

# COLUMBUS CITY SCHOOLS

## BAND LEVEL 4 SCOPE AND SEQUENCE/TIMELINE



### FIRST GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2. Performing alone and with others a varied repertoire of music	A. Play an instrument alone demonstrating proper instrumental technique.	<p>___ GLI 1: Make physical adjustments necessary to extend range and technique needed to perform music found in Grade 4 Band Literature</p> <p>___ GLI 2: Use standard fingerings/stickings to produce notes encountered in Grade 4 Band Literature.</p> <p>___ GLI 3: Use alternate fingerings when appropriate to produce notes encountered in Grade 4 Band Literature.</p> <p>___ GLI 4: Produce a refined sound on their Instrument</p> <p>___ GLI 5: Percussion students will perform all Rudiments</p> <p>___ GLI 6: Perform required scales and rudiments necessary to perform music found in Grade 4 Band Literature</p>	Use of Tuning Device set to A=440
	B. Play an instrument with others.	<p>___ GLI 1: Demonstrate ability to maintain acceptable tuning levels (within 3 cents).</p> <p>___ GLI 3: Percussion students will demonstrate facility of technique on all percussion instruments, including mallets and auxiliary percussion.</p>	Use of Tuning Device set to A=440
	C. Rehearse and perform a varied repertoire of music	<p>___ GLI 1: Perform a variety of literature representing diverse genres and cultures.</p> <p>___ GLI 2: Study and perform music with a variety of musical elements found in Grade 4 band literature.</p>	
4. Composing and arranging music within specific guidelines.	A. Compose music within specific guidelines (e.g. style, form, etc.)	___ GLI 1: Compose diatonic melodies using the musical elements found in Grade 4 Band Literature.	
	C. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.	___ GLI 1: Notate an arrangement using compositional software and MIDI resources.	
5. Reading and notating music.	A. Identify and understand the	___ GLI 1: Recognize and describe the function of musical symbols and signs found in Grade 4 Band Literature.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	meaning of standard music notation symbols.		
	B. Read and interpret standard music notation accurately when playing an instrument.	____ GLI 1: Sight read Grade 3 Band Literature.	
	C. Notates music correctly on a musical staff.	____ GLI 1: Write major and chromatic scales in all octaves appropriate to instrument.	
	D. Uses musical vocabulary.	____ GLI 1: Uses and understands terms found in Grade 4 Band Literature.	
6. Listening to, analyzing, and describing music.	A. Listen to recordings and describe specific music events using appropriate terminology.	____ GLI 1: Identify musical elements found in Level 4 Band Literature.	
	B. Distinguish styles and form in music.	____ GLI 1: Utilize appropriate musical terminology when discussing music of diverse genres and cultures.	
	C. Aurally and visually analyze music.	____ GLI 1: Notate from dictation with accuracy a simple melody. ____ GLI 2: Notate from dictation with accuracy a simple rhythmic passage.	
7. Evaluating music and music performances	A. Develop a criteria for evaluating the quality of music compositions.	____ GLI 2: Write reviews of recorded music. ____ GLI 3: Continue to select musical experiences that will promote a lifelong love and learning of music.	
	B. Develop a criteria for evaluating the quality and effectiveness of musical performances.	____ GLI 3: Continues to attend live performances by professional musicians. ____ GLI 4: Extend the depth of understanding of how people from different backgrounds use and respond to music.	
8. Understanding relationships between music, the other arts, and disciplines outside the arts	A. Compare and contrast music with other fine arts disciplines	____ GLI 1: Synthesize information from each of the arts disciplines to obtain an understanding of interaction between the arts and world events/culture. ____ GLI 2: Cite specific examples of correlations among different disciplines (e.g. history and literature and their relationship to musical theatre and opera.)	

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### SECOND GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2. Performing alone and with others a varied repertoire of music	A. Play an instrument alone demonstrating proper instrumental technique.	<p>___ GLI 1: Make physical adjustments necessary to extend range and technique needed to perform music found in Grade 4 Band Literature.</p> <p>___ GLI 2: Use standard fingerings/stickings to produce notes encountered in Grade 4 Band Literature.</p> <p>___ GLI 3: Use alternate fingerings when appropriate to produce notes encountered in Grade 4 Band Literature.</p> <p>___ GLI 4: Produce a refined sound on their Instrument.</p> <p>___ GLI 5: Percussion students will perform all rudiments</p> <p>___ GLI 6: Perform required scales and rudiments necessary to perform music found in 4 Band literature</p>	Continue to use tuning device set to A=440
	B. Play an instrument with others.	<p>___ GLI 1: Demonstrate ability to maintain acceptable tuning levels (within 3 cents).</p> <p>___ GLI 3: Percussion students will demonstrate facility of technique on all percussion instruments, including mallets and auxiliary percussion.</p>	
	C. Rehearse and perform a varied repertoire of music	<p>___ GLI 1: Perform a variety of literature representing diverse genres and cultures.</p> <p>___ GLI 2: Study and perform music with a variety of musical elements found in Grade 4 band literature.</p>	
	A. Improvise simple rhythmic and melodic patterns.	___ GLI X Create melodies in minor tonalities.	
3. Improvising melodies, variations and accompaniments	B. Improvise a variation on a melody.	___ GLI 2: Continue stylistic considerations of multiple genres of improvising (e.g. blues, jazz, rock, etc.)	R & B in "Swing Low Sweet Chariot": Blue Tonality p. 110
	C. Improvise simple accompaniments.	___ GLI 1: Explore an accompaniment in a basic theory class.	
4. Composing and arranging music	A. Compose music within specific	___ GLI 2: Combine at least two melodies to create a musical form.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
within specific guidelines.	guidelines (e.g. style, form, etc.)		
	C. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.	____ GLI 1: Notate an arrangement using compositional software and MIDI resources.	
5. Reading and notating music.	A. Identify and understand the meaning of standard music notation symbols.	____ GLI 1: Recognize and describe the function of musical symbols and signs found in Grade 4 Band Literature.	
	B. Read and interpret standard music notation accurately when playing an instrument.	____ GLI 1: Sight read Grade 3 Band Literature.	
	C. Notates music correctly on a musical staff.	____ GLI 1: Write major and chromatic scales in all octaves appropriate to the instrument.	Lesson 1: The Basics/Chromatic Scales, p. 113, Lesson 2: Perf. Apps. P. 116
	D. Uses musical vocabulary.	____ GLI 1: Uses and understands terms found in Grade 4 Band Literature.	
6. Listening to, analyzing, and describing music.	A. Listen to recordings and describe specific music events using appropriate terminology.	____ GLI 1: Identify musical elements found in Level 4 Band Literature. ____ GLI 2: Identify cadences.	
	B. Distinguish styles and form in music.	____ GLI 1: Utilize appropriate musical terminology when discussing music of diverse genres and cultures.	
	C. Aurally and visually analyze music.	____ GLI 1: Notate from dictation with accuracy a simple melody. ____ GLI 2: Notate from dictation with accuracy a simple rhythmic passage.	
7. Evaluating music	A. Develop a criteria	____ GLI 2: Write reviews of recorded music.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
and music performances	for evaluating the quality of music compositions.	___ GLI 3: Select musical experiences that will promote a lifelong love and learning of music.	
	B. Develop a criteria for evaluating the quality and effectiveness of musical performances.	___ GLI 1 : Extend the sophistication of rubrics to evaluate the quality and effectiveness of performances. ___ GLI 2: Extend the sophistication of musical terminology used to evaluate performances, and offer constructive feedback. ___ GLI 3: Continues to attend live performances by professional musicians. ___ GLI 4: Extend the depth of understanding of how people from different backgrounds use and respond to music. ___ GLI 5: Extend the sophistication of evaluation of individual practice.	Instrumental Music Performance-Tem Basses Rubric p. 117
	C. Defend personal music preferences using appropriate terminology.	___ GLI 1: Broaden musical selections based on extended knowledge of musical concepts.	
8. Understanding relationships between music, the other arts, and disciplines outside the arts	A. Compare and contrast music with other fine arts disciplines.	___ GLI 1: Synthesize information from each of the arts disciplines to obtain an understanding of interaction between the arts and world events/culture. ___ GLI 2: Cite specific examples of correlations among different disciplines (e.g. history and literature and their relationship to musical theatre and opera).	
	B. Compare and contrast music with disciplines outside the arts	___ GLI 1: Develop an understanding of the interaction between the arts and world events/culture.	
9. Understanding music in relation to history and culture.	A. Understand music on relation to history.	___ GLI 1: Show a connection between world events and music.	

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### THIRD GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2. Performing alone and with others a varied repertoire of music	A. Play an instrument alone demonstrating proper instrumental technique.	<ul style="list-style-type: none"> <li>___ GLI 4: Produce a refined sound on their instrument.</li> <li>___ GLI 5: Percussion students will perform all rudiments</li> <li>___ GLI 6: Perform required scales and rudiments necessary to perform music found in Grade 4 Band Literature</li> </ul>	
	B. Play an instrument with others.	<ul style="list-style-type: none"> <li>___ GLI 2: Demonstrate musical expression appropriate to performing in small ensembles.</li> <li>___ GLI 3: Percussion students will demonstrate facility of technique on all percussion instruments, including mallets and auxiliary percussion.</li> </ul>	Continue use of Tuning device set to A-440
	C. Rehearse and perform a varied repertoire of music.	<ul style="list-style-type: none"> <li>___ GLI 1: Perform a variety of literature representing diverse genres and cultures.</li> <li>___ GLI 2: Study and perform music with a variety of musical elements found in Grade 4 band literature.</li> </ul>	
3. Improvising melodies, variations and accompaniments	A. Improvise simple rhythmic and melodic patterns.	<ul style="list-style-type: none"> <li>___ GLI 2: Continue improvisation on the 12 bar blues.</li> <li>___ GLI 3: Create melodies with given harmony. (one to two key centers)</li> </ul>	
	B. Improvise a variation on a melody.	<ul style="list-style-type: none"> <li>___ GLI 1: Improvise variation on melody in 32 bar song form (e.g. <i>I've Got Rhythm</i>).</li> <li>___ GLI 2: Continue stylistic considerations of multiple genres of improvising (e.g. blues, rock, jazz, etc)</li> </ul>	
	C. Improvise simple accompaniments.	<ul style="list-style-type: none"> <li>___ GLI 2: Improvise an accompaniment using any chord progression in any key.</li> </ul>	
4. Composing and arranging music within specific guidelines.	A. Compose music within specific guidelines (e.g. style, form, etc.)	<ul style="list-style-type: none"> <li>___ GLI 2: Combines at least two melodies to create a musical form</li> <li>___ GLI 3: Compose short pieces using tonic, dominant, and subdominant harmonies.</li> </ul>	Lesson 1: The Basics/Chromatic Scales, p. 113, Lesson 2: Perf. Apps. P. 116 5 Ways "Come Sunday" p. 177
	C. Use a variety of traditional and nontraditional	<ul style="list-style-type: none"> <li>___ GLI 2: Utilize most current software for composing and arranging.</li> </ul>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	sound sources and electronic media when composing and arranging.		
5. Reading and notating music.	A. Identify and understand the meaning of standard music notation symbols.	___ GLI 1: Recognize and describe the function of musical symbols and signs found in grade 4 Band literature.	
	B. Read and interpret standard music notation accurately when playing an instrument.	___ GLI 1: Sight read Grade 3 Band Literature.	
	C. Notates music correctly on a musical staff.	___ GLI 2: Write scales and rudiments found in grade 4 Band literature. ___ GLI 3: Write any major scale and its relative and parallel minor.	
	D. Uses musical vocabulary.	___ GLI 1: Uses and understands terms found in Grade 4 Band literature.	
6. Listening to, analyzing, and describing music.	A. Listen to recordings and describe specific music events using appropriate terminology.	___ GLI 1: Identify musical elements found in level 4 Band literature.	
	B. Distinguish styles and form in music.	___ GLI 1: Utilize appropriate musical terminology when discussing music of diverse genres and cultures. ___ GLI 2: Consider what changes would need to be made in an existing piece of music to change the form and style.	
	C. Aurally and visually analyze music.	___ GLI 1: Notates from dictation with accuracy a simple melody. ___ GLI 3: Notate from dictation with accuracy a simple two part passage (e.g. melody and bass line).	
7. Evaluating music and music performances	A. Develop a criteria for evaluating the quality of music compositions.	___ GLI 1: Extend the criteria for evaluating compositions based on performer's experience level. ___ GLI 2: Write reviews of recorded music. ___ GLI 3: Continue to select music experiences that will promote a lifelong love and and learning of music.	
	B. Develop a criteria for evaluating the quality and	___ GLI 1: Extend the sophistication of rubrics to evaluate the quality and effectiveness of performances. ___ GLI 3: Continue to attend live performances by professional musicians.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	effectiveness of musical performances.		
	C. Defend personal music preferences using appropriate terminology.	<p>___ GLI 1: Broaden musical selections based on extended knowledge of musical concepts.</p> <p>___ GLI 2: Broaden knowledge of musical concepts used to defend musical choices.</p> <p>___ GLI 3: Broaden the sophistication of evaluation of musical experiences based on emotional impact and aesthetic value.</p>	
8. Understanding relationships between music, the other arts, and disciplines outside the arts	A. Compare and contrast music with other fine arts disciplines.	___ GLI 1: Synthesize information from each of the arts disciplines to obtain an understanding of interaction between the arts world and events/culture.	
	B. Compare and contrast music with disciplines outside the arts.	___ GLI 2: Teach other students problem solving skills learned in Music.	
9. Understanding music in relation to history and culture.	A. Understand music in relation to history.	___ GLI 2: Compare specific musical forms/cultures and their relations to the cultural events of different world peoples.	
	B. Understand how music and culture interact.	<p>___ GLI 6: Expands comparisons of music forms in vocal and instrumental music genres from various historical periods.</p> <p>___ GLI 7: Expands explanation of the effects of technology on the music.</p>	



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## BAND LEVEL 4 SCOPE AND SEQUENCE/TIMELINE



### FOURTH GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2. Performing alone and with others a varied repertoire of music	A. Play an instrument alone demonstrating proper instrumental technique.	<ul style="list-style-type: none"> <li>___ GLI 4: Perfect a refined sound on their instrument.</li> <li>___ GLI 5: Percussion students will perform all rudiments.</li> <li>___ GLI 6: Perform required scales and rudiments necessary to perform music found in Grade 4 Band Literature</li> </ul>	
	B. Play an instrument with others.	<ul style="list-style-type: none"> <li>___ GLI 2: Demonstrate musical expression appropriate to performing in small ensembles.</li> <li>___ GLI 3: Percussion students will perfect facility of technique on all percussion instruments, including mallets and auxiliary percussion.</li> </ul>	Continue use of a Tuning device set to A=440
	C. Rehearse a perform a varied repertoire of music.	<ul style="list-style-type: none"> <li>___ GLI 1: Perform a variety of literature representing diverse genres and cultures.</li> <li>___ GLI 2: Study and perform music with a variety of musical elements found in Grade 4 band literature.</li> </ul>	
3. Improvising melodies, variations, and accompaniments.	Improvise simple rhythmic and melodic patterns.	<ul style="list-style-type: none"> <li>___ GLI 3: Create melody with a given harmony (one to two key centers).</li> <li>___ GLI 4: Improvise over a I-IV-V-I pattern in any key.</li> </ul>	
	B. Improvise a variation on a melody.	<ul style="list-style-type: none"> <li>___ GLI 2: Continue stylistic considerations of multiples genres of improvising (e.g. blues, jazz, rock, etc.)</li> <li>___ GLI 3: Develop a given melody through the use of rhythmic and other variation styles.</li> <li>___ GLI 4: Extend a given melody with embellishments and ornamentation.</li> </ul>	
	C. Improvise simple accompaniments.	<ul style="list-style-type: none"> <li>___ GLI 3: Improvise a 12 bar blues accompaniment in any key.</li> </ul>	
4. Composing and arranging music within specific guidelines.	A. Compose music within specific guidelines (e.g. style, form, etc.)	<ul style="list-style-type: none"> <li>___ GLI 4: Write chords with extensions.</li> </ul>	
	B. Arrange music within specific guidelines.	<ul style="list-style-type: none"> <li>___ GLI 1: Add a fourth part to an existing trio.</li> </ul>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	C. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.	___ GLI 2: Utilize most current software for composing and arranging.	
5. Reading and notating Music	C. Notates music correctly on a musical staff.	___ GLI 1: Write any major scale and its relative and parallel minor.	Lesson 1: The Basics/Chromatic Scales p. 113 Lesson 2: Per Apps. P. 116
	D. Uses musical vocabulary.	___ GLI 2: Apply shorthand system for notation to mark music for performance.	
6. Listening to, analyzing, and describing music.	B. Distinguish styles and form in music.	___ GLI 1: Utilize appropriate musical terminology when discussing music of diverse genres and cultures. ___ GLI 2: Consider what changes would need to be made in an existing piece of music to change the form and the style.	
	C. Aurally and visually analyze music.	___ GLI 3: Notate from dictation with accuracy a simple 2 part passage. ( e.g. melody and a bass line)	
7. Evaluating music and music performances.	C. Defend personal music preferences using appropriate terminology.	___ GLI 3: Broaden the sophistication of evaluation of musical experiences based on emotional impact and aesthetic value. ___ GLI 4: Extend base of personal preference in music based on increased skill level and knowledge	
8. Understanding relationships between music, the other arts, and disciplines outside the arts	A. Compare and contrast music with other fine arts disciplines.	___ GLI 1: Synthesize information from each of the Arts disciplines to obtain an understanding of interaction between the arts and the world events/culture.	
9. Understanding music in relation to history and culture.	A. Understand music in relation to history.	___ GLI 3: Compare specific musical forms/cultures and their relations to the cultural events of different world peoples. ___ GLI 4: Research historical impact of performed literature.	
	B. Understand how music and culture interact.	___ GLI 1: Explain how Westernization has affected world music. ___ GLI 2: Broaden their explanation of the elements of culture that contribute to world music. ___ GLI 3: Continue to compare the functions that music serves in several cultures of the world.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
		<p>____ GLI 4: Expand on the comparisons of roles of musicians in several cultures of the world.</p> <p>____ GLI 5: Expand on comparisons of the conditions under which music is typically performed in several cultures of the world.</p>	