



Music (Band) Scope and Sequence Grade 4 - 5

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The units provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

Music Standards

Standard 1: Learners will sing or play on instruments, alone or with others, a varied repertoire of music.

Standard 2: Learners will demonstrate the ability to read and notate music.

Standard 3: Learners will respond to music by listening, analyzing, and describing.

Standard 4: Learners will create music within specified guidelines.

- **NB:** Slight variations in unit titles between campuses are due to the different nature of scheduling and class organization

Grade 4 Band Units

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Beginner Instrument	Music Theory	Listening	Composition	Artistic Awareness in Instrumental Music

Grade 5 Band Units (Johannesburg)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Beginner Instrument	Music Theory	Listening	Composition	Artistic Awareness in Instrumental Music	Concert Band Literature and Performance

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Grade 5 Band (Pretoria)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Music Composition	Music Listening/Appreciation	Music Theory	Concert Band Literature and Performance	Introduction to Concert Band

Standard 1: Learners will sing or play on instruments, alone or with others, a varied repertoire of music		
Benchmarks	Performance Indicators	
	Band 1	Band 2
1.1 Perform with appropriate technique on instrument or with voice accurately and independently, alone and in large ensembles		
a. Perform with good posture and good playing position	- Sits and holds flute, clarinet and trumpet properly by demonstrating proper head, body, hand, feet and instrument placement	- Sits and holds specific instrument properly by demonstrating proper head, body, hand, feet and instrument placement
b. Demonstrate good breath or stick control	- Performs with appropriate air support relative to their instrument (flute, clarinet and trumpet)	- Performs with good air support to maximize tone quality and/or can control the motion of percussion mallets.
c. Demonstrate appropriate embouchure and tone quality	- Performs with appropriate air support and proper embouchure to maximize tone quality relative to the flute, clarinet and trumpet.	- Performs with appropriate air support and proper embouchure to maximize tone quality relative to their specific instrument.
d. Demonstrate an understanding of articulation	- Uses tongue to articulate notes appropriately on the flute, clarinet and trumpet.	- Uses tongue to articulate notes appropriately on their specific instrument.
e. Demonstrate the ability to perform within the beginner level pitch range	- Demonstrates the knowledge of the first three to five notes on a flute, clarinet and trumpet.	- Plays the beginning first five notes and beyond - reaching an octave on their specific instrument.

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Standard 2: Learners will demonstrate the ability to read and notate music		
Benchmarks	Performance Indicators	
	Grade 4	Grade 5
2.1 Read rhythms and pitch separately and in conjunction with each other		
a. Read whole, half, dotted half, quarter, eighth notes and rests	- Reads whole, half, dotted half, quarter and eighth notes and respective rests.	- Reads whole, half, dotted half, quarter and eighth notes and respective rests in more advanced repertoire.
b. Read and produce proper pitch with accuracy	- Demonstrates proper note reading ability through performing proper fingerings on the flute, clarinet and trumpet.	- Demonstrates proper note reading ability through performing proper fingerings/slide positions/sticking on their specific instrument.
c. Read and produce rhythm with a steady beat	- Demonstrates an understanding of accurate rhythms within a steady beat on the flute, clarinet and trumpet.	- Demonstrates an understanding of accurate rhythms within a steady beat on their specific instrument.
2.2 Identify symbols and traditional music terms referring to dynamics, tempo, articulation, and expression and interpret them correctly when performing		
a. Can name or define musical terms, symbols and abbreviations	- Recognizes and explains a variety of musical terms, symbols and abbreviations (including clefs, dynamic markings, accidentals, bar lines and repeat signs)	- Recognizes and explains a variety of musical terms, symbols and abbreviations (including clefs, dynamic markings, accidentals/key signatures, bar lines, repeat signs, slurs, ties, staccato, legato and marcato)

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b. Can illustrate convincingly the meaning of musical terms, symbols and abbreviations by means of performance	- Demonstrates an understanding of a variety of musical terms through performance on the flute, clarinet and trumpet.	- Demonstrates an understanding of a variety of musical terms through performance on their specific instrument.
2.3 Use standard symbols to notate meter, rhythm, pitch and dynamics		
a. Use standard notation to record their musical ideas and the musical ideas of others	- Writes/notates a simple piece of music using standard notation (whole, half, quarter and eighth notes and quarter rests.	- Writes/notates a simple piece of music using more advanced standard notation, bass or treble clef and whole notes, half notes, quarter notes, eighths notes, quarter rests, adding in basic dynamics.

Standard 3: Learners will respond to music by listening, analyzing, and describing		
Benchmarks	Performance Indicators	
	Grade 4	Grade 5
3.1 Use appropriate terminology to describe specific musical events		
a. Recognize and demonstrate understanding of the use of melody	- Identifies and describes a melody in a simple piece of music.	- Identifies and describe sa melody separate from the harmony and bass line in a simple piece of music
b. Recognize and demonstrate understanding of the use of rhythm and meter	- Identifies and describes a variety of rhythms and meters in a simple piece of music.	- Identifies and describes a variety of rhythms and meters in a simple piece of music in the context of their instrument.

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3.2 Analyze the use of elements of music in aural examples representing diverse genres and cultures		
a. Recognize various musical styles	- Recognizes the differences in musical styles from a variety of genres and cultures primarily from the Western hemisphere.	- Recognizes the differences in musical styles from a variety of genres and cultures primarily from the Eastern hemisphere.
b. Recognize the medium, form, melody, rhythm and setting of music	- Recognizes music of different mediums, forms, melodies, rhythms and settings of music for example Peter and the wolf (Sergei Prokofiev).	- Recognizes music of different mediums, forms, melodies, rhythms and settings of music for example the Young person's guide to the orchestra (Benjamin Britten).

Standard 4: Learners will create music within specified guidelines		
Benchmarks	Performance Indicators	
	Grade 4	Grade 5
4.1 Create and arrange music within specified guidelines		
a. Use current notation skills to create original musical ideas	- Writes/notates an original composition using basic standard notation (whole, half, quarter and eight notes and quarter rests).	- Writes/notates an original composition using more advanced standard notation, bass or treble clef and whole notes, half notes, quarter notes, eighth notes and quarter rests.
4.2 Use a variety of sound sources when composing		
a. Are able to incorporate a variety of traditional and nontraditional sounds and/or electronic media in their creations	- Incorporates a variety of traditional and nontraditional sounds or electronic media in their compositions.	- Incorporates a variety of traditional and nontraditional sounds or electronic media in their advanced compositions (e.g. layering)

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4.3 Improvise within specified guidelines		
a. Improvise “answers” in the same style to given rhythmic and melodic phrases	- Improvises and creates an original melody following a given musical style for e.g. body percussion.	- Improvises and creates an original melody following a given musical style on their specific instrument.
b. Improvise rhythmic and melodic ostinato accompaniments	- Not taught at this level	- Not taught at this level
c. Improvise rhythmic variations and melodic embellishments on familiar melodies	- Is able to take a familiar melody and add embellishments both melodically and rhythmically vocally.	- Is able to take a familiar melody and add embellishments both melodically and rhythmically on their specific instruments.