



VAPA: Instrumental Music *Curriculum, Instruction & Assessment (CIA)*

Teacher Name:

Course:

Course Description		Textbooks And Other Curriculum Resources
Course Description This course is designed to provide students with an enriching and diverse instrumental music education by performing music of various genres and time periods. The class will perform two concerts during the year to demonstrate their learning of such music. The daily objective of the course is to foster and promote music growth through the playing of an instrument by the student, at an appropriate level of difficulty. As the band works as a team, group effort and cooperation are necessary for a successful program. Band is a skilled effort in which each student is expected to show technical and musical growth throughout the course.		Essential Elements Book 1, Essential Elements Book 2, Essential Techniques.
Grading Guidelines	Assignment Submission Guidelines	Required Materials for Class
		Musical instruments Method Book (appropriate for level) pencil computer internet access
Modes of Communication	Technology Programs For Course	Types of Assessments

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Email: randall_dulaney@upland.k12.ca.us brennan_England@upland.k12.ca.us Phone: (951) 265-1878 RD (not for students) (562) 822-9800 BE (not for students) Office Hours: TBA	Smart Music digital program	aural assessment of digital recordings Google Form Quizzes
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	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
VAPA Study Guide Visual and Performing Arts Content Standards	Beginning: Students will learn to read music notation focusing on the first 5 notes of their instrument. Students will be able to perform note values consisting of whole, half, and quarter note/rest values. Students will learn to identify and perform music in a duple meter. Students will learn to respond and identify to characteristic sounds of their instrument via listening and video assignments. Intermediate: Students will learn to read music notation. Students will review performance of note values consisting of whole, half, quarter, and eighth note/rest values. Students will be exposed to dotted eighth rhythms and triplets. Students will learn to respond and identify to characteristic sounds of their instrument via listening and video assignments. Advanced:	Beginning: Students will continue learning to read music notation expanding from their first 5 notes of their instrument. Students will continue to review existing note values of whole, half, and quarter note/rest values in addition to introducing dotted half notes. Students will continue to learn music in duple and triple meter. Students will learn to respond and identify to characteristic sounds of instruments outside of their own via listening and video assignments. Intermediate: Students will continue learning to read music notation. Students will continue to review existing note values of whole, half, quarter, eighth, dotted eighth and triple note/rest values in addition to introducing sixteenth notes. Students will be introduced to compound and cut time signatures. Students will learn to play and record music digitally with a metronome. Students will learn to respond	Beginning: Students will continue learning to read music notation expanding from their first 5 notes of their instrument. Students will continue to review existing note values of whole, half, and quarter note/rest values in addition to introducing dotted quarter notes. Students will learn to identify and perform music in duple, triple and an introduction into cut time. Students will learn to respond and identify to characteristic ensemble sounds of the concert band via listening and video assignments. Intermediate: Students will continue learning to read music notation. Students will continue to review existing note values of whole, half, quarter, eighth, dotted eighth, triple, and sixteenth note/rest values. Students will record an ensemble piece of music digitally for digital performance at the end of the year. Students will learn to respond and identify to	

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	Students will learn to read music notation. Students will review performance of meters and note values consisting of whole, half, quarter, eighth, sixteenth note/rest values. Students will be exposed to syncopated rhythms and compound meters. Students will learn to play and record music digitally with a metronome. Students will learn to respond and identify to characteristic sounds of their instrument via listening and video assignments.	and identify to characteristic sounds of instruments outside of their own via listening and video assignments. Advanced: Students will learn to read music notation. Students will review performance of note values consisting of whole, half, quarter, eighth, sixteenth note/rest values. Students will review triplet and dotted rhythms. Students will record an ensemble piece of music digitally for digital performance during this trimester. Students will learn to respond and identify to characteristic sounds of instruments outside of their own via listening and video assignments.	characteristic ensemble sounds of the concert band via listening and video assignments. Advanced: Students will learn to read music notation. Students will review performance of note values consisting of whole, half, quarter, eighth, sixteenth note/rest values. Students will review triplet and dotted rhythms. Students will record multiple ensemble pieces of music digitally for digital performance during this trimester. Students will learn to respond and identify to characteristic ensemble sounds of the concert band via listening and video assignments.	
Skills/ Key Vocabulary	Beginning: Reading given musical notation. Identifying characteristic sounds of the instrument they play. Identify given meters. Intermediate: Reading given musical notation. Identifying characteristic instrument sounds. Identify given meters. Learning to play with Metronome. Review of B-Flat and F concert Scales. Advanced: Reading given musical notation. Identifying characteristic instrument sounds. Identify given meters. Learning to play with Metronome. Review learned major scales (6.) Introduce C and G concert Scales	Beginning: Reading expanded musical notation. Identifying characteristic sounds of other instruments in the band setting. Identify given meters. Intermediate: Reading expanded musical notation. Identifying characteristic sounds of other instruments in the band setting. Identify given meters. Introduction of E-flat and A-flat scales. Advanced: Reading expanded musical notation. Identifying characteristic sounds of other instruments in the band setting. Identify given meters. Perform with metronome. Introduce D and A concert scales.	Beginning: Reading expanded musical notation. Identifying characteristic sounds of the band ensemble. Identify given meters. Introduction of B-flat and F concert scales. Intermediate: Reading expanded musical notation. Identifying characteristic sounds of the band ensemble. Identify given meters. Perform with metronome. Introduction of D-Flat and G-flat concert scales. Advanced: Reading expanded musical notation. Identifying characteristic sounds of the band ensemble. Identify given meters. Perform with metronome. Introduce E and B concert scales.	

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Content/ Content Resources	Beginning: Essential Elements Book 1 Intermediate: Essential Elements Book 1-2 Advanced: Essential Technique (Book 3) SmartMusic computer program (All Classes)	Beginning: Essential Elements Book 1 Intermediate: Essential Elements Book 1-2 Advanced: Essential Technique (Book 3), group appropriate sheet music. SmartMusic computer program (All Classes)	Beginning: Essential Elements Book 1 Intermediate: Essential Elements Book 1-2, group appropriate sheet music. Advanced: Essential Technique (Book 3), group appropriate sheet music. SmartMusic computer program (All Classes)	
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Assessments	- Digital recordings from Smart Music - Recording review - Google Forms for visual identification of terminology.	- Digital recordings from Smart Music - Recording review - Google Forms for visual identification of terminology.	- Digital recordings from Smart Music - Recording review - Google Forms for visual identification of terminology.	
Performance Tasks	Beginning: Be able to play given exercises from Essential Elements. Intermediate/Advanced: : Be able to play given exercises from Essential Elements. Be able to play given major scales with no mistakes.	Beginning: Be able to play given exercises from Essential Elements. Intermediate/Advanced: : Be able to play given exercises from Essential Elements. Be able to play given major scales with no mistakes. Advanced: Be able to play assigned digital performance piece.	Beginning: Be able to play given exercises from Essential Elements. Be able to play given scales with 80% success. Intermediate/Advanced: : Be able to play given exercises from Essential Elements. Be able to play given major scales with no mistakes. Be able to play assigned digital performance piece	
Differentiation <i>Identify strategies to adjust content, teaching processes, and the work students are expected to produce to support struggling students and accelerate learning for advanced students towards meeting and exceeding standards e.g.</i>	Content (Curriculum) Engagement with the Curriculum	Process (Teaching Practices)	Product (Student Work)	

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<i>specific use of visual aids, curriculum compacting, leveled text etc.</i> <u><i>Examples of differentiated lessons</i></u>				
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