



Elementary Band

Grades 4-5, Fine & Performing Arts

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Effective Date: Fall 2026

Scope and Sequence

Month	
September	Orientation & First Sounds Focus: Routines, Instrument Basics • Band rules, pull-out procedures, expectations • Instrument assembly, care, and storage • Proper posture and hand position • Breathing basics (winds) / grip & stroke (percussion) • Producing a characteristic first sound • Introduce: ◦ Music staff & clef ◦ Quarter notes & quarter rests • Play 2–3 notes (ex: Bb–C) • Echo rhythms and short unison patterns
October	Music Reading Foundations Focus: Tone + Basic Rhythm • Review posture, embouchure, and breathing weekly • Steady beat and counting aloud • Introduce half notes • Expand note range by 1–2 notes • Begin articulation (tonguing/sticking) • Simple 4-measure melodies • Dynamics: forte / piano • Reinforce instrument responsibility at home
November	Playing Together

	Focus: Ensemble Awareness • Review all notes and rhythms weekly • Introduce whole notes • Continue tone development • Watch the conductor for starts/stops • Simple repeats • Play short unison band pieces • Basic vocabulary: tempo, dynamics • Emphasis on playing <i>together</i> in time
December	Review & Performance Prep Focus: Reinforcement & Confidence • Heavy review month (limited new material) • Reinforce tone, posture, and counting • Introduce crescendo / decrescendo (listening-based) • Practice performance etiquette • Prepare 1–2 short concert selections • Emphasis on playing the first 5 notes
January	Skill Reinforcement Focus: Post-Break Recovery & Growth • Re-teach fundamentals after break • Gradually add 1–2 new notes • Introduce paired eighth notes (counting carefully) • Reinforce articulation patterns • Focus on short musical phrases • Encourage consistent home practice
February	Musical Control Focus: Expression & Listening • Review eighth notes weekly • Slurs vs. tongued notes • Dynamic contrast within pieces • Tempo markings (slow / medium / fast) • Begin very simple harmony or percussion layering • Listening for balance and blend
March	Technique & Accuracy Focus: Building Consistency • Expand note range slightly • Reinforce rhythm accuracy

	• Introduce simple accidentals (as appropriate) • Play longer examples with fewer stops • Musical form: AB • Begin spring concert repertoire
April	Ensemble Skills Focus: Preparing Music Together • Review all rhythms and notes • Eighth-note combinations (limited) • Expression: phrasing and dynamics • Simple sight-reading (very short examples) • Continued spring concert rehearsal
May	Performance Readiness Focus: Polishing & Assessment • Refine tone and rhythmic accuracy • Strengthen ensemble entrances and endings • Individual or small-group playing checks • Review music vocabulary • Final concert preparation
June	Reflection & Transition Focus: Review & Celebration • Review year-long skills • Fun band games and review pieces • Informal performances • Instrument care for summer • Discuss expectations for 5th grade band • Celebrate progress and effort

Band Grade 4

Summary and Rationale

Instrumental instruction begins in grade 4 for band. Beginning study focuses on developing basic literacy with the skills and competencies necessary to establish the foundation for instrumental study.

While instrumental study is offered in grades 4-5, the curriculum is intended to provide a progression by skills, competencies and areas of needed growth, not simply progress by grade as students may have previous instruction, may elect to change instruments or initiate study in a subsequent grade.

Recommended Pacing

The essential elements of music based on aspects of composition, including but not limited to rhythm, melody, tone, pitch, timbre, form, texture, and harmony, are integrated within the standards and objectives listed below and are intended to progress on an ongoing basis throughout the year.

Standards

1.3C Music Ensembles

Creating

Anchor Standard: 1. Generating and conceptualizing ideas.

1.3C.5.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
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Anchor Standard: 2. Organizing and developing ideas.

1.3C.5.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
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Anchor Standard: 3. Refining and completing products.

1.3C.5.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
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1.3C.5.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
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Performing

Anchor Standard: 4. Selecting, analyzing and interpreting work.

1.3C.5.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.5.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.5.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products.	
1.3C.5.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
Anchor Standard: 6. Conveying meaning through art.	
1.3C.5.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.5.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
Responding	
Anchor Standard: 7. Perceiving and analyzing products.	
1.3C.5.Re7a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).
1.3C.5.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Connecting	
Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products.	
1.3C.5.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3C.5.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3C.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Standards	
1.3D Music Harmonizing Instruments	
Creating	
Anchor Standard: 1. Generating and conceptualizing ideas.	
1.3D.5.Cr1a	Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
Anchor Standard: 2. Organizing and developing ideas.	
1.3D.5.Cr2a	Use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.
Anchor Standard: 3. Refining and completing products.	

1.3D.5.Cr3a	Apply teacher or student-provided criteria to critique, improve, and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
1.3D.5.Cr3b	Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.
Performing	
Anchor Standard: 4. Selecting, analyzing and interpreting work.	
1.3D.5.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
1.3D.5.Pr4b	Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.
1.3D.5.Pr4c	Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.
Anchor Standard: 5. Developing and refining techniques and models or steps needed to create products.	
1.3D.5.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
Anchor Standard: 6. Conveying meaning through art.	
1.3D.5.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating an understanding of the audience and the context.
Responding	
Anchor Standard: 7. Perceiving and analyzing products.	
1.3D.5.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3D.5.Re7b	Identify and describe how interest, experiences, and contexts (e.g., personal, social) affect the evaluation of music.
Anchor Standard: 8. Interpreting intent and meaning.	
1.3D.5.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).
Anchor Standard: 9. Applying criteria to evaluate products.	
1.3D.5.Re9a	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
Connecting	
Anchor Standard: 10. Synthesizing and relating knowledge and personal experiences to create products.	

1.3D.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
Anchor Standard: 11. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3D.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Instructional Focus	
Enduring Understandings	
Creating AS1. The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. AS2. Musicians’ creative choices are influenced by their expertise, context, and expressive intent. AS3. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Performing AS4. Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. AS5. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Musicians demonstrate specific ways to hold their instrument and bow. AS6. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. Musicians demonstrate body and hand position is important in order to produce a good sound. Responding AS7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. AS8. Interpreting intent and meaning through their use of elements and structures of music, creators and performers. AS9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Connecting AS10-11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	
Essential Questions	
Creating: AS1. How do musicians generate creative ideas? AS2. How do musicians make creative decisions? AS3. How do musicians improve the quality of their creative work? Performance AS4. How do performers select repertoire? AS5. How do musicians improve the quality of their performance? AS6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? Responding AS7. How do individuals choose music to experience? How does understanding the structure and context of music inform a response? AS8. How do we discern the musical creators’ and performers’ expressive intent?	

AS9. How do we judge the quality of musical work(s) and performance(s)?

Connecting

AS10. How do musicians make meaningful connections to creating, performing, and responding?

AS11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Evidence of Learning (Assessments)

The development of assessments to measure student progress on instructional objectives will continue throughout the year.

Suggested tools for assessment include:

- Rubric-based Performance assessments
- Rubric-based student and group self-critique (3c-learning and evaluation; 4b-metacognition)
- Practice logs
- Do now activities
- Exit tasks
- Student and teacher driven questioning strategies
- Group project/improvising/performance
- Concert composition-Capstone of Learning
- Concert performance(s)

Objectives (SLO)

Students will know:

Creating

- Music is a language.
- The language of music includes specific vocabulary and symbols.
- Musical literacy includes the ability to read, decipher, and play musical symbols and terms.
- Compositions are grounded in prior knowledge and consist of musical elements that include rhythm, melody, harmony, timbre, form.
- Creativity is enhanced by the development of technical knowledge and personal experience
- Manipulating the elements of music creates expression (individual or group).

Performing

- Performing music is the oldest form of expression and communication
- Practicing and THE WAY a performer practices has a direct and predictable effect on the quality of performance.
- All performances provide opportunity for growth.
- Increased knowledge of vocabulary, elements, and structure of music can produce higher-level performance.

Responding

- Music affects and is affected by the culture and world around us.
- Music is related to all other disciplines.
- Knowledge of the context of a composition, composer, culture fosters increased understanding and appreciation of music.

Connecting

- Exposure to a range of music is key to how we listen, respond, and perform music.

Students will be able to:

Creating

- Identify like and unlike melodic phrases from aural and written prompts. 1.3D.5.Cr2a
- Define and describe the essential elements of music literacy as: rhythm, meter, tonality, melody, timbre, and form. 1.3C.5.Cr2a
- Identify and write using standard notation notes with rhythmic values: half, quarter, and rests. 1.3C.5.Cr1a

Performing

- Demonstrate increased proficiency in reading standard music notation 1.3C.5.Pr4b

- Articulate and demonstrate aspects of proper instrumental technique.1.3D.5.Pr4a
- Demonstrate expressive qualities of music including changes in dynamics and tempo 1.3D.5.Pr4c
- Improve simple melodies over given harmonic structures 1.3D.5.Pr5a
- Demonstrate increased musical fluency through sight-reading notation and ear-training. 1.3D.5.Pr6a
- Describe, compare, and contrast elements of music: unity, variety, tension, release, and balance 1.3D.5.Pr4a
- Demonstrate performance competency in the following areas: 1.3D.5.Pr4a, 1.3D.5.Pr6a
 - *Articulation*
 - Identify, discuss, and demonstrate methods of articulation based on appropriate stylistic consideration (legato, accent, capped accent, stick height and grip)
 - Describe and demonstrate correct methods of tonguing for articulation style
 - *Notation*
 - Identify, decipher, and write note names on the staff and essential music theory, terms, symbols, and vocabulary: *clef, time signatures, tie, ledger lines, measures, bar lines, double bar, repeat, sharp, flat, natural, fermata, pick-up note, dynamic markings, tempo, measure, first and second endings, D.C. al capo/fine, solo, soli, chromatic*
 - Identify and describe the relationship between note and rest values: whole, half, dotted half, quarter, eighth.
 - *Rhythm*
 - Identify and demonstrate knowledge and relationships between whole, half, quarter, eighth notes and rests
 - Perform developmentally appropriate rhythms while maintaining a steady beat
 - *Tone Production*
 - *Posture*
 - Demonstrate correct posture, proper playing and rest positions (grip and hand)
 - Describe and demonstrate correct embouchure
 - *Maintenance and Care*
 - Demonstrate assembly and disassembly, daily care (oil, grease, etc), and cleaning

Responding

- Articulate the importance of musical compositions within cultural context 1.3D.5.Re7b
- Describe, compare, and contrast musical elements and genres 1.3D.5.Re7a
- Identify and characterize time periods in music history 1.3D.5.Re8a
- Describe the role and significance of composers and their music 1.3D.5.Re7a

Connecting

- Describe, compare, and contrast musical compositions by genre using content specific vocabulary. 1.3C.5.Cn11a
- Respond to music based on personal, cultural, and historical context. 1.3D.5.Cn11
- Describe, compare, and contrast musical compositions relative to the characteristics of the genre 1.3C.5.Cn11a
- Articulate and discuss the quality of musical performance using criteria for evaluation 1.3C.5.Cn10a
- Assess performance using the elements of music based on criteria 1.3C.5.Cn10a
- Compare and contrast diverse compositions 1.3C.5.Cn10a
- Utilize rubrics in critique of self and group performance.1.3C.5.Cn10a

Suggested Resources/Technology Tools

Screen, projector, metronome, tuner, chromebook

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to visual arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to visual arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally).

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to visual arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Individual presentation

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence