

Band: Elementary Level (Beg Band 5 and Adv Band 6)

SCHOOL GRADE: 5-6

PLAYING YEARS: 1-2

ABODA GRADE: I-II (6th only)

PREFERRED TEXT: TRADITIONS OF EXCELLENCE BOOK 1(Grade 5) and 2 (Grade 6)

Students will begin instruction on a band instrument of their choice. Instruction begins grade 5 and continues until the skill levels are mastered. Students will demonstrate proper care of the instrument, and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, and fingerings, and will count, read, and perform the beginning level of music being studied (ABODA Solo Repertoire, Level 1-2). Teachers will use the available standard method book to deliver instruction in either homogeneous or heterogeneous class settings with limited ensemble work. It is expected that students learning a new instrument at the beginning of fifth grade should master Traditions of Excellence (TOE) Book 1 by the end of their 1st year of playing and Traditions of Excellence (TOE) Book 2 by the end of their second year. Appropriate accommodations to the timeline should be made for students beginning after their 5th grade year.

1. Performance and Production

- BB.1 *The student will demonstrate proper posture, embouchure, hand position, and playing position using method book for guidance.*
- BB.2 *The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.*
- BB.3 *The student will adjust intonation while playing an instrument*
- BB.4 *The student will maintain a steady tempo while performing materials being studied.*
- BB.5 *The student will use contrasting articulation.*
 - Grade 5** *Traditions of Excellence (TOE) Book 1: using tonguing while performing on wind instruments.*
 - Grade 6** *TOE Book 2: using tonguing and slurring while performing on wind instruments*
- BB.6 *The percussion student will perform the Seven Essential Rudiments plus the nine stroke roll and the seventeen stroke roll from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open. Supplemental materials will be provided to facilitate the learning of these rudiments along with the adopted method book.*
 - 1 *Concert Bb major scale, arpeggio, and broken 3rd*
 - 2 *Concert F major scale, arpeggio, and broken 3rd*
 - 3 *Concert Eb major scale, arpeggio, and broken 3rd*
 - 4 *Concert Ab major scale, arpeggio, and broken 3rd*
- BB.7 *The percussion student will perform the Seven Essential Rudiments plus the nine stroke roll (5th Grade) and the seventeen stroke roll (6th Grade) from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open. Supplemental materials will be provided to facilitate the learning of these rudiments along with the adopted method book.*
 - Single Stroke Roll, Multiple Bounce Roll, and Single Paradiddle.*
 - Double Stroke Roll, Flam, Drag*
 - Five-Stroke Roll*
 - Nine-Stroke Roll*
 - Seventeen-Stroke Roll*
- BB.8 *The student will perform a one-octave chromatic scale, ascending and descending.*
- BB.9 *The student will use dynamic contrast as a means of expression.*
 - 1 *f, p, mp, mf, crescendo, decrescendo, diminuendo*

- 2 The percussion student will demonstrate basic technique on snare, bass drum, and mallets.
- BB.10 The student will demonstrate musical phrasing through the use of melodic contour, natural accents, and proper use of breath or bow.
- BB.11 The student will use dynamic contrast as a means of expression.
1. Blend instrumental timbres.
 2. Match dynamic levels.
 3. Respond to basic conducting gestures
 - a. analyze and respond in 2/4 and 4/4
 - b. analyze and respond in 3/4
 4. Maintain a steady tempo.
- BB.12 The student will sight-read music of varying styles and levels of difficulty, in accordance with ABODA Level 1-2
- Grade 5 ABODA Grade I
- Grade 6 ABODA Grade II
- BB.13 The student will sing selected lines from the material being studied.
- 1 Students will sing exercises to make connections to tone production, demonstrate pitch matching ability, and develop intonation. Students will make connections to DVUSD Elementary General Music curriculum.
- BB.14 The student will perform music from a variety of cultures, styles, and historical periods.
- BB.15 The student will perform simple rhythmic and melodic examples in call-and-response styles.
- BB.16 The student will demonstrate knowledge of the instrument being studied.
1. Identify instrumental parts.
 2. Demonstrate proper care and maintenance.
- BB.17 The student will demonstrate increased learning through a variety of music activities.
1. Maintain attendance with required materials.
 2. Demonstrate completion of assignments and/or practice.
 3. Participate in concerts, performances, cross disciplinary activities, and co-curricular activities
 4. Demonstrate concert etiquette as a performer and listener

2. Cultural Context and Music Theory

- BB.18 The student will compose a two- to four-measure melody, using available technology and teacher-specified rhythms and pitches.
- BB.19 The student will read and notate music
- 1 Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef
 - 2 Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.
 - 3 Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- BB.20 The student will identify career options in music.
- BB.21 The student will identify and analyze cultures, styles, composers, and historical periods from materials being studied.

3. Judgment and Criticism

- BB.22 The student will analyze and discuss individual and group performances as an ongoing class activity and after each performance.

4. Aesthetics

- BB.23 The student will associate terminology common to music with the other fine arts and other

disciplines.

line, shape, color, form, space, texture, value, tone, pattern, sequence, movement,
balance, unity, emphasis, rhythm, contrast, harmony, proportion, scale, abstract,
composition, function

BB.24 The student will demonstrate concert etiquette as an active listener.

BB.25 The student will discuss musical performance and its value to the community