



**COLUMBUS CITY SCHOOLS
HANDBELLS II
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	Reviewing Ringing Handbells	<p>2. Performing alone and with others a varied repertoire of music</p> <p>A: Plays handbells alone demonstrating correct handbell technique.</p> <p>___ GLI 1: Demonstrates correct standing posture</p> <p>___ GLI 2: Demonstrates correct handling, wearing of gloves, and proper attire</p> <p>___ GLI 3: Demonstrates correct procedure for retrieving and arranging bells</p> <p>___ 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.</p> <p>___ GLI 5: Demonstrates the relationship between hand placement and pitch/intonation</p> <p>___ GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing, etc.</p> <p>___ GLI 7: Demonstrates appropriate care of handbells.</p> <p>B: Play handbells in ensembles.</p>			

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1	Reviewing Ringing Handbells	<ul style="list-style-type: none"> ___ GLI 1: Demonstrates part independence. ___ GLI 2: Performs in small ensemble e.g. duo, trio, quartet etc. ___ GLI 3: Performs in a large handbell ensemble. ___ GLI 4: Responds appropriately to conducting patterns and cues for time, volume and entrances. 			
2	Building Handbell Skills	<p>2. Performing alone and with others a varied repertoire of music</p> <p>A: Plays handbells alone demonstrating correct handbell technique.</p> <ul style="list-style-type: none"> ___ GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing, etc. <p>B: Play handbells in ensembles</p> <ul style="list-style-type: none"> ___ GLI 1: Demonstrates part independence. ___ GLI 2: Performs in small ensemble e.g. duo, trio, quartet etc. ___ GLI 3: Performs with a handbell ensemble. ___ GLI 4: Responds appropriately to conducting patterns and cues for time, volume and entrances. <p>C: Rehearse and play a varied repertoire of music.</p> <ul style="list-style-type: none"> ___ GLI 1: Rehearses, practices and plays unison melodies. ___ GLI 2: Rehearses, practices and plays Level I, II, III or higher handbell literature. ___ GLI 3: Rehearses, practices and plays music representing a variety of cultures. <p>5. Reading and notating music</p>	<p>Martha Lynn Thompson <i>Tunes that Teach</i>, pp. 11, 29-31</p>		

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
2	Building Handbell Skills	<p>A: Read and notate rhythms.</p> <p>____ GLI 1: Defines and plays sixteenth, eighth, quarter, dotted quarter, half, dotted half and whole notes and corresponding rests in cut time, 4/4, 3/4, and 2/4 6/8 meters.</p> <p>____ GLI 2: Uses standard notation to record a dictated rhythmic example, using the above rhythms and meters.</p> <p>____ GLI 3: Utilizes a numerically based method of counting (1-e-&a...), in cut time, 4/4, 3/4, 2/4, 6/8 meters.</p> <p>B: Read and notate pitches.</p> <p>____ GLI 2: Identifies pitches notated in the clefs which are commonly used for the handbells the student is playing.</p> <p>____ GLI 3: Demonstrates reading from a handbell score.</p> <p>____ GLI 4: Identifies intervals in handbell literature being studied (unison, 2nds and 3rds).</p> <p>____ GLI 5: Notates a 2-4 measure dictated melody in stepwise motion in the clef the student normally reads.</p>	<p>Martha Lynn Thompson <i>Tunes that Teach</i>, pp. 11, 21-31</p>	<p>Writing Conventions</p> <p>A. Use correct spelling conventions.</p> <p>B. Use correct punctuation and capitalization</p>	
3	Building Handbell Skills	<p>2. Performing alone and with others a varied repertoire of music</p> <p>A: Plays handbells alone demonstrating correct handbell technique.</p> <p>____ GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing, etc.</p> <p>B: Play handbells in ensembles.</p> <p>____ GLI 1: Demonstrates part independence.</p> <p>____ GLI 5: GLI 3: Performs in a large handbell ensemble.</p>			

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
3	Building Handbell Skills	<p>C: Rehearse and play a varied repertoire of music.</p> <p>_____ GLI 1: Rehearses, practices and plays unison melodies.</p> <p>_____ GLI 2: Rehearses, practices and plays Level I, II, III or higher handbell literature.</p> <p>_____ GLI 3: Rehearses, practices and plays music representing a variety of cultures.</p> <p>3. Improvising melodies, variations, and accompaniments</p> <p>A: Improvise melodies.</p> <p>_____ GLI 3: Echoes patterns based on a I-IV-V-I progression.</p> <p>B: Improvise variations.</p> <p>_____ GLI 1: Creates rhythmic and melodic variations of melodies with or without an accompaniment.</p> <p>_____ GLI 2: Improvises a melodic phrase using various articulations e.g. shake, mallet roll, gyro, tower swing, etc.</p> <p>5. Reading and notating music</p> <p>A: Read and notate rhythms.</p> <p>_____ 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.</p> <p>_____ GLI 2: Uses standard notation to record a dictated rhythmic example, using the above rhythms and meters.</p> <p>_____ GLI 3: Utilizes a numerically based method of counting (1+2+3+4+).</p>		<p>Writing Conventions</p> <p>A. Use correct spelling conventions.</p> <p>B. Use correct punctuation and capitalization</p>	
4	Building Handbell Skills	<p>5. Reading and notating music</p> <p>B: Read and notate pitches.</p> <p>_____ GLI 2: Identifies pitches notated in the</p>			

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
4	Building Handbell Skills	<p>clefs which are commonly used for the handbells the student is playing.</p> <p>_____ GLI 3: Demonstrates reading from a handbell score.</p> <p>3. Improvising melodies, variations, and accompaniments</p> <p>A: Improvise melodies.</p> <p>_____ GLI 1: Creates rhythmic patterns to be echoed by the class.</p> <p>_____ GLI 2: Echoes patterns based on a major scale.</p> <p>B: Improvise variations.</p> <p>_____ GLI 1: Creates rhythmic and melodic variations of melodies with or without an accompaniment.</p> <p>_____ GLI 2: Improvises a melodic phrase using various articulations e.g. shake, mallet roll, gyro, tower swing, etc.</p>			
5	Composing and Arranging	<p>3. Improvising melodies, variations, and accompaniments</p> <p>C: Improvise accompaniments.</p> <p>_____ GLI 1: Creates a rhythmic and melodic accompaniment in 4/4 or 3/4 meter based on specific handbell techniques.</p> <p>_____ GLI 2: Improvises an ostinato accompaniment using notes of the major scale and a I-IV-V-I chord progression.</p> <p>4. Composing and arranging music within specific guidelines</p> <p>A: Compose music within specified guidelines.</p> <p>_____ GLI 1: Writes a melodic composition of eight or more measures in 4/4, 3/4, or 2/4.</p> <p>_____ GLI 2: Incorporates dynamic markings <i>f</i>, <i>mf</i>, <i>mp</i>, <i>p</i>, <i>crescendo</i> and <i>decrescendo</i> in</p>		<p>Writing Conventions</p> <p>A. Use correct spelling conventions.</p> <p>B. Use correct punctuation and capitalization</p>	

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
5	Composing and Arranging	compositions. ____ GLI 3: Writes three note chords (major and minor).			
6-7	Building Sight - reading Skills	<p>4. Composing and arranging music within specific guidelines B: Arrange music within specified guidelines. ____ GLI 1: Alters the pitches of a simple melody. ____ GLI 2: Writes an original melodic line for one octave of handbells. ____ GLI 3: Transcribes a song for one octave of handbells.</p> <p>5. Reading and notating music D: Accurately and expressively sight read Level I and II handbell literature. ____ GLI 1: Sight reads music containing the following rhythms: quarter, dotted quarter, eighth, half, dotted half, and whole notes and corresponding rests. ____ GLI 2: Sight reads and performs accurately handbell techniques e.g. L.V., pluck, <i>martellato</i>, thumb damp, tower swing, etc ____ GLI 3: Sight reads the following expressive markings: <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>crescendo</i> and <i>decrescendo</i>. ____ GLI 4: Sight reads eight measure, shared staff excerpts in 2/4, 3/4, 4/4, and 6/8 meters. ____ GLI 5: Sight reads music with an ensemble and within the composer's tempo range (i.e. andante 76-108).</p> <p>6. Listening to, analyzing, and describing music B: Describe music events in a given printed example.</p>	<p>John A. Behnke <i>Successful Ringing Step by Step</i>, pp. 10-13</p>		

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
6-7	Building Sight - reading Skills	<ul style="list-style-type: none"> _____ GLI 1: Identifies various repeat signs and symbols (first and second endings, <i>D.S.</i>, <i>Fine</i>, etc.). _____ GLI 2: Identifies meters(s), dynamics, tonality, handbell techniques and tempo in a given printed example. _____ GLI 3: Describes musical form of handbell scores. _____ GLI 5: Looks at a printed piece of music and describes how it would sound when played. 		<p>Literary Text</p> <p>D. Identify similar recurring themes across different works.</p> <p>E. Analyze the use of a genre to express a theme or topic.</p>	
8-9	Preparing for Performance	<p>2. Performing alone and with others a varied repertoire of music</p> <p>B: Play handbells in ensembles</p> <ul style="list-style-type: none"> _____ GLI 1: Demonstrates part independence. _____ GLI 2: Performs in small ensemble e.g. duo, trio, quartet etc. _____ GLI 3: Performs in a large handbell ensemble. _____ GLI 4: Responds appropriately to conducting patterns and cues for time, volume and entrances. _____ GLI 5: Works with other musicians to create a performance that demonstrates musical knowledge of handbell literature level II or higher. <p>C: Rehearse and play a varied repertoire of music.</p> <ul style="list-style-type: none"> _____ GLI 1: Rehearses, practices and plays unison melodies. _____ GLI 2: Rehearses, practices and plays Level I, II, III or higher handbell literature. _____ GLI 3: Rehearses, practices and plays music representing a variety of cultures. 			

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
8-9	<p align="center">Preparing for Performance</p>	<p>5. Reading and notating music B: Read and notate pitches. _____ GLI 1: Identifies major and minor key signatures and tonalities in handbell literature being studied.(C,F,G, B-flat and D). _____ GLI 2: Identifies pitches notated in the clefs which 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 the following dynamic markings: <i>pp, p, mp, mf, f, ff, crescendo</i> and <i>decrescendo</i>.</p> <p>6. Listening to, analyzing, and describing music A: Describe specific music events in a given aural example using appropriate terminology. _____ GLI 1: Identifies forms associated with the handbell literature being studied. _____ GLI 2: Identifies the meter in a given aural example as 4/4 or 3/4. B: Describe music events in a given printed example. _____ GLI 1: Identifies various repeat signs and symbols (first and second endings, D.S., Fine, etc.). _____ GLI 2: Identifies meters(s), dynamics, tonality, handbell techniques and tempo in a given printed example.</p> <p>7. Evaluating music and music performances A: Develop criteria for evaluating the quality and effectiveness of music compositions. _____ GLI 1: Uses appropriate terminology to create a rubric to evaluate music and</p>		<p>Writing Conventions A. Use correct spelling conventions. B. Use correct punctuation and capitalization</p> <p>Literary Text E. Analyze the use of a genre to express a theme or topic.</p>	

GRADING PERIOD 1

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
8-9	Preparing for Performance	programming choices. _____ GLI 2: Evaluate recorded performances of the literature being studied. B: Develop criteria for evaluating the quality and effectiveness of musical performances. _____ GLI 1: Attends live handbell performances. _____ GLI 2: Practices appropriate audience and performance etiquette. _____ GLI 3: Utilizes a rubric to evaluate ensemble performance and seek ways to improve their performance of specific handbell literature. _____ 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).		<p align="center">Communications: Oral and Visual</p> A. Use a variety of strategies to enhance listening comprehension.	

GRADING PERIOD 2

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-5	Preparing for Performance	<p>2. Performing alone and with others a varied repertoire of music</p> <p>A: Plays handbells alone demonstrating correct handbell technique</p> <p>_____ GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing, etc.</p> <p>B: Play handbells in ensembles</p> <p>_____ GLI 1: Demonstrates part independence.</p> <p>_____ GLI 2: Performs in small ensemble e.g. duo, trio, quartet etc.</p> <p>_____ GLI 3: Performs in a large handbell ensemble.</p> <p>_____ GLI 4: Responds appropriately to conducting patterns and cues for time, volume and entrances.</p> <p>_____ GLI 5: Works with other musicians to create a performance that demonstrates musical knowledge of handbell literature level II or higher.</p> <p>C: Rehearse and play a varied repertoire of music.</p> <p>_____ GLI 1: Rehearses, practices and plays unison melodies.</p> <p>_____ GLI 2: Rehearses, practices and plays Level I, II, III or higher handbell literature.</p> <p>_____ GLI 3: Rehearses, practices and plays music representing a variety of cultures.</p> <p>5. Reading and notating music</p> <p>B: Read and notate pitches.</p> <p>_____ GLI 1: Defines and plays eighth, quarter,</p>			

GRADING PERIOD 2

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-5	Preparing for Performance	<p>half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters.</p> <p>_____ GLI 2: Identifies pitches notated in the clefs which are commonly used for the handbells the student is playing.</p> <p>C: Identify and define standard notation symbols for dynamics, articulation, and expression.</p> <p>_____ GLI 1: Reads the following dynamic markings: <i>pp, p, mp, mf, f, ff, crescendo</i> and <i>decrescendo</i>.</p> <p>6. Listening to, analyzing, and describing music</p> <p>A: Describe specific music events in a given aural example using appropriate terminology.</p> <p>_____ GLI 1: Identifies forms associated with the handbell literature being studied.</p> <p>_____ GLI 2: Identifies the meter in a given aural example as 4/4 or 3/4.</p> <p>B: Describe music events in a given printed example.</p> <p>_____ GLI 1: Identifies various repeat signs and symbols (first and second endings, <i>D.S.</i>, <i>Fine</i>, etc.).</p> <p>_____ GLI 2: Identifies meters(s), dynamics, tonality, handbell techniques and tempo in a given printed example.</p> <p>7. Evaluating music and music performances</p> <p>A: Develop criteria for evaluating the quality and effectiveness of music compositions.</p> <p>_____ GLI 1: Uses appropriate terminology to create a rubric to evaluate music and programming choices.</p> <p>_____ GLI 2: Evaluate recorded performances of the literature being studied.</p> <p>B: Develop criteria for evaluating the quality</p>		<p>Acquisition of Vocabulary</p> <p>F. Use multiple resources to enhance comprehension of vocabulary.</p>	

GRADING PERIOD 2

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-5	Preparing for Performance	<p>and effectiveness of musical performances.</p> <p>___ GLI 1: Attends live handbell performances.</p> <p>___ GLI 2: Practices appropriate audience and performance etiquette.</p> <p>___ GLI 3: Utilizes a rubric to evaluate ensemble performance and seek ways to improve their performance of specific handbell literature.</p> <p>___ GLI 4: Describes the influence of musical and nonmusical aspects (e.g. concert etiquette) of performance on audience perception.</p> <p>___ GLI 5: Makes use of technology in rehearsal to assist in self-evaluation (e.g. record and playback, metronome).</p> <p>3. Improvising melodies, variations, and accompaniments</p> <p>B: Improvise variations.</p> <p>___ GLI 2: Improvises a melodic phrase using various articulations e.g. shake, mallet roll, tower swing, etc.</p> <p>4. Composing and arranging music within specific guidelines</p> <p>A: Compose music within specified guidelines.</p> <p>___ GLI 1: Writes a melodic composition of eight or more measures in 4/4, 3/4, or 2/4.</p> <p>B: Arrange music within specified guidelines.</p> <p>___ GLI 2: Uses notation to create a lead sheet with melodic and chord changes</p>			
6-7	Improvising and Composing	<p>3. Improvising melodies, variations, and accompaniments</p> <p>B: Improvise variations.</p> <p>___ GLI 2: Improvises a melodic phrase</p>			

GRADING PERIOD 2

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
6-7	Improvising and Composing	<p>using various articulations e.g. shake, mallet roll, tower swing, etc.</p> <p>4. Composing and arranging music within specific guidelines</p> <p>Compose music within specified guidelines.</p> <p>_____ GLI 1: Writes a melodic composition of eight or more measures in 4/4, 3/4, or 2/4.</p> <p>B: Arrange music within specified guidelines.</p> <p>_____ GLI 2: Uses notation to create a lead sheet with melodic and chord changes</p>		<p>Writing Conventions</p> <p>A. Use correct spelling conventions.</p> <p>B. Use correct punctuation and capitalization.</p>	
8-9	Relationships Between Other Arts and Other Disciplines	<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>A: Understand relationships between music and the other arts.</p> <p>_____ GLI 1: Recognizes parallels in descriptors in the arts (e.g. balance, texture, color, and form).</p> <p>_____ GLI 2: Recognizes the influence music has on other art forms and vice versa.</p> <p>B: Understand the relationships between music and disciplines outside the arts.</p> <p>_____ GLI 1: Uses content knowledge of other disciplines to enhance the performance of music (i.e. the effects of different articulation techniques on the sound vibration of the handbell).</p> <p>_____ GLI 2: Discovers connections between the musical concepts/literature being studied and the concepts being studied in other classes.</p> <p>9. Understanding music in relation to history and culture</p> <p>A: Describe distinguishing characteristics of representative music genres and styles from a</p>		<p>Literary Text</p> <p>E. Analyze the use of a genre to express a theme or topic</p>	<p>People in Societies</p> <p>A. Analyze the influence of different cultural perspectives on the actions of groups.</p>

GRADING PERIOD 2

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
8-9	Relationships Between Other Arts and Other Disciplines	variety of cultures. _____ GLI 3: Recognizes possible correlations between major musical and historical events in time.		Literary Text E. Analyze the use of a genre to express a theme or topic	

GRADING PERIOD 3

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	Improvising and Composing	<p>3. Improvising melodies, variations, and accompaniments</p> <p>B: Improvise variations.</p> <p>_____ GLI 1: Creates rhythmic and melodic variations of melodies with or without an accompaniment.</p> <p>C: Improvise accompaniments.</p> <p>_____ GLI 1: Creates a rhythmic and melodic accompaniment in 4/4 or 3/4 meter based on specific handbell techniques.</p>			
3	Understanding the Relationship Among the Arts and Other Disciplines	<p>8. Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>A: Understand relationships between music and the other arts.</p> <p>_____ GLI 1: Recognizes parallels in descriptors in the arts (e.g. balance, texture, color, and form).</p> <p>_____ GLI 2: Recognizes the influence music has on other art forms and vice versa.</p> <p>B: Understand the relationships between music and disciplines outside the arts.</p> <p>_____ GLI 1: Uses content knowledge of other disciplines to enhance the performance of music (i.e. the effects of different articulation techniques on the sound vibration of the handbell).</p> <p>_____ GLI 2: Discovers connections between the musical concepts/literature being studied and the concepts being studied in other classes.</p>		<p>Literary Text</p> <p>E. Analyze the use of a genre to express a theme or topic</p>	<p>Geography</p> <p>A. Analyze the cultural, physical, economic and political characteristic that defines regions and describes reason that regions change over time.</p>
4-5	Understanding Music in Relation to History and Culture	<p>9. Understanding music in relation to history and culture</p> <p>A: Describe distinguishing characteristics of representative music genres and styles from a</p>			

GRADING PERIOD 3

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
4-5	Understanding Music in Relation to History and Culture	<p>_____ GLI 1: Identifies the specific skills needed to be a musician.</p> <p>_____ GLI 2: Identifies exemplary role models in the music field.</p>			
6-7	Building Sightreading Skills	<p>5. Reading and notating music</p> <p>D: Accurately and expressively sight read Level I and II handbell literature.</p> <p>_____ GLI 1: Sight reads music containing the following rhythms: quarter, dotted quarter, eighth, half, dotted half, and whole notes and corresponding rests.</p> <p>_____ GLI 2: Sight reads and performs accurately handbell techniques e.g. L.V., pluck, martellato, thumb damp, tower swing, etc</p> <p>_____ GLI 3: Sight reads the following expressive markings: <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>crescendo</i> and <i>decrescendo</i>.</p> <p>_____ GLI 4: Sight reads eight measure, shared staff excerpts in 2/4, 3/4, 4/4, and 6/8 meters.</p> <p>_____ GLI 5: Sight reads music with an ensemble and within the composer's tempo range (i.e. andante 76-108).</p>	<p>Martha Lynn Thompson <i>Tunes That Teach</i>, pp. 11, 29-31</p> <p>Martha Lynn Thompson <i>Ready to Ring III</i>, p.13</p> <p>Martha Lynn Thompson <i>Ready to Ring</i>, pp. 10-21</p>	<p>Writing Conventions</p> <p>C. Demonstrate understanding of the grammatical convention of the English language.</p>	
8-9	Building Analyzing Skills	<p>6. Listening to, analyzing, and describing music</p> <p>A: Describe specific music events in a given aural example using appropriate terminology.</p> <p>_____ GLI 1: Identifies forms associated with the handbell literature being studied.</p> <p>_____ GLI 2: Identifies the meter in a given aural example as 4/4 or 3/4.</p> <p>_____ GLI 3: Aurally distinguishes between major and minor.</p> <p>B: Describe music events in a given printed</p>	<p>Martha Lynn Thompson <i>Tunes That Teach</i>, pp. 11, 36-39</p> <p>Martha Lynn Thompson <i>Ready to Ring III</i>, p.13</p> <p>Martha Lynn Thompson <i>Ready to Ring</i>, pp. 10-21</p>	<p>Literary Text</p> <p>E. Analyze the use of a genre to express a theme or topic.</p>	

GRADING PERIOD 4

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-6	Preparing for Performance	<p>2. Performing alone and with others a varied repertoire of music</p> <p>B: Play handbells in ensembles.</p> <p>_____ GLI 3: Performs in a large handbell ensemble.</p> <p>_____ GLI 4: Responds appropriately to conducting patterns and cues for time, volume and entrances.</p> <p>_____ GLI 5: Works with other musicians to create a performance that demonstrates musical knowledge of handbell literature level II or higher.</p> <p>C: Rehearse and play a varied repertoire of music.</p> <p>_____ GLI 2: Rehearses, practices and plays Level I, II, III or higher handbell literature.</p> <p>_____ GLI 3: Rehearses, practices and plays music representing a variety of cultures.</p> <p>5. Reading and notating music</p> <p>B: Read and notate pitches.</p> <p>_____ 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.</p> <p>_____ GLI 2: Identifies pitches notated in the clefs which are commonly used for the handbells the student is playing.</p> <p>6. Listening to, analyzing, and describing music</p> <p>A: Describe specific music events in a given aural example using appropriate terminology.</p> <p>_____ GLI 1: Identifies forms associated with the handbell literature being studied.</p> <p>B: Describe music events in a given printed</p>		<p>Literary Text</p> <p>E. Analyze the use of a genre to express a theme or topic</p>	

GRADING PERIOD 4

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-6	Preparing for Performance	<p>example.</p> <p>_____ GLI 1: Identifies various repeat signs and symbols (first and second endings, D.S., Fine, etc.).</p> <p>_____ GLI 2: Identifies meters(s), dynamics, tonality, handbell techniques and tempo in a given printed example.</p> <p>_____ GLI 3: Describes musical form in handbell scores.</p> <p>_____ GLI 4: Describes musical style in handbell scores.</p> <p>_____ GLI 5: Looks at a printed piece of music and describes how it would sound when played.</p> <p>7. Evaluating music and music performances</p> <p>A: Develop criteria for evaluating the quality and effectiveness of music compositions.</p> <p>_____ GLI 1: Uses appropriate terminology to create a rubric to evaluate music and programming choices.</p> <p>_____ GLI 2: Evaluate recorded performances of the literature being studied.</p> <p>B: Develop criteria for evaluating the quality and effectiveness of musical performances.</p> <p>_____ GLI 1: Attends live handbell performances.</p> <p>_____ GLI33: Utilizes a rubric to evaluate ensemble performance and seek ways to improve their performance of specific handbell literature.</p> <p>_____ GLI 4: Describes the influence of musical and nonmusical aspects (e.g. concert etiquette) of performance on audience perception.</p> <p>_____ GLI 5: Makes use of technology in rehearsal to assist in self-evaluation (e.g.</p>		<p>Literary Text</p> <p>E. Analyze the use of a genre to express a theme or topic</p> <p>Writing Conventions</p> <p>A. Use correct spelling conventions.</p> <p>B. Use correct punctuation and capitalization.</p> <p>Writing Conventions</p> <p>C. Demonstrate understanding of the grammatical conventions of the English language.</p>	

GRADING PERIOD 4

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
		record and playback, metronome).			
7	Reviewing Music Eras	<p>6. Listening to, analyzing, and describing music C: Analyze the use of music representing diverse genres and cultures. ____ GLI 3: Distinguishes between eras of music.</p> <p>9. Understanding music in relation to history and culture A: Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. ____ GLI 1: Recognizes one or more major western composer from each musical era that has a handbell adaptation.</p>			<p>People and Societies A. Analyze the influences of different cultural perspectives on the actions of groups.</p>
8	Reviewing Music Eras	<p>9. Understanding music in relation to history and culture A: Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. ____ GLI 1: Recognizes one or more major western composer from each musical era that has a handbell adaptation. ____ GLI 2: Demonstrates knowledge of music of diverse cultures. ____ GLI 3: Recognizes possible correlations between major musical and historical events in time. ____ GLI 4: Reads background information and writes program notes for the literature being studied.</p>		<p>Literary Text E. Analyze the use of a genre to express a theme or topic</p>	<p>People and Societies C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.</p>
9	Contemporary Music and Music Careers	<p>9. Understanding music in relation to history and culture B: Classify a varied body of exemplary musical works by historical period and/or culture. ____ GLI 2: Examines contemporary music</p>			

GRADING PERIOD 4

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
9	Contemporary Music and Music Careers	<p>styles and identifies the distinctive musical characteristics.</p> <p>D: Identifies and compares careers in music.</p> <p>____ GLI 1: Identifies the specific skills needed to be a musician.</p> <p>____ GLI 2: Identifies exemplary role models in the music field.</p>			