



Grand Island Central School District Curriculum Map

Instrumental Band-4th-5th grade

Units of Study (Duration)	NYS Standards	Common Core Standards	Vocabulary <ul style="list-style-type: none"> Content Process 	Essential/Guiding Questions	Essential Skills	Assessment(s)	Resources <ul style="list-style-type: none"> Texts Tech Integration
Tone/Intonation (6-8 weeks)	NYS: #1b #1c #2a #3a #3b #3c	CCR.SL.4.4 CCR.RST.4.4 CCR.RST.4.3	-Intonation -Pitch -Embouchure -Aperture	What is a characteristic tone quality with appropriate intonation and how is it achieved?	-Posture Steadiness of tone -Musical Opposites on mouthpiece and instrument -Recognize good tone quality -Replicate good tone after teacher modeling -Pitch matching on mouthpieces -Using and understanding a tuner -Recognizing out-of-tune pitch	- Performing mouthpiece buzzing and “tooting” in front of class. - Teacher evaluations are constant and evolving based on student ability. Verbal feedback is given depending on demonstrated tone quality.	-Musical Opposites handout -Accent on Achievement book 1 - Tuner
Key Signature/Facility (4-6 weeks)	NYS: #1b #1c #2a #3a #3b #3c	CCR.RST.4.3	- Technique -Major -Minor -Harmony -Enharmonics	How does one identify the key of a musical composition? How do we achieve the technique to perform level-appropriate literature?	-Perform 3 major scales by memory by the end of 4 th grade -Perform 7 major scales by memory by the end of 5 th grade.	-Weekly scale tests are given at the start of each lesson.	-Accent on Achievement book 1
Articulation (6-8 weeks)	NYS: #1b #1c	CCR.RST.4.4 CCR.SL.4.4	-Tonguing -Slur	How does one begin notes with clarity?	-Demonstrate “T” sound	-Teacher evaluations are	-Accent on Achievement book 1

	#2a #3a #3b #3c		-Staccato -Tenuto -Legato -Marcato -Accent	How does one develop the variations required by the music?	-Recognize and perform slur, staccato, accent, tenuto, legato, and marcato	constant and evolving based on student ability. Verbal feedback is given depending on demonstrated articulation ability.	and 2
Rhythm (8-10 weeks)	NYS: #1b #1c #2a #3a #3b #3c	CCR.RST.4.4	-Duration -Tie - Time Signature	How does one differentiate the duration of printed notes?	-Tap, clap, and count rhythms including: whole, half, quarter, eighth, dotted quarter, and sixteenth notes -Recognize and “feel” time signatures: 4/4, 3/4, 2/4, 2/2, and 6/8 -Utilize metronome	-Rhythm charts are performed weekly in lessons. -Conversations about time signature will allow teacher to assess students’ understanding.	- Accent on Achievement book 1 and 2 -Ed Sueta Rhythm Charts 1-20 -Metronome
Range (2-3 weeks)	NYS: #1b #1c #2a #3a #3b #3c	CCR.RST.4.4	- Tessitura -Chromatic -Embouchure -Flexibility	What steps should you take to produce the appropriate tone quality within the extreme registers of your instrument?	-Flute: c1 – f3 -Oboe: b – c3 -Clarinet: e – e3 -Sax: c1-f3 -Bassoon: eb –eb1 -Trumpet: f# - f2 -French Horn: a-f2 - Trombone/Baritone: g-f1 -Tuba: f1-d	- Performance assessments administered in every lesson will dictate student ability in regards to range.	-Fingering charts found in Accent on Achievement book 1
Expression (2-3 weeks)	NYS: #1b #1c	CCR.RST.4.4 CCR.W.4.4	- Dynamics -Phrasing	How can you convey meaning through your performance of music?	-Perform dynamic range from pp to ff	-Students will demonstrate	- Full band literature -Accent on

	#2a #3a #3b #3c #4a		-Crescendo -Decrescendo -Diminuendo -Ritardando -Accelerando		-Demonstrate steady crescendo and decrescendo -Demonstrate 4 and 8 measure phrases - Notate and perform breath marks with teacher prompt	knowledge through performance and guided class discussion.	Achievement books 1 and 2
Theory (4-6 weeks)	NYS: #1b #1c #2a #3a #3b #3c	CCR.RST.4.4 CCR.SL.4.6	-Clef -Tempo -Da Capo -Dal Segno -Fine -Coda	What are the building blocks for the construction of a piece of music?	- Identify note names on all lines and spaces within appropriate clef of instrument -Identify tempo markings and repeat sign instructions	-Performance of musical examples. -Guided discussion about tempo and repeat signs.	- Accent on Achievement books 1 and 2