

CCS COURSE MAP

SUBJECT: BAND

GRADE LEVEL 5th GRADE
COURSE LENGTH YEAR

REVIEWED 2018-2019

Student Goals:					
		I	To make music to the glory of God through practice and performing on a musical instrument.		
		II	To develop the skills needed to play a musical instrument with skill.		
Student Outcomes:					
		I	The students will be able to assemble instrument correctly and carefully.		
		II	The students will be able to hold the instrument correctly and carefully.		
		III	The students will be able to produce a solid-aesthetically correct sound for selected instrument.		
		IV	The students will be able to show an understanding of playing the notes and rhythms in exercises of beginning lesson Book 1 and selected concert repertoire.		
		V	The students will be able to learn to follow a director's beat.		
		VI	The students will be able to demonstrate an understanding of musical rhythms and terms presented in Book 1 and selected concert repertoire.		
		VII	The students will be able to establish practice skills to show improvement.		
		VIII	The students will be able to play together as a group.		
UNIT/ WEEKS	STANDARD*	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Year Long	*MN ACADEMIC STANDARD FOR ARTS K-12 4.1.1.3.1	Demonstrate knowledge of the foundations of music through identifying the elements of music including melody, rhythm, harmony, dynamics, tone color, texture and form and their related concepts	Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations Visual/Aural/Written assessments during class, lessons, and performances	<i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr. <i>Theory Worksheets for Beginning Bands</i> Denise Gagne <i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory	Psalms: Play skillfully unto the Lord. God is pleased with excellence in musical performance which is done for His glory. 1 Chron. 15:22, 25:7; 2 Chron. 5:13

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				<p>& History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	
Year Long	4.1.1.3.2	Demonstrate knowledge of the foundations of music through identification of the elements and their related concepts such as pitch, tempo, and compositional flow are used in the performance, creation or response to music	<p>Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations</p> <p>Visual/Aural/Written assessments during class, lessons, and performances</p>	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>Psalms: Play skillfully unto the Lord.</p> <p>God is pleased with excellence in musical performance which is done for His glory.</p> <p>1 Chron. 15:22, 25:7; 2 Chron. 5:13</p>

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Year Long	4.1.1.3.3	Demonstrate knowledge of the foundations of music by identifying characteristics of a variety of genres and musical styles	<p>Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations</p> <p>Visual/Aural/Written assessments during class, lessons, and performances</p>	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>Psalms: Play skillfully unto the Lord.</p> <p>God is pleased with excellence in musical performance which is done for His glory.</p> <p>1 Chron. 15:22, 25:7; 2 Chron. 5:13</p>
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Year Long	4.1.2.3.1	Demonstrate knowledge and use of the technical skills of music by reading and notating music using standard notations of quarter, half and eighth notes and rest, lines and spaces of the staff and time signatures	Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations Visual/Aural/Written assessments during class, lessons, and performances	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>Psalms: Play skillfully unto the Lord.</p> <p>God is pleased with excellence in musical performance which is done for His glory.</p> <p>1 Chron. 15:22, 25:7; 2 Chron. 5:13</p>
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Year Long	4.1.2.3.2	<p>Demonstrate knowledge and use of the technical skills of music by performing alone &/or in a group with proper posture, breathing, technique, age-appropriate tone quality and expressive intent</p>	<p>Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations</p> <p>Visual/Aural/Written assessments during class, lessons, and performances</p>	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>Psalms: Play skillfully unto the Lord.</p> <p>God is pleased with excellence in musical performance which is done for His glory.</p> <p>1 Chron. 15:22, 25:7; 2 Chron. 5:13</p>
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Year Long	4.1.3.3.2	Demonstrate understanding of the personal, social, cultural and historical contexts that influence music by discussing how music communicates meaning	<p>Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations</p> <p>Visual/Aural/Written assessments during class, lessons, and performances</p>	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>Music has a rightful place in the commemoration of historical events, celebrations of victories and other occasions.</p> <p>Ezra 3:10-11</p>
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REVIEWED 2018-2019

Year Long	4.2.1.3.1	Create or make music in a variety of contexts and thru a variety of rhythms & melodies	<p>Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations</p> <p>Visual/Aural/Written assessments during class, lessons, and performances</p>	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>Psalms: Play skillfully unto the Lord.</p> <p>God is pleased with excellence in musical performance which is done for His glory.</p> <p>1 Chron. 15:22, 25:7; 2 Chron. 5:13</p>
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Year Long	4.2.1.3.2	Revise compositions based on the feedback of others and self-reflection	<p>Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations</p> <p>Visual/Aural/Written assessments during class, lessons, and performances</p>	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>Our use of music should be for the glory of God and should be tempered by its effect on others and our concern for them.</p> <p>Romans 14:15, 19, 21</p>
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Year Long	4.3.1.3.1	Perform or present music in a variety of contexts individually and/or in groups	<p>Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations</p> <p>Visual/Aural/Written assessments during class, lessons, and performances</p>	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>Psalms: Play skillfully unto the Lord.</p> <p>God is pleased with excellence in musical performance which is done for His glory.</p> <p>1 Chron. 15:22, 25:7; 2 Chron. 5:13</p>
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Year Long	4.3.1.3.2	Revise performances based on the feedback of others and self-reflection	<p>Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations</p> <p>Visual/Aural/Written assessments during class, lessons, and performances</p>	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>Our use of music should be for the glory of God and should be tempered by its effect on others and our concern for them.</p> <p>Romans 14:15, 19, 21</p>
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Year Long	4.4.1.3.1	Respond to or critique a variety of creations and performances while justifying personal interpretations and reactions to a variety of musical works	<p>Introduction of basic musical concepts, learning and mastering new musical ideas thru rhythm/counting exercises, melodic patterns, scales and playing tests, classroom participation, performance preparation, participation and evaluations</p> <p>Visual/Aural/Written assessments during class, lessons, and performances</p>	<p><i>Fingering Practice for Beginning Bands</i> Philip C. Lombard, Jr.</p> <p><i>Theory Worksheets for Beginning Bands</i> Denise Gagne</p> <p><i>Standard of Excellence Series</i> – Bruce Pearson (Comprehensive Band Method, Music Theory & History Workbooks, Festival Solos & Festival Ensembles)</p> <p>Other age-appropriate music selections and resources used in accordance with performing and classroom needs</p>	<p>We should yield our abilities to God to be used for His glory, whether in enjoyment and appreciation, or in production of that for which He has given us the ability.</p> <p>Parable of the talents – the expectation that all would use their gifts for the master’s use.</p> <p>Matthew 25:14-30; Luke 19:12-26</p> <p>Psalms, Colossians 3:17, 23, 24</p>
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