



**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	<b>Introduction to Ringing Handbells</b>	<p><b>2. Performing alone and with others a varied repertoire of music</b></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>			

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1-2	<b>Introduction to Ringing Handbells</b>	<ul style="list-style-type: none"> <li>___ GLI 1: Plays in time with other musicians.</li> <li>___ GLI 2: Interprets and responds to conducting patterns and cues in an ensemble.</li> <li>___ GLI 3: Demonstrate part independence.</li> </ul>			
3-4	<b>Playing Basic Handbells</b>	<p><b>2. Performing alone and with others a varied repertoire of music</b></p> <p>A: Plays handbells alone demonstrating correct handbell technique.</p> <ul style="list-style-type: none"> <li>___ GLI 1: Demonstrates correct standing posture.</li> <li>___ GLI 2: Demonstrates correct handling, wearing of gloves, and proper attire.</li> <li>___ GLI 3: Demonstrates correct procedure for retrieving and arranging bells.</li> <li>___ 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.</li> <li>___ GLI 5: Demonstrates the relationship between hand placement and pitch/intonation.</li> <li>___ GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing etc.</li> <li>___ GLI 7: Demonstrates appropriate care of handbells.</li> </ul> <p>C: Rehearse and play a varied repertoire of music.</p> <ul style="list-style-type: none"> <li>___ GLI 1: Rehearses, practices and plays unison melodies.</li> <li>___ GLI 2: Rehearses, practices and plays level I and II handbell literature with</li> </ul>			

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3-4	<b>Playing Basic Handbells</b>	<p>different forms.</p> <p><b>3. Improvising melodies, variations, and accompaniments</b></p> <p>A: Imitate simple rhythms and melodic patterns.</p> <p>____ GLI 1: Imitates 2-3 note patterns.</p> <p>B: Improvise accompaniments.</p> <p>____ GLI 2: Improvises an ostinato accompaniment using pitches in a I-V-I progression</p> <p><b>5. Reading and notating music</b></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 3: Utilizes a numerically based method of counting (1+2+3+4+).</p> <p>B: Read and notate pitches.</p> <p>____ GLI 1: Identifies pitches on the grand staff.</p> <p>____ GLI 2: Identifies pitches notated in the clefs that 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 and notates the symbols for ringing, damping, LV, <i>martellato</i>, mallet, pluck, thumb damp, etc.</p> <p>____ GLI 2: Reads the following dynamic markings: <i>p</i>, <i>mp</i>, <i>mf</i>, and <i>f</i>.</p> <p><b>6. Listening to, analyzing, and describing music</b></p> <p>A: Describe specific music events in a given aural example using appropriate terminology.</p>	<p>Martha Lynn Thompson <i>Ready to Ring</i>: p. 6</p> <p>Martha Lynn Thompson <i>Ready to Ring III</i>, p. 8</p> <p>Martha Lynn Thompson <i>Tunes that Teach</i>, pp. 12, 13</p>		

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3-4	<b>Playing Basic Handbells</b>	<p>_____ GLI 1: Identifies the steady beat in a given aural example.</p> <p><b>7. Evaluating music and music performances</b></p> <p>A: Develop criteria for evaluating the quality and effectiveness of music compositions.</p> <p>_____ GLI 1: Describes musical elements that are found in a composition.</p>		<p><b>Writing Conventions</b></p> <p>A. Use correct spelling convention.</p> <p>B. Uses correct punctuation and capitalization.</p>	
5-6	<b>Reviewing Handbell Skills and Beginning Reading Skills</b>	<p><b>2. Performing alone and with others a varied repertoire of music</b></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: Plays in time with other musicians.</p> <p>_____ GLI 2: Interprets and responds to conducting patterns and cues in ensembles.</p> <p>_____ GLI 3: Demonstrate part independence.</p> <p>C: Rehearse and play a varied repertoire of music.</p> <p>_____ GLI 2: Rehearses, practices and plays level I and II handbell literature.</p> <p>_____ GLI 3: Rehearses, practices, and plays music representing a variety of cultures.</p> <p><b>5. Reading and notating music</b></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>Martha Lynn Thompson <i>Tunes that Teach</i>, pp. 16, 17</p> <p>Martha Lynn Thompson <i>Ready to Ring</i>: pp. 12, 13</p>		

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5-6	<b>Reviewing Handbell Skills and Beginning Reading Skills</b>	<p>____ GLI 3: Utilizes a numerically based method of counting (1+2+3+4+).</p> <p>B: Read and notate pitches.</p> <p>____ GLI 1: Identifies pitches on the grand staff.</p> <p>____ GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.</p>			
7-9	<b>Building Handbell Skills</b>	<p><b>2. Performing alone and with others a varied repertoire of music</b></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: Plays in time with other musicians.</p> <p>____ GLI 2: Interprets and responds to conducting patterns and cues in an ensemble.</p> <p>____ GLI 3: Demonstrate part independence.</p> <p>C: Rehearse and play a varied repertoire of music.</p> <p>____ GLI 2: Rehearses, practices and plays level I and II handbell literature.</p> <p>____ GLI 3: Rehearses, practices, and plays music representing a variety of cultures.</p> <p><b>5. Reading and notating music.</b></p> <p>Benchmark 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</p>	<p>Martha Lynn Thompson <i>Tunes that Teach</i>, pp. 18, 19</p>		

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

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<b>Weeks</b>	<b>Suggested Unit/Theme</b>	<b>Standards/Benchmarks/GLIs</b>	<b>Suggested Materials</b>	<b>ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS</b>	<b>SOCIAL STUDIES STANDARDS/ BENCHMARKS</b>
7-9	<b>Building Handbell Skills</b>	<p>and effectiveness of musical performances.</p> <p>_____ GLI 3: Evaluates ensemble performance and seeks ways to improve their overall performance.</p> <p>_____ GLI 5: Makes use of technology in rehearsal to assist in self-evaluation (e.g. record and playback, metronome).</p> <p><b>9. Understanding music in relation to history and culture</b></p> <p>C: Compare functions music serves, roles of musicians, and conditions under which music is typically performed in several cultures.</p> <p>_____ GLI 1: Identifies songs used in celebration, i.e. <i>Dreidel</i>, <i>Happy Birthday</i>, etc.</p> <p>D: Identify and compare careers in music.</p> <p>_____ GLI 1: Recognizes the importance of self-motivation and practice in music.</p>		<p><b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b></p> <p>C. Use appropriate self-monitoring strategies for self evaluation.</p>	<p><b>People in Societies</b></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
1-6	<p><b>Reinforcing Musical Skills</b> <i>Preparing for Performances</i></p>	<p><b>2. Performing alone and with others a varied repertoire of music</b></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: Plays in time with other musicians.</p> <p>_____ GLI 2: Interprets and responds to conducting patterns and cues in ensembles.</p> <p>_____ GLI 3: Demonstrate part independence.</p> <p>C: Rehearse and play a varied repertoire of music</p> <p>_____ GLI 2: Rehearses practices and plays level I and II handbell literature.</p> <p>_____ GLI 3: Rehearses, practices, and plays music representing a variety of cultures.</p> <p><b>5. Reading and notating music</b></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 3: Utilizes a numerically based method of counting (1+2+3+4+).</p> <p>B: Read and notate pitches.</p> <p>_____ GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.</p>			



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



**GRADING PERIOD 2**

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

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



**GRADING PERIOD 2**

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

**GRADING PERIOD 3**

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-2	<b>Reading and Playing Rhythms</b>	<b>3. Improvising melodies, variations, and accompaniments</b> 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	<b>Reading Melodic Notation</b> <i>Treble and Bass Clef</i>	<b>5. Reading and notating music</b> 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+). _____ 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	<b>Reading Melodic and Rhythmic Notation</b>	<b>3. Improvising melodies, variations, and accompaniments</b> 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>Reading and notating music</b> A: Read and notate rhythms. _____ GLI 1: Defines and plays eighth, quarter,			

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5	<b>Reading Melodic and Rhythmic Notation</b>	<p>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><b>B: Read and notate pitches.</b></p> <p>____ GLI 1: Identifies pitches on the grand staff.</p> <p>____ GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.</p>			
6-7	<b>Playing Melodic Notation</b>	<p><b>2. Performing alone and with others a varied repertoire of music</b></p> <p><b>A: Plays handbells alone demonstrating correct handbell technique.</b></p> <p>____ GLI 6: Performs the following articulations: ringing, damping, LV, <i>martellato</i>, pluck, hand damp, tower swing, etc.</p> <p><b>B: Play handbells in ensembles</b></p> <p>____ GLI 1: Plays in time with other musicians.</p> <p>____ GLI 2: Interprets and responds to conducting patterns and cues in an ensemble.</p> <p>____ GLI 3: Demonstrate part independence.</p> <p><b>C: Rehearse and play a varied repertoire of music</b></p> <p>____ GLI 1: Rehearses, practices and plays unison melodies.</p> <p>____ GLI 2: Rehearses, practices and plays level I and II handbell literature with</p>			





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8-9	<b>Meter</b>	<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 2: Interprets and responds to conducting patterns and cues in an ensemble.</p> <p>_____ GLI 3: Demonstrate part independence.</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 and II handbell literature with different forms.</p> <p><b>5. Reading and notating music</b></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>B: Read and notate pitches.</p> <p>_____ GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.</p> <p><b>6. Listening to, analyzing, and describing</b></p>		<p><b>Writing Conventions</b></p> <p>A. Use correct spelling convention.</p> <p>B. Use correct punctuation and capitalization.</p>	

**GRADING PERIOD 3**

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

**GRADING PERIOD 4**

Weeks	Suggested Unit/Theme	Standards/Benchmarks/GLIs	Suggested Materials	ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS	SOCIAL STUDIES STANDARDS/ BENCHMARKS
1-5	<p><b>Reinforcing Musical Skill by Preparing for Performances</b></p>	<p><b>2. Performing alone and with others a varied repertoire of music</b></p> <p>A: Plays handbells alone demonstrating correct handbell technique.</p> <p>____ GLI 1: 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: Plays in time with other musicians.</p> <p>____ GLI 2: Interprets and responds to conducting patterns and cues in ensembles.</p> <p>____ GLI 3: Demonstrate part independence.</p> <p>C: Rehearse and play a varied repertoire of music</p> <p>____ GLI 2: Rehearses practices and plays level I and II handbell literature.</p> <p>____ GLI 3: Rehearses, practices, and plays music representing a variety of cultures.</p> <p><b>5. Reading and notating music</b></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 3: Utilizes a numerically based method of counting (1+2+3+4+).</p> <p>B: Read and notate pitches.</p> <p>____ GLI 2: Identifies pitches notated in the clefs that are commonly used for the handbells the student is playing.</p> <p>____ GLI 4: Demonstrates ability to read</p>			



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1-5	<b>Reinforcing Musical Skill by Preparing for Performances</b>	<p>and effectiveness of musical performances.</p> <p>____ GLI 1: Attends live handbell performances.</p> <p>____ GLI 3: Evaluates ensemble performance and seeks ways to improve their overall performance.</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><b>8. Understanding music in relation to history and culture</b></p> <p>A: Understanding music in relation to history and culture.</p> <p>____ GLI 3: Reads program notes and background information related to the literature being studied.</p> <p>D: Identify and compare careers in music.</p> <p>____ GLI 1: Recognizes the importance of self-motivation and practice in music.</p>		<p><b>Writing Conventions</b></p> <p>C. Demonstrate understanding of the grammatical conventions of the English language.</p>	
6-7	<b>Rhythm Improvisation and Composing</b>	<p><b>2. Performing alone and with others a varied repertoire of music</b></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>3. Improvising melodies, variations, and accompaniments</b></p> <p>A: Imitate simple rhythms and melodic patterns.</p> <p>____ GLI 1: Imitates 2-3 note patterns.</p>	<p>Martha Lynn Thompson <i>Tunes that Teach</i>, pp. 11, 29</p>	<p><b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies.</b></p> <p>C. Use appropriate self-monitoring strategies for comprehension.</p>	

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6-7	<b>Rhythm Improvisation and Composing</b>	<p>____ GLI 3: Writes a rhythmic composition of four or more measures in 4/4, 3/4 or 2/4.</p> <p>B: Improvise accompaniments.</p> <p>____ GLI 1: Creates a 1-2 measure ostinato in 4/4 meter.</p> <p>____ GLI 2: Improvises an ostinato accompaniment using pitches in a I-V-I progression.</p> <p><b>5. Reading and notating music</b></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>John A. Behnke <i>Successful Ringing Step by Step</i>, p. 18</p>		
7-9	<b>Melodic Improvisation and Composing</b>	<p><b>2. Performing alone and with others a varied repertoire of music</b></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>3. Improvising melodies, variations, and accompaniments</b></p> <p>A: Imitate simple rhythms and melodic patterns.</p> <p>____ GLI 1: Imitates 2-3 note patterns.</p> <p>____ GLI 3: Writes a rhythmic composition of four or more measures in 4/4, 3/4 or 2/4.</p>			

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<b>Weeks</b>	<b>Suggested Unit/Theme</b>	<b>Standards/Benchmarks/GLIs</b>	<b>Suggested Materials</b>	<b>ENGLISH LANGUAGE ARTS STANDARDS/ BENCHMARKS</b>	<b>SOCIAL STUDIES STANDARDS/ BENCHMARKS</b>
7-9	<b>Melodic Improvisation and Composing</b>	<p>B: Improvise accompaniments.</p> <p>____ GLI 1: Creates a 1-2 measure ostinato in 4/4 meter.</p> <p>____ GLI 2: Improvises an ostinato accompaniment using pitches in a I-V-I progression.</p> <p><b>4. Composing and arranging music within specific guidelines</b></p> <p>A: Compose music within specified guidelines.</p> <p>____ GLI 1: Composes melodies using the musical elements in Level I handbell literature.</p> <p>____ GLI 2: Incorporates dynamic markings in compositions, e.g. <i>forte</i>, <i>piano</i>.</p> <p>B: Arrange music within specified guidelines.</p> <p>____ GLI 1: Writes a rhythmic accompaniment for a given melody.</p> <p>____ GLI 2: Alters the rhythm of a given melody.</p> <p>____ GLI 3: Alters the tempo of a given melody.</p> <p><b>5. Reading and notating music</b></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 1: Uses standard notation to record a dictated rhythmic example, using the above rhythms and meters.</p> <p><b>Evaluating music and music performances</b></p> <p>C: Defend personal music preferences using</p>			



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7-9	<p align="center"><b>Melodic Improvisation and Composing</b></p>	<p>appropriate terminology.</p> <p>_____ GLI 1: Describes personal music preferences using appropriate music terminology.</p> <p><b>8. Understanding relationships between music, the other arts, and disciplines outside the arts</b></p> <p>A: Understand relationships between music and the other arts.</p> <p>_____ GLI 1: Identifies art forms that involve collaboration with multiple art forms (e.g. dance, visual art).</p> <p>_____ GLI 2: Compares the common purposes of the arts.</p> <p>B: Understand the relationships between music and disciplines outside the arts.</p> <p>_____ GLI 1: Identifies connections between the vocabulary being studied in music and the vocabulary being studied in other classes.</p> <p><b>9. Understanding music in relation to history and culture</b></p> <p>A: Understanding music in relation to history and culture.</p> <p>_____ GLI 1: Discusses music history and culture as it relates to the music being studied and performed.</p> <p>_____ GLI 2: Listens to examples of culturally diverse music and compares it to music being studied.</p> <p>_____ GLI 3: Reads program notes and background information related to the literature being studied.</p> <p>B: Classify a varied body of exemplary musical works by historical period and/or culture.</p> <p>_____ GLI 1: Identifies the characteristics of cultural music being studied by the</p>		<p><b>Literary Text</b></p> <p>E. Analyze the use of genre to express a theme or topic</p> <p><b>Acquisition of Vocabulary</b></p> <p>F. Use multiple resources to enhance comprehension of vocabulary.</p> <p><b>Writing Conventions</b></p> <p>C. Demonstrate understanding of the grammatical conventions of the English language.</p>	<p><b>Citizenship Rights and Responsibilities</b></p> <p>B. Explain how individual rights are relative, not absolute, and describes the balance between individual rights, the rights of others and the common good.</p> <p><b>People and Societies</b></p> <p>A. Analyze the influence of different cultural perspectives on the actions of groups.</p>

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		ensemble. D: Identify and compare careers in music. _____ GLI 1: Recognizes the importance of self-motivation and practice in music.		<b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies.</b>  C. Use appropriate self-monitoring strategies for comprehension.	<b>Geography</b> A. Analyze the cultural, physical, economic, and political characteristic that defines regions and describes reason that regions change over time.