

Stockton Unified School District
Curriculum Map

Beginning Band/Instrumental Music I

Grades 5-12

SUSD Standard(s)	Content Outline	Products/Performance Assessment	Resources	Connections
1, 2	<p style="border: 1px solid black; padding: 2px; display: inline-block;">First Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Music Reading/Vocabulary (Band Level 1)</p> <ol style="list-style-type: none"> 1. Music staff 2. Ledger line 3. Letter names 4. Clefs 5. Line/space names 6. Line/space notes 7. Ledger lines 8. Octave 9. Bar line 10. Measure 11. Double bar line 12. Time signature 13. Whole, half, and quarter note rest <p>B. Instrument Maintenance</p> <ol style="list-style-type: none"> 1. Woodwind assembly corks 2. Key oil 3. Tuning slides 4. Lubricate removal/reapplication 5. Water removal 6. Brass mouthpieces 7. Reeds 8. Metal instruments 9. Assembly/disassembly of brass and woodwind 10. Drumheads - tuning 11. Tension - snares and drumheads 	<p>Apply and evaluate notated musical concepts in order to sight read and accurately and expressively</p> <p>Essential Elements Quiz - <i>Note names</i></p> <p>Identify nonstandard notation in written assignments</p>	<p>EE pp. 3, 4, 5 SE pp. 4, 5, 6 YB pp. 4, 5, 6</p> <p>EE p. 5</p> <p>EE pp. 2, 3 SE pp. 2, 3 YB pp. 2, 3</p>	<p>Language Arts: reading comprehension</p> <p>Math: fractions, division</p>

RESOURCE KEY			
EE = Essential Elements 2000	AA = Accent on Achievement	RAM = Rubank Advanced Method	ES = Ed Sueta Method
YB = Yamaha Band Method	SE = Standard of Excellence	AWS = All-West Sightreading books	RE = Rhythm exercises
BC = Band Calisthenics	EP = Effective Performance of Band Music- McBeth	SS = Scale sheets	* Items that should be reinforced throughout the year

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3	<p style="text-align: center;">First Six Weeks</p> <p>IV. HISTORY/CULTURE</p> <p>A. History of Brass Instruments</p> <ol style="list-style-type: none"> 1. Research 2. Historical context of musical literature 			<p><u>Social Studies</u>: Classical Era, cultural relationships</p>
1, 2	<p style="text-align: center;">Second Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> 1. Dotted half notes 2. Whole and half steps 3. Accidentals 4. Key signatures 5. Repeat sign 6. Articulation 7. Breath marks 8. Musical terms <p>B. Posture/Instrument Position</p> <ol style="list-style-type: none"> 1. Correct body posture with instrument 2. Playing and rest position with instrument 3. Hand position <p>C. Articulation</p> <ol style="list-style-type: none"> 1. Tongue placement-single reed 2. Tongue placement-cup mouthpiece 3. Tongue placement-double reed 4. Tongue placement-flute 5. Actual articulation 6. Legato tonguing 7. Staccato tonguing 	<p>Identify dynamic and music expressive symbols and their corresponding definitions</p> <p>Demonstrate correct posture and hand position while performing selected musical examples</p>	<p>EE pp. 6, 8 SE pp. 8, 9, 10, 11, 14, 15, 67</p> <p>EE pp. 2, 3 YB p. 3 SE p. 3</p>	<p><u>Math</u>: division, addition</p> <p><u>Math</u>: problem solving</p>

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4	<p>Second Six Weeks</p> <p>D. Music Notation and Usage</p> <ol style="list-style-type: none"> 1. Whole note and whole rest 2. Half note and half rest 3. Quarter note and quarter rest <p>E. Tone Quality</p> <ol style="list-style-type: none"> 1. Diaphragmatic air intake 2. Corners of mouth 3. Flow from lungs <p>II. WORK HABITS</p> <p>A. Class/Performance Responsibilities</p> <ol style="list-style-type: none"> 1. Performance <p>B. Practice Responsibilities</p> <ol style="list-style-type: none"> 1. Suitable practice area 2. Regular practice time 3. Music stand <p>C. Proper Warm-Up</p> <ol style="list-style-type: none"> 1. Performance <p>D. Playing Condition</p> <ol style="list-style-type: none"> 1. Performance 	Identify basic relationships of music to other disciplines	EE p. 3 SE p. 3 YB p. 3	<p><u>Language Arts</u> Word Systems</p> <p><u>Language Arts</u>: study skills</p>
3, 4, 5	<p>III. CRITICAL LISTENING/EVALUATION</p> <p>A. Steady beat</p> <ol style="list-style-type: none"> 1. Steady vs. non-steady <p>B. Tempo</p> <ol style="list-style-type: none"> 1. Performance <p>C. Characteristic Tone</p> <ol style="list-style-type: none"> 1. Peer assessment 2. Aural identification <p>D. Rhythm</p> <ol style="list-style-type: none"> 1. Performance 	E.E.- Method Book CD		<p><u>Language Arts</u> Criticism</p>

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	<p>Third Six Weeks</p> <p>C. Key Signatures (functions)</p> <ol style="list-style-type: none"> 1. Flat 2. Sharp 3. Natural 4. Location of key signature 5. Order of flats 6. Order of sharps 7. Concert pitch <p>D. Articulation</p> <ol style="list-style-type: none"> 1. Accented notes 2. Slur <p>E. Range</p> <ol style="list-style-type: none"> 1. Flute range from D below the staff to C above the staff 2. Oboe range from first space F to 5 line F 3. Bassoon range from F below the staff to fourth line F 4. Clarinet range from G below the staff to third line Bb 5. Saxophone range from first space F to G above the staff 6. Cornet/Trumpet range from A below the staff to third space C 7. French Horn range from C below the staff to third space C 8. Trombone range from second line Bb to Bb above the staff 9. Baritone/Euphonium Treble Clef range from C below the staff to third space C 10. Baritone/Euphonium Bass Clef range from second line Bb to Bb above the staff 11. Tuba range from Bb below the staff to second line Bb 	<p>Employ proper notational concepts in group and/or individual performance</p> <p>Illustrate, through performance, rhythms and note values and be able to assess and apply the relationship between articulation and musical styling</p> <p>Discussion or worksheets</p>	<p>YB p. 49 SE p. 42</p>	

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4	<p>Third Six Weeks</p> <p>F. Meter</p> <ol style="list-style-type: none"> 1. Time Signature 2. Rhythm counting aloud <p>G. Scales</p> <ol style="list-style-type: none"> 1. F and Eb Major <p>H. Intonation</p> <ol style="list-style-type: none"> 1. Proper intonation and instrument position 2. Proper intonation and embouchure 3. Proper intonation and breath support 4. Proper intonation and instrument adjustment <p>I. Phrase</p> <ol style="list-style-type: none"> 1. Description 2. Beginning and Ending 3. Performance <p>II. WORK HABITS</p> <p>A. Practice Responsibilities</p> <ol style="list-style-type: none"> 1. Recorded practice schedule 2. Individual practice 3. Class preparation <p>B. Regular Schedule</p> <ol style="list-style-type: none"> 1. Performance time <p>C. Participation</p> <ol style="list-style-type: none"> 1. Materials and equipment 2. Etiquette 	<p>Employ proper notational concepts in group and/or individual performance</p> <p>Discern tonal characteristics of specific instrumental families and then specific instruments</p> <p>Examine and assess musical excerpts utilizing appropriate vocabulary</p> <p>Identify basic relationships of music to other disciplines</p>	<p>EE Scale Page YB Scale Page SE Scale Page YB p. 8 SE p.9 EE pp. 12-13</p> <p>YB p. 12 SE pp. 10-12 EE pp. 9-10</p>	<p><u>Math</u> Fractions</p> <p><u>Physics</u> Intervals</p> <p><u>Physics</u> Waves</p> <p><u>Language Arts</u> Study Skills</p>

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4	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Fourth Six Weeks</p> <p>B. Dynamics</p> <ol style="list-style-type: none"> 1. Mezzo piano (mp) 2. Mezzo forte (mf) 3. Pianissimo (pp) 4. Fortissimo (ff) <p>C. Music Notation and Usage</p> <ol style="list-style-type: none"> 1. Dotted half note 2. Eighth note / eight rest 3. Dotted quarter note 4. Sixteenth notes <p>D. Scales</p> <ol style="list-style-type: none"> 1. Major scale 2. Aural identification 3. Bb and Eb concert scales <p>E. Beat Pattern</p> <ol style="list-style-type: none"> 1. Time Signatures 2. Conductor's beat pattern 3. Beat pattern verbalization 4. Performance <p>II. WORK HABITS</p> <p>A. Required Music</p> <ol style="list-style-type: none"> 1. Literature <p>B. Individual Participation</p> <ol style="list-style-type: none"> 1. Individual practice 2. Daily minimum <p>C. Solo Preparation</p> <ol style="list-style-type: none"> 1. Literature selection 2. Performance 	<p>Correctly identify pitches and rhythmic values</p> <p>Write out examples of given scales and/or rudiments</p> <p>Employ proper notational concepts in group and/or individual performance</p> <p>Identify basic relationships of music to other disciplines</p>	<p>YB p. 30</p> <p>YB pp. 16, 22</p>	<p><u>Math</u> Division</p> <p><u>Math</u> Fractions, Geometry</p>

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