


**Band 5**

Teacher: Jackie Jordheim

**September 2020**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ -</b></p> <p><b>What makes a good performer?</b></p> <p><b>CEQ -</b></p> <p><b>What is musical performance?</b></p> <p>UEQ: <i>What are the basic skills needed to read music?</i></p> <p><b>A. Rhythm and Theory</b></p>  <p>A1. Whole notes, whole rests, half notes and half rests</p> <p>A2. Music notation</p> <p>A3. Time Signatures</p> <p>A4. Clefs</p> <p>A5. Bar line and double bar line</p> <p><b>B. Melody</b></p>	<p><b>A. Rhythm and Theory</b></p> <p>A1. Identify and play whole notes, whole rests, half notes and half rests.</p> <p>A2. Demonstrate note reading and rhythmic reading skills.</p> <p>A3. Identify and perform songs in 4/4</p> <p>A4. Read music in appropriate clef</p> <p>A5. Define measures, bar lines and double bar lines.</p> <p><b>C. Form</b></p> <p>C. Perform a song with two parts</p> <p><b>E. Harmony</b></p> <p>E1. Perform a group within a group setting.</p> <p><b>F. Technique</b></p>	<p>LT1- I can demonstrate proper instrument assembly and care.</p> <p>LT2 - I can demonstrate proper playing technique on my instrument.</p> <p>LT3 - I can play songs using whole notes/rests and half notes/rests.</p>	<p><b>CFA</b> for LT1 - Aural/visual</p> <p><b>CFA</b> for LT2 - Aural/Visual</p>	<p>Standard of Excellence beginning band method book 1 - pg 5,6,7</p> <p>First lesson instrument assembly handout.</p> <p>First lesson sound production handout.</p> <p><b><u>Key Vocabulary</u></b></p> <p>Whole Note</p> <p>Whole Rest</p> <p>Half Note</p> <p>Half Rest</p> <p>Staff</p> <p>Clef</p> <p>Time Signature</p> <p>Bar Line</p> <p>Melody</p> <p>Harmony</p>

<p>UEQ: <i>How do we perform a duet in a group setting?</i></p> <p><b>C. Form</b> C1. Duet</p> <p><b>D. Expression</b></p> <p>UEQ: <i>What is a harmony line?</i></p> <p><b>E. Harmony</b> E. Duet</p> <p>UEQ!: <i>How do I take care of my instrument?</i> <i>What is the proper way to hold my instrument?</i></p> <p><b>F. Technique</b> F1. Instrument Assembly/Care F2. Embouchure and Hand Position F3. Breath Support/Tone Production F4. Concert Bb, C and D pitches</p> <p><b>G. History</b></p>	<p>F1. Demonstrate proper instrument assembly F1. Describe proper handling and care for instrument F2. Demonstrate a proper embouchure F2. Demonstrate proper hand position F3. Create correct air pressure to create sustained pitches on instrument F4. Recognize and perform concert Bb, C, and D.</p>			
---	---	--	--	--


**H. Cultures**

**I. Performance**

I1. Half notes/rests and  
whole/notes rests

--	--	--	--	--

**October 2019**


Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ -</b></p> <p><b>What makes a good performer?</b></p> <p><b>CEQ -</b></p> <p><b>What is musical performance?</b></p> <p>UEQ: <i>How do I count and perform quarter notes and rests?</i></p> <p><b>A. Rhythm and Theory</b></p> <p></p> <p>A1. Introduce quarter notes and quarter rests. A1. Review whole notes/rests and half</p>	<p><b>A. Rhythm and Theory</b></p> <p>A1. Identify and play quarter notes and quarter rests.</p> <p>A1. Identify and play whole notes/rests and half notes/rests.</p> <p>A2. Identify a repeat sign and perform songs using a repeat sign.</p> <p>A3. Identify and explain common time</p> <p>A4. Identify a fermata and perform a</p> <p><b>C. Form</b></p> <p>C1. Identify and perform a 2 part song.</p> <p>C2. Identify and perform</p>	<p>LT 1 - I can identify and count quarter notes/rest, half notes/rest, and whole notes/rests</p> <p>LT2 - I can perform songs using quarter notes/rests</p> <p>LT3 - I can perform songs with a repeat sign.</p> <p>LT4 - I can identify a fermata</p>	<p><b>CFA</b> for LT1- Aural/visual assessment of TOE songs</p> <p><b>CFA</b> for LT2 - Aural/Visual assessment of TOE #15</p> <p><b>CFA</b> for LT3 - TOE #23</p> <p><b>CFA</b> for LT4 - Aural/visual assessment of TOE #25</p>	<p>Standard of Excellence beginning band method book 1 pages 8-9</p> <p>First lesson instrument assembly handout</p> <p>First lesson sound production handout Warm-up Packet</p> <p><b><u>Key Vocabulary</u></b></p> <p>Solo Tutti Quarter Note Quarter Rest Repeat Sign Common Time Fermata</p>

<p>notes/rests                  A2. Repeat sign                  A3. Common time</p> <p><b>C. Form</b>                  C1. Duet                  C2. Solo/tutti                  C3. Phrase                  C4. Fermata                  C5. Repeat Sign</p> <p>UEQ:  <i>What is the proper way to tongue on a wind instrument?</i>  <i>How do I achieve a proper embouchure on my instrument?</i></p> <p><b>F. Technique</b>                  F1. Instrument Assembly/Care                  F2. Embouchure and Hand Position                  F3. Breath Support/Tone Production                  F4. Concert Eb and F                  F5. Articulation</p>	<p>solo/soli and tutti sections.                  C3. Identify and perform a musical phrase.                  C4. Perform a canon as a group.                  C5. Identify and perform a song using a repeat sign.</p> <p><b>F. Technique</b>                  F1. Demonstrate ability to assemble instrument properly and handle and care for it correctly.                  F2. Create correct embouchure for creating sounds on the new instrument while holding the instrument correctly                  F3. Create correct air pressure to create sustained pitches on instrument                  F4. Identify and perform concert Bb to                  F5. Perform notes with correct articulation</p>			<p>Phrase                  Duet</p>
---	---	--	--	---

--	--	--	--	--

**November 2019**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><i>How CEQ -</i></p> <p><b>What makes a good performer?</b></p> <p><i>CEQ -</i></p> <p><b>What is musical performance?</b></p>	<p><b>A. Rhythm</b></p> <p>A1. Perform songs using 4/4 and 2/4</p> <p>A2. Perform songs using tied notes</p> <p>A3. Identify and define key signatures</p>	<p>LT1 - I can perform concert G</p> <p>LT2 - I can perform songs using tied notes</p> <p>LT3 - I can perform song in 2/4 and 4/4</p>	<p><b>CFA</b> for LT1 - Individual aural assessment of concert G in TOE #30</p> <p><b>CFA</b> group assessment of ties in SOE #31</p> <p><b>CFA</b> for LT3 - Group</p>	<p>Standard of Excellence beginning band method book 1 pages 10-11</p> <p><b><u>Key Vocabulary</u></b></p> <p>Tie</p> <p>Key Signature</p>


<p>UEQ: <i>What is a tie?</i> <i>What is a time signature?</i></p> <p><b>A. Rhythm and Theory</b> </p> <p>A1. Time Signature 4/4 and 2/4 A2. Tie A3. Key Signature</p> <p><b>B. Melody</b></p> <p>UEQ: <i>How do I perform concert G and A?</i></p> <p><b>F. Technique</b> F1. Concert G and A</p> <p><b>I. Performance</b></p>	<p><b>B. Melody</b></p> <p><b>C. Form</b> C1. Perform a canon C2. Perform a duet as a group C3. Perform a one measure repeat</p> <p><b>E. Harmony</b></p> <p><b>F. Technique</b> F1. Demonstrate instrument Assembly/Care F2. Demonstrate correct embouchure and Hand Position F3. Demonstrate correct Breath Support/Tone Production F4. Demonstrate Concert G and A F5. Demonstrate correct Articulation</p>	<p>LT4 - I can perform low concert A</p>	<p>assessment of songs in 2/4 and 4/4</p> <p><b>CFA</b> for LT4 - group assessment of SOE 37</p> <p><b>CSA</b> for LT4- Individual lesson assessment of TOE # 37</p>	<p>Canon Repeat Time Signature</p>
---	--	--	--	--

--	--	--	--	--

**December 2019**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
----------------	---------------	-------------------------	-------------------	-----------------------------------




<p><b>CEQ</b> - </p> <p><b>What makes a good performer?</b> CEQ -</p> <p><b>What is musical performance?</b></p> <p>UEQ:</p> <p><i>What are eighth notes?</i> <i>How do you count and play eighth notes?</i></p> <p><b>A. Rhythm and Theory</b> A1. Quarter notes, half notes, and whole notes A2. Eighth notes</p> <p><b>B. Melody</b></p> <p><b>C. Form</b> C1. repeat sign</p> <p><b>D. Expression</b></p> <p><b>E. Harmony</b></p> <p><b>F. Technique</b> F1. Instrument Assembly/Care F2. Embouchure and Hand</p>	<p><b>A. Rhythm and Theory</b> A1. Count and perform quarter notes, half notes, and whole notes A2. Count and perform eighth notes</p> <p><b>B. Melody</b></p> <p><b>C. Form</b> C1. repeat sign</p> <p><b>D. Expression</b></p> <p><b>E. Harmony</b></p> <p><b>F. Technique</b> F1. Demonstrate instrument Assembly/Care F2. Demonstrate correct embouchure and Hand Position F3. Demonstrate correct Breath Support/Tone Production F4. Demonstrate correct Articulation</p> <p><b>I. Performance</b> I1. Perform concert A - Concert G</p>	<p>LT1 -I can count and perform quarter, half and whole notes/rests.</p> <p>LT2 - I can count and perform eighth notes.</p> <p>LT3 - I can perform songs using the pitches concert A - concert G.</p>	<p><b>CFA</b> for LT1 &amp;LT2 - counting workheet in lessons</p> <p><b>CFA</b> for LT3 - Group aural assessment of #49</p> <p><b>CSA</b> for LT2- Individual lesson assessment of SOE #46</p> <p><b>CSA</b> for LT1 - Smartmusic assessment SOE 16, 25, 26</p>	<p>Standard of Excellence beginning band method book 1 pages 13</p> <p><b><u>Key Vocabulary</u></b> Eighth Notes Repeaat Sign</p>
---	---	---	---	---

Position  
F3. Breath Support/Tone  
Production  
F4. Articulation  
  
**I. Performance**  
I1. Concert A-G

--	--	--	--	--

--	--	--	--	--

**January 2019**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ -</b></p> <p><b>What makes a good performer?</b></p> <p><b>CEQ -</b></p> <p><b>What is musical performance?</b></p> <p>UEQ:  <i>How do I perform eighth notes?</i>  <i>What is a pick-up note?</i>  <i>How are eighth notes grouped together in my music?</i></p> <p><b>A. Rhythm and Theory</b>                        A1. Eighth Notes                      A2. Pick-up notes                      A3. Eighth note groupings</p> <p><b>B. Melody</b></p> <p><b>C. Form</b></p>	<p><b>A. Rhythm and Theory</b>                      A1. Perform songs using eighth notes                      A2. Perform songs using pick-up notes                      A3. Identify groups of two and four eighth notes</p> <p><b>C. Form</b>                      C1. Repeat signs</p> <p><b>D. Expression</b>                      D1. Slurs</p> <p><b>E. Harmony</b></p> <p><b>F. Technique</b>                      F1. Demonstrate slurs</p>	<p>LT1 - I can perform songs using eighth notes</p> <p>LT2 - I can perform pick-up notes</p> <p>LT3 - I can perform slurs</p> <p>LT3 - I can identify groups of 2 and 4 eighth notes</p>	<p><b>CFA</b> for LT2 - group assessment of pick-up notes</p> <p><b>CFA</b> for LT3 - group and lesson assessment of slurs</p> <p><b>CSA</b> for LT1 - Smartmusic test SOE 52</p> <p><b>CSA</b> for LT3 - Smartmusic test SOE #61</p>	<p>Standard of Excellence book 1 pages 14-15</p> <p>Smartmusic</p> <p><b><u>Key Vocabulary</u></b>                      Pick-up Notes                      Slurs                      Repeat Signs</p>

C1. Repeat signs

UEQ:  
*What is a slur?*




**D. Expression**  
D1. Slurs

**E. Harmony**

**F. Technique**  
F1. Articulation- slurs

**I. Performance**


February 2019

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ -</b></p> <p><b>What makes a good performer?</b></p> <p><b>CEQ -</b></p> <p><b>What is musical performance?</b> </p> <p></p> <p>UEQ: <i>What is a key signature?</i> <i>How do I play in 3/4?</i></p> <p><b>A. Rhythm and Theory</b></p> <p></p> <p>A1. Key signature A2. Time Signature 3/4 A3. Dotted half note</p> <p><b>B. Melody</b></p> <p><b>C. Form</b> C1. Round C2. Repeat signs</p> <p>UEQ: <i>How do I perform piano and forte?</i></p>	<p><b>A. Rhythm and Theory</b> A1. Identify and define key signature A2. Perform songs in 3/4 time signature A3. Count and perform dotted half notes</p> <p><b>C. Form</b> C1. Perform songs a round as a group C2. Perform songs using repeat signs</p> <p><b>D. Expression</b> D1. Demonstrate piano and forte</p> <p><b>E. Harmony</b></p> <p><b>F. Technique</b> F1. Perform songs using high concert Ab</p>	<p>LT1 - I can perform songs using concert Ab</p> <p>LT2 - I can identify the key signature of a song</p> <p>LT3 - I can perform songs in 3/4 time signature</p> <p>LT4 - I can count and play dotted half notes</p> <p>L5 - I can define and perform <i>piano</i> and <i>forte</i></p>	<p><b>CFA</b> for LT1 - SOE #63-64</p> <p><b>CFA</b> for LT2 - group review of SOE #64-65</p> <p><b>CFA</b> for LT3 &amp; LT4 - SOE #70 &amp; 71</p> <p><b>CFA</b> for LT5 - page 17</p> <p><b>CSA</b> for LT1 - Smartmusic assessment of SOE #62</p> <p><b>CSA</b> for LT3 &amp; LT4 - Smartmusic assessment of SOE # 69</p>	<p>Standard of Excellence book 1 pages 16-17</p> <p>Smartmusic</p> <p><b><u>Key Vocabulary</u></b> Key Signature Time Signature Dotted Half Note <i>piano</i> <i>forte</i> Dynamics</p>

<p><b>D. Expression</b> D1. <i>piano and forte</i></p> <p><b>E. Harmony</b></p> <p>UEQ: <i>How do I play new note concert Ab?</i></p> <p><b>F. Technique</b> F1. High Concert Ab</p> <p><b>I. Performance</b></p>				
---	--	--	--	--

March 2019

Content	Skills	Learning Targets	Assessment	Resources & Technology
---------	--------	------------------	------------	------------------------


<p><b>CEQ -</b></p> <p><b>What makes a good performer?</b></p> <p><b>CEQ -</b></p> <p><b>What is musical performance?</b></p> <p>UEQ: <i>What is a natural sign?</i></p> <p><b>A. Rhythm and Theory</b></p>  <p>A1. Natural sign</p> <p><b>B. Melody</b></p> <p>UEQ: <i>How do I perform 1st and 2nd endings?</i> <i>What is a one measure repeat?</i> <i>What is a canon?</i></p> <p><b>C. Form</b></p> <p>C1. 1st and 2nd endings C2. One measure repeat C3. Canon - round</p> <p>UEQ: <i>How do we play piano and forte as a group?</i></p>	<p><b>A. Rhythm</b></p> <p>A1. Perform notes changed by natural signs</p> <p><b>C. Form</b></p> <p>C1. Perform a song using 1st and 2nd endings C2. Perform a song using one measure repeat signs C3. Perform a song in a canon or round</p> <p><b>D. Expression</b></p> <p>D1. Perform <i>piano</i> D2. Perform <i>forte</i> D3. Accent</p> <p><b>F. Technique</b></p> <p>F1. Perform low concert Ab</p> <p><b>I. Performance</b></p>	<p>LT1 - I can perform a song using low concert Ab</p> <p>LT2 - I can perform notes changed by natural sign</p> <p>LT3 - I can perform a song using 1st and 2nd endings</p> <p>LT4- I can perform a song in a round or canon</p>	<p><b>CFA</b> for LT1 -- Group aural assessment of SOE 74-75</p> <p><b>CFA</b> for LT2 - SOE 76-78</p> <p><b>CFA</b> for LT3 - LT4 - pg 19</p> <p><b>CSA</b> for LT1 - SOE #75</p> <p><b>CSA</b> for LT4 - SOE #81</p>	<p>Standard of Excellence book 1 pages 18-19</p> <p>Smartmusic</p> <p><u>Key Vocabulary</u> Natural Sign Canon Repeat 1st/2nd endings Accent</p>
---	--	--	--	--

<p><b>D. Expression</b>                  D1. <i>piano</i>                  D2. <i>forte</i>                  D3. Accent</p> <p><b>E. Harmony</b></p> <p>UEQ:  <i>How do I perform low concert Ab?</i></p> <p><b>F. Technique</b>                  F1. Concert Ab - low</p> <p><b>I. Performance</b>                  I1. Eighth Notes</p>				
---	--	--	--	--

April 2019



Content	Skills	Learning Targets	Assessment	Resources & Technology
---------	--------	------------------	------------	------------------------



<p><b>CEQ -</b></p> <p><b>What makes a good performer?</b></p> <p><b>CEQ -</b></p> <p><b>What is musical performance?</b></p> <p>UEQ:</p> <p><i>What is the proper way to perform 1st and 2nd endings?</i></p> <p><b>A. Rhythm and Theory</b></p>  <p><b>C. Form</b></p> <p>C1. 1st and 2nd endings</p> <p><b>D. Expression</b></p> <p>D1. Dynamics- piano and forte</p> <p>D2. Accents</p> <p><b>E. Harmony</b></p> <p><b>F. Technique</b></p> <p>F1. Low Concert G and F - woodwinds</p> <p>F2. High Concert A and Bb</p>	<p><b>A. Rhythm</b></p> <p><b>B. Melody</b></p> <p>B1. Identify and play melodic line</p> <p>B2. Identify and perform a natural</p> <p><b>C. Form</b></p> <p>C1. Perform music using 1st and 2nd endings</p> <p><b>D. Expression</b></p> <p>D1. Define and perform piano and forte</p> <p>D2. Identify and play accents</p> <p><b>E. Harmony</b></p> <p><b>F. Technique</b></p> <p>F1. Woodwinds - perform low Concert G and F</p> <p>F2. Perform high concert A and Bb</p> <p>F3. Perform the Bb scale</p>	<p>LT1 - (woodwinds) I can perform low concert G and F</p> <p>LT2 - I can perform high concert A and Bb</p> <p>LT3 - I can perform concert E natural</p>	<p><b>CSA for LT2 - Smartmusic</b></p> <p>assessment of SOE # 86</p> <p><b>CSA for LT3- Smartmusic</b></p> <p>assessment of SOE #92</p>	<p>Standard of Excellence book 1 page 22-23</p> <p>Smartmusic</p> <p><b><u>Key Vocabulary</u></b></p> <p>Dynamics</p> <p>piano</p> <p>forte</p> <p>Accents</p> <p>Melody</p>
---	---	--	---	--

<p>- all F3. Concert E natural</p>				
--	--	--	--	--

**May 201**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>CEQ - <b>What makes a good performer?</b> CEQ - <b>What is musical performance?</b>   UEQ:</p>	<p><b>A. Rhythm</b> A1. Identify key signature A2. Count and perform dotted quarter notes  <b>C. Form</b> C1. Perform music using 1st and 2nd endings C2. Perform music in a four part canon</p>	<p>LT1 - I can identify the key signature of a song  LT2 - I can count and perform dotted quarter notes  LT3- I can perform dynamic markings <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i> and <i>crescendo</i>/<i>decrescendo</i></p>	<p><b>CFA</b> for LT1 - practice #100 &amp; 101  <b>CFA</b> for LT2 - practice 113  <b>CFA</b> for LT3 - practice dynamics on #131 (clarinets play trumpet part)</p>	<p>Standard of Excellence book 1 pages 24, 26, &amp; 29  Smartmusic  <b><u>Key Vocabulary</u></b> Key Signature mezzo piano mezzo forte crescendo decrescendo</p>

<p><i>What will students need to know in preparation for 6th grade band?</i></p> <p><b>A. Rhythm and Theory</b>                  A1. Key signature                  A2. Dotted quarter notes</p> <p><b>C. Form</b>                  C1. Review 1st and 2nd endings                  C2. Canon</p> <p><b>D. Expression</b>                  D1. <i>mezzo piano, and mezzo forte</i>                  D2. <i>crescendo and decrescendo</i>                  D2. Articulation review</p> <p><b>F. Technique</b>                  F1. Pitch review</p> <p><b>I. Performance</b>                  I1. Concert Ab(low) through Concert Bb</p>	<p><b>D. Expression</b>                  D1. Perform dynamics <i>mezzo piano and mezzo forte</i>                  D2. <i>crescendo and decrescendo</i></p> <p><b>F. Technique</b>                  F1. Review all of the pitches learned in fifth grade band</p> <p><b>I. Performance</b></p>		<p><b>CSA for LT1 - Smartmusic</b>                  assessment SOE #100</p> <p><b>CSA for LT2 - Smartmusic</b>                  assessment for SOE #114</p>	<p>Dotted quarter notes</p>
---	---	--	---	-----------------------------

Jordheim

Band 5

ST. MICHAEL-ALBERTVILLE MIDDLE - WEST

--	--	--	--	--