

## 4<sup>th</sup> GRADE BAND

### **A. Instrument Specific:**

- 1) Identify instrument outfit components and accessories.
- 2) Correctly assemble and disassemble instrument.
- 3) Learn to hold instruments properly.
- 4) Learn physiology involved in and develop an increasing proficiency of tone production.
- 5) Demonstrate proper posture when playing instrument.
- 6) Demonstrate proper care and maintenance of instrument.
- 7) Learn fingering system for individual instrument.

### **B. Melody**

- 1) Learn to identify and perform written pitches appropriate for instrument on the treble or bass clef staff.

### **C. Harmony**

- 1) Develop the ability to play independent parts on instrument as demonstrated through duets, rounds, and full sheet music.
- 2) Identify and perform music as a solo, soli, and tutti.

### **D. Rhythm**

- 1) Create, read, notate, and perform between basic note and rest values including but not limited to: quarter note/rest, beamed eighth note, half note/rest, whole note/rest.
- 2) Develop a system of counting rhythms.
- 3) Identify and interpret time signature of 4/4, 3/4, and 2/4.
- 4) Identify and perform tied notes.

### **E. Form**

- 1) Learn to identify and understand repeats.
- 2) Learn about the structure of scales.

### **F. Timbre**

- 1) Learn aural and performance pitch discrimination for own instrument and other instruments within the band.

### **G. Expressive Quality**

- 1) Perform music that demonstrates current knowledge and skills in public performances.
- 2) Make informed decisions while evaluating music and music performances.
- 3) Identify and perform basic dynamic markings including but not limited to piano (p) and forte (f)

### **H. Musical Heritage**

- 1) Develop an increasing understanding of music in relation to history, culture, and other content areas.

## 5<sup>th</sup> GRADE BAND

### **A. Instrument Specific:**

- 1) Develop physiology involved in and develop an increasing proficiency of tone production.
- 2) Demonstrate proper posture when playing instrument.
- 3) Demonstrate proper care and maintenance of instrument.
- 4) Learn fingering system for notes on instrument.
- 5) Learning to perform tongued and slurred passages of music.

### **B. Melody**

- 1) Learn to identify and perform written pitches appropriate for instrument on the treble or bass clef staff.
- 2) Identify key signatures and accidentals.

### **C. Harmony**

- 1) Develop the ability to play independent parts on his or her instrument as demonstrated through duets, rounds, and full sheet music.

### **D. Rhythm**

- 1) Create, read, notate, and perform between basic note and rest values including but not limited to: quarter note/rest, beamed eighth note, half note/rest, whole note/rest, dotted half note, dotted quarter note, single eighth note.
- 2) Develop a system of counting.
- 3) Identify and interpret meter signature of 4/4, 3/4, and 2/4.

### **E. Form**

- 1) Learn about the structure of scales.
- 2) Distinguish between first and second endings.

### **F. Timbre**

- 1) Learn aural and performance pitch discrimination for own instrument and other instruments within the band.
- 2) Understand and demonstrate skills needed to have proper intonation and tuning of an instrument.

### **G. Expressive Quality**

- 1) Perform music that demonstrates current knowledge and skills in public performances.
- 2) Develop the ability to play independent parts on his or her instrument as demonstrated through duets, rounds, and full sheet music.
- 3) Advance listening skills and aural awareness to make informed decisions while evaluating music and music performances.
- 4) Identify and perform basic dynamic markings including but not limited to piano (p), forte (f), mezzo forte (mf), mezzo piano (mp), crescendo, and decrescendo.

### **H. Musical Heritage**

- 1) Develop an increasing understanding of music in relation to history, culture, and other content areas.