Intonation/ Pitch</b>	Become more aware of instrument specific pitch and intonation as related to individual and ensemble responsibility. Develop basic understanding of playing in tune
1.1, 1.2, 1.3, 1.4	<b>Intonation/ Pitch</b>	Successful use of tuner in lessons and rehearsals

1.1, 1.2, 1.3, 1.4, 1.5	<b>Musical Terms/ Infused Theory</b>	Increased understanding to and application of key signatures, rhythmic and melodic modulations, enharmonic, accidentals, notation, symbols and terms, dynamics, sight reading and scales connected to literature being studied
1.1, 1.2, 1.3, 1.4, 1.5	<b>Style/Genre</b>	Study and/or perform varied styles and genres of appropriate grade level music
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Maintain instrument specific embouchure for increased range and tone development
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Maintain sustained, supported breath and more developed open tone throughout a musical phrase.
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Maintain proper posture and hand position
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Increased range and control of dynamics
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Demonstrate and perform proper fingerings, appropriate alternate fingerings for a B-Flat Concert chromatic scale
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Introduce and develop partials, intervals, overtones and melodic direction
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Introduce and develop inner hearing as related to pitch - sing instrumental parts
1.4	<b>Maintenance</b>	Accepts the responsibility of on-going cleaning, lubricating, assembling, disassembling and storing instrument properly
1.1, 1.2, 1.3, 1.4, 1.5	<b>Technology</b>	Exhibits a stronger awareness and/or usage of music resource technology including metronome, tuner, blogs, and music notation/recording software

1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Acceptable understanding of concert etiquette as performer/audience member
1.1, 1.2, 1.3, 1.4, 1.5		Successfully follow conductor cues, dynamic gestures, beat patterns and expressive interpretation
1.1, 1.2, 1.3, 1.4, 1.5		Maintain and reinforce rehearsal structure and routine
1.1, 1.2, 1.3, 1.4, 1.5		Develop an awareness of solo, section & ensemble
1.1, 1.2, 1.3, 1.4, 1.5		Develop a strong sense of role within the ensemble
1.1, 1.2, 1.3, 1.4, 1.5		Demonstrate the ability to critically listen to and assess ensemble performance

### ***Concert Band***

<b>Standard</b>	<b>Concept</b>	<b>Knowledge / Skills</b>
		What students need to know (nouns) & do (verbs)
1.2, 1.3, 1.4	<b>Rhythm</b>	Understand rhythms at grade II and play in simple and compound meters
1.1, 1.2, 1.3, 1.4	<b>Range</b>	Reinforce E-flat, B-Flat, F, A- Flat concert major scale in one octave

1.1, 1.2, 1.3, 1.4	<b>Tone</b>	Continued development of sustained, supported breath and tone with correct embouchure and posture while increasing instrument specific playable range
1.1, 1.2, 1.3, 1.4	<b>Articulation &amp; Phrasing</b>	Maintain and perform appropriate articulations on instrument including accent, staccato, marcato, and tenuto
1.1, 1.2, 1.3, 1.4, 1.5	<b>Theory</b>	Continue to reinforce understanding to and application of key signatures, rhythmic and melodic modulations, enharmonic, accidentals, notation, symbols and terms, dynamics, sight reading and scales connected to literature being studied
1.1, 1.2, 1.3, 1.4, 1.5	<b>Style/Genre</b>	Study and/or perform varied styles and genres of appropriate grade level music
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Continue to develop instrument specific embouchure for increased range and tone development
1.1, 1.2, 1.3, 1.4		Continue to develop sustained, supported breath and more developed open tone throughout a musical phrase.
1.1, 1.2, 1.3, 1.4		Increased range and control of dynamics
1.1, 1.2, 1.3, 1.4		Demonstrate and perform proper fingerings, appropriate alternate fingerings for a B-Flat and F Concert chromatic scale
1.1, 1.2, 1.3, 1.4		Continue to develop partials, intervals, overtones and melodic direction
1.1, 1.2, 1.3, 1.4		Continue to develop inner hearing as related to pitch - sing instrumental parts
1.1, 1.2, 1.3, 1.4, 1.5	<b>Technology</b>	Exhibits a stronger awareness and/or usage of music resource technology including metronome, tuner, blogs, and music notation/recording software



1.1, 1.2, 1.3, 1.4, 1.5	<b>Ensemble Skills</b>	Strong understanding of concert etiquette as performer/audience member
1.1, 1.2, 1.3, 1.4, 1.5		Accurately follow conductor cues, dynamic gestures, beat patterns and expressive interpretation
1.1, 1.2, 1.3, 1.4, 1.5		Demonstrate the ability to critically listen to and assess ensemble performances

### *Symphonic Band*

Standard	Concept	Knowledge / Skills
		What students need to know (nouns) & do (verbs)
1.2, 1.3, 1.4	<b>Rhythm</b>	Understand rhythms at grade III and play in simple and compound meters
1.1, 1.2, 1.3, 1.4	<b>Range</b>	Reinforce E-flat, B-Flat, F, A-Flat, C, G concert major scale and the B-Flat and F Concert chromatic scales.
1.1, 1.2, 1.3, 1.4, 1.5	<b>Theory</b>	Continue to reinforce understanding to and application of key signatures, rhythmic and melodic modulations, enharmonic, accidentals, notation, symbols and terms, dynamics, sight reading and scales connected to literature being studied
1.1, 1.2, 1.3, 1.4, 1.5	<b>Style/Genre</b>	Study and/or perform varied styles and genres of appropriate grade level music

1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Continue to develop sustained, supported breath and more developed open tone throughout a musical phrase.
1.1, 1.2, 1.3, 1.4		Increased range and control of dynamics
1.1, 1.2, 1.3, 1.4		Continue to develop partials, intervals, overtones and melodic direction
1.1, 1.2, 1.3, 1.4, 1.5	<b>Technology</b>	Exhibits a strong awareness and/or usage of music resource technology including metronome, tuner, blogs, and music notation/recording software
	<b>Ensemble Skills</b>	Continue to develop inner hearing as related to pitch - sing instrumental parts
1.1, 1.2, 1.3, 1.4, 1.5		Strong understanding of concert etiquette as performer/audience member
1.1, 1.2, 1.3, 1.4, 1.5		Accurately follow conductor cues, dynamic gestures, beat patterns and expressive interpretation
1.1, 1.2, 1.3, 1.4, 1.5		Demonstrate the ability to critically listen to and assess ensemble performances

### *Wind Ensemble*

Standard	Concept	Knowledge / Skills
		What students need to know (nouns) & do (verbs)

1.2, 1.3, 1.4	<b>Rhythm</b>	Understand rhythms at grade IV and play in simple, compound and asymmetrical meters
1.1, 1.2, 1.3, 1.4	<b>Range</b>	Perform eight major scale and the full range chromatic scale.
1.1, 1.2, 1.3, 1.4, 1.5	<b>Theory</b>	Continue to reinforce understanding to and application of key signatures, rhythmic and melodic modulations, enharmonic, accidentals, notation, symbols and terms, dynamics, sight reading and scales connected to literature being studied
1.1, 1.2, 1.3, 1.4, 1.5	<b>Style/Genre</b>	Study and/or perform varied styles and genres of grade IV music
1.1, 1.2, 1.3, 1.4	<b>Technique</b>	Continue to develop sustained, supported breath and more developed open tone throughout a musical phrase.
1.1, 1.2, 1.3, 1.4		Increased range and control of all dynamics
1.1, 1.2, 1.3, 1.4		Continue to develop partials, intervals, overtones and melodic direction
1.1, 1.2, 1.3, 1.4, 1.5	<b>Technology</b>	Exhibits a strong awareness and/or usage of music resource technology including metronome, tuner, blogs, and music notation/recording software
	<b>Ensemble Skills</b>	Continue to develop inner hearing as related to pitch - sing instrumental parts
1.1, 1.2, 1.3, 1.4, 1.5		Strong understanding of concert etiquette as performer/audience member

1.1, 1.2, 1.3, 1.4, 1.5		Accurately follow conductor cues, dynamic gestures, beat patterns and expressive interpretation
1.1, 1.2, 1.3, 1.4, 1.5		Demonstrate the ability to critically listen to and assess ensemble performances