

COLUMBUS CITY SCHOOLS HANDBELLS I SCOPE AND SEQUENCE/TIMELINE

	GRADING PERIOD 1						
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS		
1-2	Introduction to Ringing	2. Performing alone and with others a varied repertoire of music					
	Handbells	A: Plays handbells alone demonstrating correct handbell technique.					
		GLI 1: Demonstrates correct standing posture.					
		GLI 2: Demonstrates correct handling, wearing of gloves, and proper attire.					
		GLI 3: Demonstrates correct procedure for retrieving and arranging bells.					
		GLI 4: Demonstrates correct hand position by ringing handbells from the wrist outwards and away from the body. After the flick, the bell should be brought back towards the body in a circular counterclockwise position.					
		GLI 5: Demonstrates the relationship between hand placement and pitch/intonation.					
		GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i> , pluck, hand damp, tower swing, etc.					
		GLI 7: Demonstrates appropriate care of handbells.					
		B: Play handbells in ensembles.					

		GRADING	G PERIOD 1		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	Introduction to Ringing Hhandbells	 GLI 1: Plays in time with other musicians. GLI 2: Interprets and responds to conducting patterns and cues in an ensemble. GLI 3: Demonstrate part independence. 			
3-4	Playing Basic Handbells	 2. Performing alone and with others a varied repertoire of music A: Plays handbells alone demonstrating correct handbell technique. GLI 1: Demonstrates correct standing posture. GLI 2: Demonstrates correct handling, wearing of gloves, and proper attire. GLI 3: Demonstrates correct procedure for retrieving and arranging bells. GLI 4: Demonstrates correct hand position by ringing handbells from the wrist outwards and away from the body. After the flick, the bell should be brought back towards the body in a circular counterclockwise position. GLI 5: Demonstrates the relationship between hand placement and 			
		 pitch/intonation. GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing etc. GLI 7: Demonstrates appropriate care of handbells. C: Rehearse and play a varied repertoire of music. GLI 1: Rehearses, practices and plays unison melodies. GLI 2: Rehearses, practices and plays level I and II handbell literature with 			

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3-4	Playing Basic Handbells	different forms. 3. Improvising melodies, variations, and accompaniments A: Imitate simple rhythms and melodic patterns. GLI 1: Imitates 2-3 note patterns. B: Improvise accompaniments. GLI 2: Improvises an ostinato accompaniment using pitches in a I-V-I progression 5. Reading and notating music A: Read and notate rhythms. GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters. GLI 3: Utilizes a numerically based method of counting (1+2+3+4+). B: Read and notate pitches. GLI 1: Identifies pitches not the grand staff. GLI 2: Identifies pitches not the grand staff. GLI 1: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing. C: Identify and define standard notation symbols for dynamics, articulation, and expression. GLI 1: Reads and notates the symbols for ringing, damping, LV, martellato, mallet, pluck, thumb damp, etc. GLI 2: Reads the following dynamic markings: p, mp, mf, and f. 6. Listening to, analyzing, and describing music A: Describe specific music events in a given aural example using appropriate terminology.	Martha Lynn Thompson <i>Ready to Ring</i> : p. 6 Martha Lynn Thompson <i>Ready to Ring 111</i> , p. 8 Martha Lynn Thompson <i>Tunes that Teach</i> , pp. 12, 13				

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3-4	Playing Basic Handbells	GLI 1: Identifies the steady beat in a given aural example.			
		7. Evaluating music and music performances		Writing Conventions	
		A: Develop criteria for evaluating the quality and effectiveness of music compositions.		A. Use correct spelling convention.	
		GLI 1: Describes musical elements that are found in a composition.		B. Uses correct punctuation and capitalization.	
5-6	Reviewing Handbell Skills	2. Performing alone and with others a varied repertoire of music			
	and Beginning Reading Skills	A: Plays handbells alone demonstrating correct handbell technique.			
		GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i> , pluck, hand damp, tower swing etc.			
		B: Play handbells in ensembles.			
		GLI 1: Plays in time with other musicians.			
		GLI 2: Interprets and responds to conducting patterns and cues in ensembles.			
		GLI 3: Demonstrate part independence.	Martha Lynn Thompson		
		C: Rehearse and play a varied repertoire of music.	Tunes that Teach, pp. 16, 17		
		GLI 2: Rehearses, practices and plays level I and II handbell literature.			
		GLI 3: Rehearses, practices, and plays music representing a variety of cultures.	Martha Lynn Thompson <i>Ready to Ring</i> : pp. 12, 13		
		5. Reading and notating music			
		A: Read and notate rhythms.			
		GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters.			

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Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS		
5-6	Reviewing Handbell Skills and Beginning Reading Skills	 GLI 3: Utilizes a numerically based method of counting (1+2+3+4+). B: Read and notate pitches. GLI 1: Identifies pitches on the grand staff. GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing. 					
7-9	Building Handbell Skills	 2. Performing alone and with others a varied repertoire of music A: Plays handbells alone demonstrating correct handbell technique. GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing etc. B: Play handbells in ensembles GLI 1: Plays in time with other musicians. GLI 2: Interprets and responds to conducting patterns and cues in an ensemble. GLI 3: Demonstrate part independence. C: Rehearse and play a varied repertoire of music. GLI 2: Rehearses, practices and plays level I and II handbell literature. GLI 3: Rehearses, practices, and plays music representing a variety of cultures. 5. Reading and notating music. Benchmark A: Read and notate rhythms. GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 	Martha Lynn Thompson <i>Tunes that Teach</i> , pp. 18, 19				

		GRADING	G PERIOD 1		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
7-9	Building Handbell Skills	meters. GLI 3: Utilizes a numerically based method of counting (1+2+3+4+).			
		B: Read and notate pitches.			
		GLI 1: Identifies pitches on the grand staff.			
		GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.			
		GLI 4: Demonstrates ability to read musical symbols for literature being studied. (i.e. Repeat signs, codas, 1 st and 2 nd endings).			
		C: Identify and define standard notation symbols for dynamics, articulation, and expression.			
		GLI 1: Reads and notates the symbols for ringing, damping, LV, martellato, mallet, pluck, thumb damp, etc.			
		GLI 2: Reads the following dynamic markings: <i>p</i> , <i>mp</i> , <i>mf</i> , and <i>f</i> .			
		6. Listening to, analyzing, and describing music			
		Benchmark B: Describe music events in a given printed example.			
		GLI 1: Identifies a single repeat sign, a set of repeat signs, first and second ending.			
		7. Evaluating music and music performances			
		A: Develop criteria for evaluating the quality and effectiveness of music compositions.		Writing Conventions	
		GLI 1: Describes musical elements that are found in a composition.		C. Demonstrate understanding of the grammatical conventions of the English language.	
		GLI 2: Evaluate recorded performances of the literature being studied.			
		B: Develop criteria for evaluating the quality			

	GRADING PERIOD 1							
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS			
7-9	Building Handbell Skills	 and effectiveness of musical performances. GLI 3: Evaluates ensemble performance and seeks ways to improve their overall performance. GLI 5: Makes use of technology in rehearsal to assist in self-evaluation (e.g. record and playback, metronome). 9. Understanding music in relation to history and culture C: Compare functions music serves, roles of musicians, and conditions under which music is typically performed in several cultures. GLI 1: Identifies songs used in celebration, i.e. <i>Dreidel, Happy Birthday</i>, etc. D: Identify and compare careers in music. GLI 1: Recognizes the importance of self-motivation and practice in music. 		Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies C. Use appropriate self- monitoring strategies for self evaluation.	People in Societies A. Analyze the influence of different cultural perspectives on the actions of groups.			

		GRADING	G PERIOD 2		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-6	Reinforcing Musical Skills	2. Performing alone and with others a varied repertoire of music			
	Preparing for Performances	A: Plays handbells alone demonstrating correct handbell technique.			
		GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i> , pluck, hand damp, tower swing, etc.			
		B: Play handbells in ensembles			
		GLI 1: Plays in time with other musicians.			
		GLI 2: Interprets and responds to conducting patterns and cues in ensembles.			
		GLI 3: Demonstrate part independence.			
		C: Rehearse and play a varied repertoire of music			
		GLI 2: Rehearses practices and plays level I and II handbell literature.			
		GLI 3: Rehearses, practices, and plays music representing a variety of cultures.			
		5. Reading and notating music			
		A: Read and notate rhythms.			
		GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters.			
		GLI 3: Utilizes a numerically based method of counting (1+2+3+4+).			
		B: Read and notate pitches.			
		GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.			

	GRADING PERIOD 2						
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS		
1-6	Reinforcing Musical Skills Preparing for Performances	GLI 4: Demonstrates ability to read musical symbols for literature being studied. (i.e. Repeat signs, codas, 1 st and 2 nd endings).					
		GLI 5: Identifies major key signatures and tonalities of the handbell literature being studied.(C, F, G)					
		C: Identify and define standard notation symbols for dynamics, articulation, and expression.					
		GLI 1: Reads and notates the symbols for ringing, damping, LV, <i>martellato</i> , mallet, pluck, thumb damp, etc.					
		GLI 2: Reads the following dynamic markings: <i>p</i> , <i>mp</i> , <i>mf</i> , and <i>f</i> .					
		6. Listening to, analyzing, and describing music					
		A: Describe specific music events in a given aural example using appropriate terminology.					
		GLI 2: Identifies forms associated with the handbell literature being studied.					
		B: Describe music events in a given printed example.					
		GLI 1: Identifies a single repeat sign, a set of repeat signs, first and second ending.					
		GLI 2: Identifies meters(s), dynamics, tonality, ringing techniques and tempo in a given printed example.					
		GLI 3: Describes musical form in handbell scores.		Literary Text E. Analyze the use of a genre to			
		GLI 4: Describes musical style in handbell scores.		express a theme or topic.			
		GLI 5: Looks at a printed piece of music and describes how it would sound when played.					
		7. Evaluating music and music performances					

		GRADIN	G PERIOD 2		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-6	Reinforcing Musical Skills Preparing forPerformances	A: Develop criteria for evaluating the quality and effectiveness of music compositions. GLI 1: Describes musical elements that are found in a composition.			
		GLI 2: Evaluate recorded performances of the literature being studied.		Writing Conventions	
		B: Develop criteria for evaluating the quality and effectiveness of musical performances.		C. Demonstrate understanding of the grammatical conventions of the English language.	
		GLI 1: Attends live handbell performances.			
		GLI 2: Practices appropriate audience and performance etiquette.			
		GLI 3: Evaluates ensemble performance and seeks ways to improve their overall performance.			
		GLI 4: Describes the influence of musical and nonmusical aspects (e.g. concert etiquette) of performance on audience perception.			
		GLI 5: Makes use of technology in rehearsal to assist in self-evaluation (e.g. record and playback, metronome).			
		9. Understanding music in relation to history and culture			
		A: Understanding music in relation to history and culture.			
		GLI 3: Reads program notes and background information related to the literature being studied.		Concepts of Print,	
		D: Identify and compare careers in music.		Comprehension Strategies and Self-Monitoring Strategies.	
		GLI 1: Recognizes the importance of self-motivation and practice in music.		C. Use appropriate self- monitoring strategies for comprehension.	
7-9	Reviewing and Reinforcing Musical Shills	2. Performing alone and with others a varied repertoire of music			
Handbe	Musical Skills	A: Plays handbells alone demonstrating correct			August 2010

		GRADIN	G PERIOD 2		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
7-9	Reviewing and Reinforcing Musical Skills	handbell technique. GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i> , pluck, hand damp, tower swing, etc.	Martha Lynn Thompson <i>Tunes that Teach</i> , pp. 14-21		
		 B: Play handbells in ensembles GLI 1: Plays in time with other musicians. GLI 2: Interprets and responds to 			
		 conducting patterns and cues in ensembles. GLI 3: Demonstrate part independence. C: Rehearse and play a varied repertoire of music. 			
		GLI 2: Rehearses practices and plays level I and II handbell literature. GLI 3: Rehearses, practices, and plays			
		music representing a variety of cultures. 3. Improvising melodies, variations, and accompaniments			
		A: Imitate simple rhythms and melodic patterns.			
		 GLI 1: Imitates 2-3 note patterns. GLI 2: Imitates a rhythmic variation of a melody 			
		GLI 3: Writes a rhythmic composition of four or more measures in 4/4, 3/4 or 2/4.			
		B: Improvise accompaniments. GLI 1: Creates 1-2 measure ostinato in 4/4 meter.			
		GLI 2: Improvises an ostinato accompaniment using pitches in a I-V-I progression			
		4. Composing and arranging music within specific guidelines			

	GRADING PERIOD 2					
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS	
7-9	Reviewing and Reinforcing	A: Compose music within specified guidelines. GLI 2: Incorporates dynamic markings in compositions, e.g. <i>forte, piano</i> .				
	Musical Skills	5. Reading and notating music				
		A: Read and notate rhythms.				
		GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters.				
		GLI 3: Utilizes a numerically based method of counting (1+2+3+4+).				
		B: Read and notate pitches.				
		GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.				
		GLI 3: Identifies intervals in literature being studied (unison, 2 nd , 3 rd , etc.).				
		GLI 4: Demonstrates ability to read musical symbols for literature being studied. (i.e. Repeat signs, codas, 1 st and 2 nd endings).				
		GLI 5: Identifies major key signatures and tonalities of the handbell literature being studied.(C,F,G)				
		C: Identify and define standard notation symbols for dynamics, articulation, and expression.				
		GLI 1: Reads and notates the symbols for ringing, damping, LV, <i>martellato</i> , mallet, pluck, thumb damp, tower swing, etc.				
		GLI 2: Reads the following dynamic markings: <i>p</i> , <i>mp</i> , <i>mf</i> , and <i>f</i> .		Literary Text		
		6. Listening to, analyzing, and describing music		E. Analyze the use of a genre to express a theme or topic.		
		A: Describe specific music events in a given aural example using appropriate terminology.				

		GRADIN	G PERIOD 2		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
7-9	Reviewing and Reinforcing	GLI 2: Identifies forms associated with the handbell literature being studied.			
	Musical Skills	GLI 3: Aurally distinguishes between major and minor.			
		B: Describe music events in a given printed example.			
		GLI 2: Identifies meters(s), dynamics, tonality, ringing techniques and tempo in a given printed example.			
		GLI 3: Describes musical form in handbell scores.			
		GLI 4: Describes musical style in handbell scores.		Writing Conventions	Citizens Rights and Responsibilities B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.
		7. Evaluating music and music performances		C. Demonstrate understanding	
		C: Defend personal music preferences using appropriate terminology.		of the grammatical conventions of the English language	
		GLI 1: Describes personal music preferences using appropriate music terminology.			
		8. Understanding relationships between music, the other arts, and disciplines outside the arts			
		A: Understand relationships between music and the other arts.		Acquisition of Vocabulary E. Apply knowledge of roots and affixes to determine the meaning of complex words and subject area vocabulary. F. Use multiple resources to enhance comprehension of	
		GLI 1: Identifies art forms that involve collaboration with multiple art forms (e.g. dance, visual art).			
		GLI 2: Compares the common purposes of the arts.			
		B: Understand the relationships between music and disciplines outside the arts.		vocabulary.	
		GLI 1: Identifies connections between the vocabulary being studied in music and the vocabulary being studied in other classes.			

	GRADING PERIOD 2									
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS					
7-9	Reviewing and	9. Understanding music in relation to history and culture								
	Reinforcing Musical Skills	A: Understanding music in relation to history and culture.								
		GLI 1: Discusses music history and culture as it relates to the music being studied and performed.			People and Societies C. Analyze the ways that contacts between people of					
		GLI 2: Listens to examples of culturally diverse music and compares it to music being studied.			different cultures result in exchange of cultural practices.					
		C: Compare functions music serves, roles of musicians, and conditions under which music is typically performed in several cultures.								
		GLI 1: Identifies songs used in celebration, i.e. <i>Dreidel, Happy Birthday</i> , etc.								

		GRADIN	G PERIOD 3		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	Reading and Playing Rhythms	3. Improvising melodies, variations, and accompaniments			
		A: Imitate simple rhythms and melodic patterns			
		GLI 3: Writes a rhythmic composition of four or more measures in 4/4, 3/4 or 2/4.			
3-4	Reading Melodic	5. Reading and notating music			
	Notation <i>Treble and</i>	A: Read and notate rhythms.			
	Bass Clef	GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters.			
		GLI 3: Utilizes a numerically based method of counting (1+2+3+4+).			
		GLI 4: Defines and demonstrates 4/4, 3/4, and 2/4 meters.			
		B: Read and notate pitches.			
		GLI 1: Identifies pitches on the grand staff.			
		GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.			
5	Reading Melodic and Rhythmic	3. Improvising melodies, variations, and accompaniments			
	Notation	A: Imitate simple rhythms and melodic patterns			
		GLI 1: Imitates 2-3 note patterns.			
		GLI 2: Imitates a rhythmic variation of a melody.			
		GLI 3: Writes a rhythmic composition of four or more measures in 4/4, 3/4 or 2/4.			
		Reading and notating music			
		A: Read and notate rhythms.			
		GLI 1: Defines and plays eighth, quarter,			

Weeks Jougnets of Unit/Theme Standards/Renchmarks/GLIs Suggested Materials ARTS STAND RDS/ BENCIMARKS STAND BENCIMARKS 5 Reading Melodic and Rhythmis Notation half, dotted half and whole notes and corresponding rests in 44, 3/4, and 2/4 meters.			GRADING	G PERIOD 3		
and Rhythmic Notation corresponding rests in 4/4, 3/4, and 2/4 meters. GL12: Uses standard notation to record a dictated rhythmic example, using the above rhythms and meters. GL13: Utilizes a numerically based method of counting (1+2+3/4+). B: Read and notate pitches. GL11: Identifies pitches on the grand staff. GL12: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing. 6-7 Playing Melodic 2. Performing alone and with others a varied reperforce of music A: Plays handbells alone demonstrating correct handbell technique. GL16: Interprets and responds to conducting right, adapping, LV, marriellato, pluck, hand damp, tower swing, etc. B: Play handbells in ensembles GL12: Plays in time with other musicians. GL13: Interprets and responds to conducting patterns and cues in an ensemble. GL13: Demonstrate part independence. C: Rehearse and play a varied repertore of music GL13: Rehearses, practices and plays	Weeks		Standards/Benchmarks/GLIs	Suggested Materials	ARTS STANDARDS/	SOCIAL STUDIES STANDARDS/ BENCHMARKS
6-7 Playing Melodic Notation 2. Performing alone and with others a varied repetitive insign. 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repetitive insign. 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repetitive insign. 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repetitive of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repetitive of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repetitive of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repetitive of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repetitive of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repetitive. 6-7 Bit Play handbells in ensembles 3. On the performs the following articulations: ringing, damping, LV. marrellato, pluck, hand damp, tower swing, etc. B: Play in dime with other music ans. GLI 1: Plays in time with other music ansemble.	5	and Rhythmic	corresponding rests in 4/4, 3/4, and 2/4			
6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Big Melodic Notation 2. Performs the following articulations: ringing, damping, LV, marrellato, pluck, hand damp, tower swing, etc. B: Play handbells in ensembles			dictated rhythmic example, using the			
6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Big Melodic Notation 3. Performing alone and with others a varied repertoire of music 6-7 Big Melodic Notation 4. Plays handbells alone demonstrating correct handbell technique. 6-8 GLI 6: Performs the following articulations: ringing, damping, LV, matrelitato, pluck, hand damp, tower swing, etc. B: Play handbells in ensembles 6. GLI 1: Plays in time with other musicians. 6 GLI 2: Interprets and responds to conducting patterns and cues in an ensemble. 6 GLI 3: Demonstrate part independence. C: Rehearse and play a varied repertoire of music GLI 1: Rehearses, practices and plays unison melodies. 6 GLI 2: Rehearses, practices and plays						
6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music 6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music A: Plays handbells alone demonstrating correct handbell technique. A: Plays handbells alone demonstrating correct handbell technique. GL1 6: Performs the following articulations: ringing, damping, LV, martellato, pluck, hand damp, tower swing, etc. B: Play handbells in ensembles GL1 1: Plays in time with other musicians. GL1 1: Plays in time with other musicians. GL1 2: Interprets and responds to conducting patterns and cues in an ensemble. GL1 3: Demonstrate part independence. C: Rehearse and play a varied repertoire of music GL1 1: Rehearses, practices and plays			B: Read and notate pitches.			
6-7 Playing Melodic Notation 2. Performing alone and with others a varied repertoire of music A: Plays handbells alone demonstrating correct handbell technique.						
Notation repertoire of music A: Plays handbells alone demonstrating correct handbell technique.			clefs that are commonly used for the			
handbell technique.	6-7					
articulations: ringing, damping, LV, martellato, pluck, hand damp, tower swing, etc. B: Play handbells in ensembles						
GLI 1: Plays in time with other musicians. GLI 2: Interprets and responds to conducting patterns and cues in an ensemble. GLI 3: Demonstrate part independence. C: Rehearse and play a varied repertoire of music GLI 1: Rehearses, practices and plays GLI 2: Rehearse, practices and plays			articulations: ringing, damping, LV, <i>martellato</i> , pluck, hand damp, tower			
musicians.			B: Play handbells in ensembles			
conducting patterns and cues in an ensemble.						
C: Rehearse and play a varied repertoire of music GLI 1: Rehearses, practices and plays GLI 2: Rehearses, practices and plays			conducting patterns and cues in an			
music GLI 1: Rehearses, practices and plays GLI 2: Rehearses, practices and plays			GLI 3: Demonstrate part independence.			
unison melodies. GLI 2: Rehearses, practices and plays						
GLI 2: Rehearses, practices and plays						
level I and II handbell literature with			GLI 2: Rehearses, practices and plays level I and II handbell literature with			

		GRADIN	G PERIOD 3		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
Weeks 6-7		Standards/Benchmarks/GLIs different forms. 5. Reading and notating music A: Read and notate rhythms.	Suggested Materials Martha Lynn Thompson <i>Tunes that Teach</i> , pp. 24-27 Martha Lynn Thompson <i>Tunes that Teach</i> , pp. 11, 29- 31		
		Benchmark A: Describe specific music events in a given aural example using appropriate terminology. GLI 2: Identifies forms associated with the handbell literature being studied.			
		 GLI 3: Aurally distinguishes between major and minor. 7. Evaluating music and music performances 		Literary Text E. Analyze the use of a genre to express a theme or a topic.	
		A: Develop criteria for evaluating the quality and effectiveness of music compositions. GLI 1: Describes musical elements that		Writing Conventions A. Use correct spelling convention. B. Use correct punctuation and	
8-9	Meter	are found in a composition. 2. Performing alone and with others a varied repertoire of music		capitalization.	

	GRADING PERIOD 3						
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS		
8-9	Meter	A: Plays handbells alone demonstrating correct handbell technique.					
		GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i> , pluck, hand damp, tower swing, etc.					
		B: Play handbells in ensembles					
		GLI 2: Interprets and responds to conducting patterns and cues in an ensemble.					
		GLI 3: Demonstrate part independence.					
		C: Rehearse and play a varied repertoire of music					
		GLI 1: Rehearses, practices and plays unison melodies.					
		GLI 2: Rehearses, practices and plays level I and II handbell literature with different forms.					
		5. Reading and notating music					
		A: Read and notate rhythms.					
		GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters.		www.co.u			
		GLI 2: Uses standard notation to record a dictated rhythmic example, using the above rhythms and meters.		Writing Conventions A. Use correct spelling convention.			
				B. Use correct punctuation and capitalization.			
		B: Read and notate pitches.					
		GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.					
		6. Listening to, analyzing, and describing					

	GRADING PERIOD 3									
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS					
8-9	Meter	music								
		A: Describe specific music events in a given aural example using appropriate terminology.								
		GLI 1: Identifies the steady beat in a given aural example.								
		B: Describe music events in a given printed example.								
		GLI 2: Identifies meters(s), dynamics, tonality, ringing techniques and tempo in a given printed example.								

		GRADING	G PERIOD 4		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-5	Reinforcing Musical Skill by	2. Performing alone and with others a varied repertoire of music			
	Preparing for Performances	A: Plays handbells alone demonstrating correct handbell technique.			
		GLI 1: Performs the following articulations: ringing, damping, LV, <i>martellato</i> , pluck, hand damp, tower swing, etc.			
		B: Play handbells in ensembles			
		GLI 1: Plays in time with other musicians.			
		GLI 2: Interprets and responds to conducting patterns and cues in ensembles.			
		GLI 3: Demonstrate part independence.			
		C: Rehearse and play a varied repertoire of music			
		GLI 2: Rehearses practices and plays level I and II handbell literature.			
		GLI 3: Rehearses, practices, and plays music representing a variety of cultures.			
		5. Reading and notating music			
		A: Read and notate rhythms.			
		GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters.			
		GLI 3: Utilizes a numerically based method of counting (1+2+3+4+).			
		B: Read and notate pitches.			
		GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.			
		GLI 4: Demonstrates ability to read			

		GRADING	G PERIOD 4		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-5	Reinforcing Musical Skill by Preparing for Performances	musical symbols for literature being studied. (i.e. Repeat signs, codas, 1 st and 2 nd endings). GLI 5: Identifies major key signatures and tonalities of the handbell literature being studied.(C,F,G)			
		C: Identify and define standard notation symbols for dynamics, articulation, and expression.			
		GLI 1: Reads and notates the symbols for ringing, damping, LV, <i>martellato</i> , mallet, pluck, thumb damp, etc.			
		6. Listening to, analyzing, and describing music			
		Benchmark A: Describe specific music events in a given aural example using appropriate terminology.		T Manager Track	
		GLI 2: Identifies forms associated with the handbell literature being studied.		Literary Text E. Analyze the use of a genre to express a theme or a topic.	
		B: Describe music events in a given printed example.			
		GLI 2: Identifies meters(s), dynamics, tonality, ringing techniques and tempo in a given printed example.			
		GLI 3: Describes musical form in handbell scores.			
		GLI 4: Describes musical style in handbell scores.			
		7. Evaluating music and music performances			
		A: Develop criteria for evaluating the quality and effectiveness of music compositions.		Writing Conventions	
		GLI 1: Describes musical elements that are found in a composition.		A. Use correct spelling convention.B. Use punctuation and	
		GLI 2: Evaluate recorded performances of the literature being studied.		capitalization.	
		B: Develop criteria for evaluating the quality			

		GRADIN	G PERIOD 4		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-5	Reinforcing Musical Skill by Preparing for Performances	and effectiveness of musical performances.		Writing Conventions C. Demonstrate understanding of the grammatical conventions of the English language.	BENCHMARKS
6-7	Rhythm Improvisation and Composing	 2. Performing alone and with others a varied repertoire of music A: Plays handbells alone demonstrating correct handbell technique. GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing, etc. 3. Improvising melodies, variations, and accompaniments A: Imitate simple rhythms and melodic patterns. GLI 1: Imitates 2-3 note patterns. 	Martha Lynn Thompson <i>Tunes that Teach</i> , pp. 11, 29	Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies. C. Use appropriate self- monitoring strategies for comprehension.	

		GRADIN	G PERIOD 4		
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
6-7	Rhythm Improvisation and Composing	 GLI 3: Writes a rhythmic composition of four or more measures in 4/4, 3/4 or 2/4. B: Improvise accompaniments. GLI 1: Creates a 1-2 measure ostinato in 4/4 meter. GLI 2: Improvises an ostinato accompaniment using pitches in a I-V-I progression. 5. Reading and notating music A: Read and notate rhythms. GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters. GLI 2: Uses standard notation to record a dictated rhythmic example, using the above rhythms and meters. GLI 3: Utilizes a numerically based 	John A. Behnke Successful Ringing Step by Step, p. 18	BENCHMARKS	BENCHMARKS
7-9	Melodic Improvisation and Composing	 method of counting (1+2+3+4+). 2. Performing alone and with others a varied repertoire of music A: Plays handbells alone demonstrating correct handbell technique. GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing, etc. 3. Improvising melodies, variations, and accompaniments A: Imitate simple rhythms and melodic patterns. GLI 1: Imitates 2-3 note patterns. GLI 3: Writes a rhythmic composition of four or more measures in 4/4, 3/4 or 2/4. 			

	GRADING PERIOD 4					
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS	
Weeks 7-9		Standards/Benchmarks/GLIs B: Improvise accompaniments. GLI 1: Creates a 1-2 measure ostinato in 4/4 meter. GLI 2: Improvises an ostinato accompaniment using pitches in a I-V-I progression. 4. Composing and arranging music within specific guidelines A: Compose music within specified guidelines. GLI 1: Composes melodies using the musical elements in Level I handbell literature. GLI 2: Incorporates dynamic markings in compositions, e.g. forte, piano. B: Arrange music within specified guidelines. GLI 1: Writes a rhythmic accompaniment for a given melody. GLI 2: Alters the rhythm of a given melody. GLI 3: Alters the tempo of a given melody. GLI 1: Defines and plays eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters. GLI 1: Uses standard notation to record a dictated rhythmic example, using the above rhythms and meters.	Suggested Materials	ARTS STANDARDS/	STANDARDS/	
		Evaluating music and music performances C: Defend personal music preferences using				

GRADING PERIOD 4									
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS				
Weeks 7-9		Standards/Benchmarks/GLIs appropriate terminology. GLI 1: Describes personal music preferences using appropriate music terminology. 8. Understanding relationships between music, the other arts, and disciplines outside the arts A: Understand relationships between music and the other arts. GLI 1: Identifies art forms that involve collaboration with multiple art forms (e.g. dance, visual art). GLI 2: Compares the common purposes of the arts.	Suggested Materials						
		 B: Understand the relationships between music and disciplines outside the arts. GLI 1: Identifies connections between the vocabulary being studied in music and the vocabulary being studied in other classes. 9. Understanding music in relation to history and culture A: Understanding music in relation to history and culture. GLI 1: Discusses music history and culture as it relates to the music being studied and performed. GLI 2: Listens to examples of culturally diverse music and compares it to music being studied. GLI 3: Reads program notes and background information related to the literature being studied. B: Classify a varied body of exemplary musical works by historical period and/or culture. GLI 1: Identifies the characteristics of cultural music being studied by the 	F. Use multiple enhance compre- vocabulary. Writing Conv. C. Demonstrate the grammatica	Acquisition of Vocabulary F. Use multiple resources to enhance comprehension of vocabulary. Writing Conventions C. Demonstrate understanding of the grammatical conventions of the English language.	o ling of				

GRADING PERIOD 4									
Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS				
		ensemble. D: Identify and compare careers in music. GLI 1: Recognizes the importance of self-motivation and practice in music.		Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies. C. Use appropriate self- monitoring strategies for comprehension.	Geography A. Analyze the cultural, physical, economic, and political characteristic that defines regions and describes reason that regions chance over time.				