

<b>COURSE:</b> Band	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Ensemble Techniques	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>• <u>Rehearse, Evaluate and Refine</u>: evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music 9.3 Critical Response</p>
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<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Count or play rhythms with a steady beat while tapping their foot.</li> <li>2. Demonstrate proper posture.</li> <li>3. Watch and follow the conductor while playing in 2/4, 3/4, and 4/4, also responding to conductor gestures, crescendo and decrescendo.</li> <li>4. Perform group warm-ups.</li> <li>5. Make the proper adjustments to their instrument to ensure correct intonation.</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Model – Conducting patterns</li> <li>2. Repetition of activities at home</li> <li>3. Demonstration of tuning techniques.</li> <li>4. Each section performs as a group.</li> <li>5. Warm up procedures.</li> </ol> <p><b>RESOURCES:</b> Tradition of Excellence Book 1 Excellence in Chamber Music Book 1 Excellence in Theory Book 1 2014 National Music Standards (Ensemble) Band Music Digital Tuner Scale Sheet</p>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Members of group critique section performing.</li> <li>2. Student self-assessment</li> </ol> <p><b>REMEDIATION/MODIFICATION:</b></p> <p>Differentiate and modify assignment as per student needs.</p> <p>Group lessons and sectionals</p> <p><b>ENRICHMENT:</b></p> <p>Introduce the concepts of 6/8 + cut time signatures.</p>
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<b>COURSE:</b> Band	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Terminology & Symbols	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 -Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>• <u>Rehearse, Evaluate and Refine</u>: evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music</p> <p>9.3 Critical Response</p>	
<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <p>1. Recognize and perform from the following musical terms:          Articulations: tenuto, staccato, legato</p> <p><i>Dynamics: ff, mp, pp</i></p> <p>Tempo: Vivace, Largo</p> <p>Forms and Phrasing: Da Capo, Dal Segno, Coda, Measure Repeats, ABA Form</p>	
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Teacher modeling</li> <li>2. Repetition of activities at home</li> <li>3. Rehearsal to perform contrasting dynamics.             <ol style="list-style-type: none"> <li>4. Ensemble will recognize contrasting dynamic levels.</li> </ol> </li> <li>5. Rhythm Studies and Activities</li> </ol> <p><b>RESOURCES:</b></p> <p>Conductor          CD Accompaniment          Live Performance          Tradition of Excellence Book 1          Excellence in Chamber Music Book 1          Excellence in Theory Book 1          2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Student critical listening</li> <li>2. Quizzes</li> <li>3. Playing Tests</li> </ol> <p><b>REMEDIATION/MODIFICATION:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate and modify assignment as per student needs.</li> <li>2. Repetition of activities at rehearsals.</li> <li>3. Play along with CDs at home.</li> </ol> <p><b>ENRICHMENT:</b></p> <p>Listening to live and recorded music.</p>

<b>COURSE:</b> Band	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Evaluating Music	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchors 7:</b></p> <ul style="list-style-type: none"> <li><u>Select</u>: Choose music appropriate for specific purposes and contexts</li> </ul> <p>Re7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <ul style="list-style-type: none"> <li><u>Analyze</u>: how the structure and context of varied musical works inform the response.</li> </ul> <p>Re7.2. Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p><b>Common Anchors 8:</b></p> <ul style="list-style-type: none"> <li><u>Interpret</u>: Support an interpretation of a musical work that reflects the creators' /performers' expressive intent.</li> </ul> <p>Re8.1. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p><b>Common Anchors 9:</b></p> <ul style="list-style-type: none"> <li><u>Evaluate</u>: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.</li> </ul> <p>Re9.1. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music</p> <p>9.2 Historical and Cultural Contexts</p> <p>9.3 Critical Response</p>
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<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>Evaluate balance/blend, rhythmic accuracy, ensemble pulse, dynamics, phrasing and articulation while performing.</li> <li>Recognize styles from various cultures.</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>Listen to and evaluate individual student and group performances.</li> <li>Teacher modeling.</li> <li>Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b></p> <p>Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)  Band Music</p>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li>Teacher directed questioning.</li> <li>Teacher observation of student performance.</li> <li>Student evaluation of peers.</li> </ol> <p><b>REMEDIATION/MODIFICATION:</b></p> <ol style="list-style-type: none"> <li>Differentiate and modify assignment as per student needs.</li> <li>Section rehearsals.</li> </ol> <p><b>ENRICHMENT:</b></p> <p>Exchange Concerts</p>
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<b>COURSE:</b> Band	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Repertoire	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 - Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li>• <u>Rehearse, Evaluate and Refine</u>: evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>• <u>Present</u>: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music</p> <p>9.2 Historical and cultural contexts.</p> <p>9.3 Critical Response</p>	
<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Perform with technical accuracy a varied repertoire of band literature with “very easy”, “easy”, and Grade I levels of difficulty.</li> <li>2. Perform music representing diverse genres, cultures, and historical periods with expression and style appropriate for the work being performed.</li> </ol>	
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Concerts</li> <li>2. Band rehearsals</li> <li>3. Warm-ups</li> <li>4. Listening to CDs</li> <li>5. Performing familiar melodies</li> </ol> <p><b>RESOURCES:</b></p> <p>Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1</p>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Teacher observation of student performance.</li> <li>2. Group critique</li> <li>3. Playing test – must meet minimum proficiencies for admittance.</li> </ol> <p><b>REMEDIATION/MODIFICATION:</b></p>

2014 National Music Standards (Ensemble)

1. Differentiate and modify assignment as per student needs.

**2. ENRICHMENT:**

Exchange Concerts  
Small Ensembles

<b>COURSE:</b> Band	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Performance Etiquette	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchors 3:</b></p> <ul style="list-style-type: none"> <li><u>Present</u>: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</li> </ul> <p>Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li><u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li><u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li><u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance, and Exhibition of Music</p> <p>9.3 Critical Response</p>	
<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Perform in all scheduled concerts</li> <li>2. Perform with correct playing posture and foot tap.</li> <li>3. Demonstrate correct resting and playing positions.</li> <li>4. Respond appropriately to all teacher directed activity.</li> <li>5. Raise and lower instruments as a group in response to the conductor's gestures.</li> </ol>	
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Practice standing and sitting for acknowledgement.</li> <li>2. Practice raising and lowering instruments.</li> <li>3. Discussion of proper audience etiquette prior to concert.</li> </ol> <p><b>RESOURCES:</b></p> <p>Performance etiquette message in program.  Letter home to parents.  Tradition of Excellence Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS:</b></p> <p><b>REMEDIATION/MODIFICATION:</b></p> <ol style="list-style-type: none"> <li>1. Reinforcement of skills.</li> <li>2. In the absence of a scheduled performance, students will be required to complete an alternative assignment at the discretion of the teacher.</li> </ol> <p><b>ENRICHMENT:</b></p> <p>Attend outside concerts.</p>

<b>COURSE:</b> Instrumental Music (Brass & Woodwind)	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Physical Concepts	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 5:</b></p> <ul style="list-style-type: none"> <li><u>Rehearse, Evaluate and Refine:</u> evaluate and refine personal and ensemble performances, individually or in collaboration with others.</li> </ul> <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li><u>Present:</u> Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance and Exhibition of Music</p>
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<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>Students will demonstrate the correct posture for playing the instrument.</li> <li>Student will be able to tap a foot to a given steady tempo.</li> <li>Student will form the instrument specific embouchure.</li> <li>Student will demonstrate diaphragmatic breathing techniques.</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>Student will sit with back straight on edge of chair with both feet flat on the floor.</li> <li>Student will tap a foot to a variety of tempos given by the teacher.</li> <li>When student breathes deeply, abdomen should expand, shoulders should remain stationary.</li> <li>Teacher will explain and model the correct embouchure.</li> <li>Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b>  Mirror  Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS:</b>  Teacher observation and evaluation of student performance  Student Self-Assessment</p> <p><b>REMEDIATION/MODIFICATION:</b>  Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b>  Peer Coaching</p>
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<b>COURSE:</b> Instrumental Music (Brass & Woodwind)	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Instrumental Assembly, Maintenance	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li><u>Present</u>: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance and Exhibition of Music</p>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Woodwinds grease corks and assemble instrument. Brass – oil valves, lubricate trombone slides.</li> <li>2. Student assembles instrument together with teacher. Then, student assembles instrument with no assistance.</li> <li>3. Teacher modeling of correct hand/slide position, student will emulate.</li> <li>4. Teacher will demonstrate correct fingering for D, E flat, and F. Student will echo pitches played by teacher/CD.</li> <li>5. Student sings, say, and finger concert D, E flat, and F as per Tradition of Excellence, ex. 1-10.</li> <li>6. Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b></p> <p>Mirror  Teacher Modeling  Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS:</b></p> <p>Teacher observation and evaluation of student performance</p> <p>Student Self-Assessment</p> <p><b>REMEDIATION/MODIFICATION:</b></p> <p>Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b></p> <p>Explain Fingering Chart</p>
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<b>COURSE:</b> Instrumental Music (Brass & Woodwind)	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Rhythm and Time	

<p><b>NATIONAL STANDARDS:</b>  <b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p><b>Common Anchor 2:</b></p> <ul style="list-style-type: none"> <li>• <u>Plan and Make</u>: Select and develop musical ideas for defined purposes and contexts</li> </ul> <p>Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>
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<p><b>STATE STANDARDS:</b>  9.1 Production, Performance and Exhibition of Music  9.3 Critical Response</p>
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<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Identify, define, and perform on their instruments the following note and rest values: quarter note and rest, half note/rest, whole note/rest, and eighth note/rest.</li> <li>2. Identify, define, and perform in the following time signature/meters: 4/4, 2/4, ¾.</li> <li>3. Tap foot in the down up foot method while performing eighth notes, using a steady beat (self-generated and/or metronome generated).</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Write in syllables for note values, sign/say syllables, and perform rhythms.</li> <li>2. Discuss time signatures.</li> <li>3. Write down and up arrows, sing rhythms, play on monotone.</li> <li>4. Repetition of activities at home.</li> </ol> <p><b>RESOURCES:</b>  Mirror  Flash Cards  Tradition of Excellence Book 1  Excellence in Chamber Music Book 1  Excellence in Theory Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS:</b>  Teacher observation and evaluation of student performance   Student Self-Assessment</p> <p><b>REMEDIATION/MODIFICATION:</b>  Differentiate and modify assignment as per student needs.   Use rhythmic syllables “ta” and “ti”.</p> <p><b>ENRICHMENT:</b>  Students write and perform own rhythmic composition.   Dotted quarter-eighth rhythm</p>
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<b>COURSE:</b> Instrumental Music (Brass & Woodwind)	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Instrument Range	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li>• <u>Select</u>: varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li>• <u>Analyze</u>: analyze the structure and context of varied musical works and their implications for performance;</li> <li>• <u>Interpret</u>: develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li>• <u>Present</u>: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance and Exhibition of Music</p>
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<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Name, finger and play, with a characteristic tone, notes within a specific range.</li> <li>2. Identify and perform in B flat concert key signature.</li> </ol> <p>Flute/Bells: G-G      Trombone: A - G  Clarinet: G- B flat      Tuba: AA - G  Trumpet: A-A      Alto Sax: E – G2  Horn: C-A      Tenor Sax: G- G2</p>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Modeling</li> <li>2. Listen and perform with CD</li> <li>3. Match pitch with CD or tuner</li> <li>4. Repetition of Activities</li> <li>5. Sing/Say fingerings</li> <li>6. Lip Slurs (Brass)</li> </ol> <p><b>RESOURCES:</b>  Tuner  Tradition of Excellence Book 1  Excellence in Theory Book 1  Excellence in Chamber Music Book 1  2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS:</b></p> <p>Teacher observation and evaluation of student performance.</p> <p>Peer/Self-Assessment</p> <p>Written tests/ worksheets</p> <p>Playing Tests</p> <p><b>REMEDIATION/MODIFICATION:</b></p> <p>Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b></p> <p>Students write and perform own rhythmic composition.</p> <p>Extend ranges high and low.</p>
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<b>COURSE:</b> Instrumental Music (Percussion)	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Physical Concepts for Percussionists	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 1:</b></p> <ul style="list-style-type: none"> <li><u>Imagine:</u> Generate musical ideas for various purposes and contexts</li> </ul> <p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p><b>Common Anchor 2:</b></p> <ul style="list-style-type: none"> <li><u>Plan and Make:</u> Select and develop musical ideas for defined purposes and contexts</li> </ul> <p>Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li><u>Present:</u> Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li><u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li><u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance;</li> <li><u>Interpret:</u> develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance and Exhibition of Music</p>	
<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>Demonstrate proper playing position by establishing proper fulcrum.</li> <li>Determine correct drum height.</li> <li>Demonstrate proper rebound/single stroke.</li> <li>Tap a foot to a steady given tempo.</li> <li>Tap foot using down up method while performing eighth notes.</li> </ol>	
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>Student echo play</li> <li>Teacher modeling</li> <li>Listen and perform with CD</li> <li>Click rhythms as students say “down-up” and tap foot</li> <li>Repetition of activities at home</li> </ol> <p><b>RESOURCES:</b></p> <p>Alfred's Drum Method Book 1 2014 National Music Standards (Ensemble)</p>	<p><b>ASSESSMENTS:</b></p> <p>Teacher observation and evaluation of student performance</p> <p>Peer/Self-Assessment</p> <p><b>REMEDIATION/MODIFICATION:</b></p> <p>Differentiate and modify assignment as per student needs.</p> <p><b>ENRICHMENT:</b></p> <p>Review of Treble Clef from General Music class</p>

<b>COURSE:</b> Instrumental Music	<b>GRADE(S):</b> Level II (Grade 6)
<b>UNIT:</b> Percussion – Fundamentals	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Common Anchor 1:</b></p> <ul style="list-style-type: none"> <li><u>Imagine:</u> Generate musical ideas for various purposes and contexts</li> </ul> <p>Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p><b>Common Anchor 2:</b></p> <ul style="list-style-type: none"> <li><u>Plan and Make:</u> Select and develop musical ideas for defined purposes and contexts</li> </ul> <p>Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Common Anchor 6:</b></p> <ul style="list-style-type: none"> <li><u>Present:</u> Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> </ul> <p>Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.</p> <p><b>Common Anchor 4:</b></p> <ul style="list-style-type: none"> <li><u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and contest;</li> <li><u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance;</li> <li><u>Interpret:</u> develop personal interpretations that consider creators' intent.</li> </ul> <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>
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<p><b>STATE STANDARDS:</b></p> <p>9.1 Production, Performance and Exhibition of Music</p>
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<p><b>UNIT OBJECTIVES – SWBAT:</b></p> <ol style="list-style-type: none"> <li>Recognize and perform the following notes, rests, and values: quarter, half, whole, eighth, and dotted half note.</li> <li>Recognize and perform in the following time signatures: 4/4, 2/4, 3/4.</li> <li>Perform new rudiment: flams</li> <li>Mallets – Play selected exercises in the keys of C and Bb with proper sticking.</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>Teacher directed activity rhythms/down-ups.</li> <li>Clicking sticks while counting rhythms.</li> <li>Write in the correct counting.</li> <li>Discussion of time signatures.</li> <li>Repetition of activities at home.</li> </ol>	<p><b>ASSESSMENTS:</b></p> <p>Teacher observation and evaluation of student performance</p> <p>Peer/ Self-Assessment</p> <p>Written tests/ worksheets</p>
<p><b>RESOURCES:</b></p> <p>Alfred's Drum Method Student Book 1 2014 National Music Standards (Ensemble)</p>	<p><b>REMEDIATION/MODIFICATION:</b></p> <p>Differentiate and modify assignment as per student needs.</p>

Review Treble Clef

**ENRICHMENT:**

Sight Read Music with similar concepts  
Rhythm Charts