

COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Ensemble Techniques	

<p>NATIONAL STANDARDS: <u>PERFORMING:</u> Select = MU:Pr4.1.E.5a – Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble Analyze = MU:Pr4.2.E.5a – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. Rehearse, Evaluate, Refine = MU: Pr5.3.E.5a – Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p>

<p>STATE STANDARDS: 9.1 Production, Performance, and Exhibition of Music 9.3 Critical Response</p>

<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> Count or play rhythms with a steady beat while tapping their foot. Demonstrate proper posture. Watch and follow the conductor while playing in 2/4, 3/4, and 4/4, also responding to conductor gestures, crescendo and decrescendo. Perform group warm-ups. Make the proper adjustments to their instrument to ensure correct intonation.

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> Model – Conducting patterns Repetition of activities at home Demonstration of tuning techniques. Each section performs as a group. Warm up procedures. <p>RESOURCES: 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>ASSESSMENTS:</p> <ol style="list-style-type: none"> Members of group critique section performing. Student self-assessment <p>REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs.</p> <p>Group lessons and sectionals</p> <p>ENRICHMENT: Introduce the concepts of 6/8 + cut time signatures.</p>
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COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Terminology & Symbols	

<p>NATIONAL STANDARDS: <u>PERFORMING:</u> Analyze = MU:Pr4.2.E.5a – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. Interpret = MU:Pr4.3.E.5a – Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. Rehearse, Evaluate, and Refine= MU:Pr5.3.E.5a – Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p>

<p>STATE STANDARDS: 9.1 Production, Performance, and Exhibition of Music 9.3 Critical Response</p>

<p>UNIT OBJECTIVES – SWBAT: 1. Recognize and perform from the following musical terms: Articulations: tenuto, staccato, legato</p> <p>Dynamics: <i>ff, mp, pp</i> Tempo: Vivace, Largo Forms and Phrasing: Da Capo, Dal Segno, Coda, Measure Repeats, ABA Form</p>

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher modeling 2. Repetition of activities at home 3. Rehearsal to perform contrasting dynamics. <ol style="list-style-type: none"> 4. Ensemble will recognize contrasting dynamic levels. 5. Rhythm Studies and Activities <p>RESOURCES: 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>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Student critical listening 2. Quizzes 3. Playing Tests <p>REMEDIATION/MODIFICATION:</p> <ol style="list-style-type: none"> 1. Differentiate and modify assignment as per student needs. 2. Repetition of activities at rehearsals. 3. Play along with CDs at home. <p>ENRICHMENT: Listening to live and recorded music.</p>
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COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Evaluating Music	

<p>NATIONAL STANDARDS: RESPONDING: Select = MU:Re7.1.E.5a – Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. Analyze = MU:Re7.2.E.5a – Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. Interpret = MU: Re8.1.E.5a – Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. Evaluate= MU: Re9.1.E.5a – Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p>

<p>STATE STANDARDS: 9.1 Production, Performance, and Exhibition of Music 9.2 Historical and Cultural Contexts 9.3 Critical Response</p>

<p>UNIT OBJECTIVES – SWBAT: 1. Evaluate balance/blend, rhythmic accuracy, ensemble pulse, dynamics, phrasing and articulation while performing. 2. Recognize styles from various cultures.</p>

<p>ACTIVITIES: 1. Listen to and evaluate individual student and group performances. 2. Teacher modeling. 3. Repetition of activities at home.</p> <p>RESOURCES: 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>ASSESSMENTS: 1. Teacher directed questioning. 2. Teacher observation of student performance. 3. Student evaluation of peers.</p> <p>REMEDIATION/MODIFICATION: 1. Differentiate and modify assignment as per student needs. 2. Section rehearsals.</p> <p>ENRICHMENT: Exchange Concerts</p>
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COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Repertoire	

<p>NATIONAL STANDARDS: <u>PERFORMING:</u> Select = MU:Pr4.1.E.5a- Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. Analyze = MU: Pr4.2.E.5a – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. Interpret = MU:Pr4.3.E.5a – Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. Rehearse, Evaluate and Refine = MU:Pr5.3.E.5a – Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. Present = MU: 6.1.E.5a – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>

<p>STATE STANDARDS: 9.1 Production, Performance, and Exhibition of Music 9.2 Historical and cultural contexts. 9.3 Critical Response</p>

<p>UNIT OBJECTIVES – SWBAT: 1. Perform with technical accuracy a varied repertoire of band literature with “very easy”, “easy”, and Grade I levels of difficulty. 2. Perform music representing diverse genres, cultures, and historical periods with expression and style appropriate for the work being performed.</p>

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Concerts 2. Band rehearsals 3. Warm-ups 4. Listening to CDs 5. Performing familiar melodies <p>RESOURCES:</p> <p>Tradition of Excellence Book 1 Excellence in Chamber Music Book 1 Excellence in Theory Book 1 2014 National Music Standards (Ensemble)</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Teacher observation of student performance. 2. Group critique 3. Playing test – must meet minimum proficiencies for admittance. <p>REMEDIATION/MODIFICATION:</p> <ol style="list-style-type: none"> 1. Differentiate and modify assignment as per student needs. <p>2. ENRICHMENT:</p> <p>Exchange Concerts Small Ensembles</p>
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COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Performance Etiquette	

<p>NATIONAL STANDARDS: <u>CREATING:</u> Present = MU: Cr3.2.E.5a – Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal. <u>PERFORMING:</u> Analyze = MU: Pr4.2.E.5a – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>

<p>STATE STANDARDS: 9.1 Production, Performance, and Exhibition of Music 9.3 Critical Response</p>	
<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> 1. Perform in all scheduled concerts 2. Perform with correct playing posture and foot tap. 3. Demonstrate correct resting and playing positions. 4. Respond appropriately to all teacher directed activity. 5. Raise and lower instruments as a group in response to the conductor’s gestures. 	
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Practice standing and sitting for acknowledgement. 2. Practice raising and lowering instruments. 3. Discussion of proper audience etiquette prior to concert. <p>RESOURCES:</p> <p>Performance etiquette message in program. Letter home to parents. Tradition of Excellence Book 1 2014 National Music Standards (Ensemble)</p>	<p>ASSESSMENTS:</p> <p>REMEDIATION/MODIFICATION:</p> <ol style="list-style-type: none"> 1. Reinforcement of skills. 2. In the absence of a scheduled performance, students will be required to complete an alternative assignment at the discretion of the teacher. <p>ENRICHMENT:</p> <p>Attend outside concerts.</p>

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

<p>NATIONAL STANDARDS: <u>PERFORMING:</u> Rehearse, Evaluate, Refine = MU: Pr5.3.E.5a – Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. Present = MU: Pr 6.1.E.5a – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>

<p>STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music</p>

<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the correct posture for playing the instrument. 2. Student will be able to tap a foot to a given steady tempo. 3. Student will form the instrument specific embouchure. 4. Student will demonstrate diaphragmatic breathing techniques.

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Student will sit with back straight on edge of chair with both feet flat on the floor. 2. Student will tap a foot to a variety of tempos given by the teacher. 3. When student breathes deeply, abdomen should expand, shoulders should remain stationary. 4. Teacher will explain and model the correct embouchure. 5. Repetition of activities at home. <p>RESOURCES: Mirror Tradition of Excellence Book 1 Excellence in Chamber Music Book 1 Excellence in Theory Book 1 2014 National Music Standards (Ensemble)</p>	<p>ASSESSMENTS: Teacher observation and evaluation of student performance Student Self-Assessment</p> <p>REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs.</p> <p>ENRICHMENT: Peer Coaching</p>
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COURSE: Instrumental Music (Brass & Woodwind)	GRADE(S): Level II (Grade 6)
UNIT: Instrumental Assembly, Maintenance	

NATIONAL STANDARDS: <u>PERFORMING:</u> Present = MU: Pr6.1.E.5a – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music

ACTIVITIES: <ol style="list-style-type: none"> 1. Woodwinds grease corks and assemble instrument. Brass – oil valves, lubricate trombone slides. 2. Student assembles instrument together with teacher. Then, student assembles instrument with no assistance. 3. Teacher modeling of correct hand/slide position, student will emulate. 4. Teacher will demonstrate correct fingering for D, E flat, and F. Student will echo pitches played by teacher/CD. 5. Student sings, say, and finger concert D, E flat, and F as per Tradition of Excellence, ex. 1-10. 6. Repetition of activities at home. RESOURCES: Mirror Teacher Modeling Tradition of Excellence Book 1 Excellence in Chamber Music Book 1 Excellence in Theory Book 1 2014 National Music Standards (Ensemble)	ASSESSMENTS: Teacher observation and evaluation of student performance Student Self-Assessment REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs. ENRICHMENT: Explain Fingering Chart
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COURSE: Instrumental Music (Brass & Woodwind)	GRADE(S): Level II (Grade 6)
UNIT: Rhythm and Time	

<p>NATIONAL STANDARDS: PERFORMING: Select = MU: Pr4.1.E.5a – Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. CREATING: Plan and Make = MU: Cr2.1.E.5a – Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>

<p>STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music 9.3 Critical Response</p>

<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> 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. 2. Identify, define, and perform in the following time signature/meters: 4/4, 2/4, ¾. 3. Tap foot in the down up foot method while performing eighth notes, using a steady beat (self-generated and/or metronome generated).

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Write in syllables for note values, sign/say syllables, and perform rhythms. 2. Discuss time signatures. 3. Write down and up arrows, sing rhythms, play on monotone. 4. Repetition of activities at home. <p>RESOURCES: 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>ASSESSMENTS: Teacher observation and evaluation of student performance Student Self-Assessment</p> <p>REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs. Use rhythmic syllables “ta” and “ti”.</p> <p>ENRICHMENT: Students write and perform own rhythmic composition. Dotted quarter-eighth rhythm</p>
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COURSE: Instrumental Music (Brass & Woodwind)	GRADE(S): Level II (Grade 6)
UNIT: Instrument Range	

<p>NATIONAL STANDARDS: PERFORMING: Select = MU: Pr4.1. E. 5a – Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. Present = MU: Pr6.1.E.5a – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>

<p>STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music</p>

<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> 1. Name, finger and play, with a characteristic tone, notes within a specific range. 2. Identify and perform in B flat concert key signature. <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>

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher Modeling 2. Listen and perform with CD 3. Match pitch with CD or tuner 4. Repetition of Activities 5. Sing/Say fingerings 6. Lip Slurs (Brass) <p>RESOURCES: Tuner Tradition of Excellence Book 1 Excellence in Theory Book 1 Excellence in Chamber Music Book 1 2014 National Music Standards (Ensemble)</p>	<p>ASSESSMENTS: Teacher observation and evaluation of student performance. Peer/Self-Assessment Written tests/ worksheets Playing Tests</p> <p>REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs.</p> <p>ENRICHMENT: Students write and perform own rhythmic composition. Extend ranges high and low.</p>
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COURSE: Instrumental Music (Percussion)	GRADE(S): Level II (Grade 6)
UNIT: Physical Concepts for Percussionists	

<p>NATIONAL STANDARDS: CREATING: Imagine = MU Cr1.1.E.5a – Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. Plan and Make = MU: Cr2.1.E.5a – Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. PERFORMING: Present = MU:Pr6.1.E.5a- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. Select = MU: Pr4.1.E.5a – Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. Analyze = MU: Pr4.2.E.5a – Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p>

STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music	
UNIT OBJECTIVES – SWBAT: <ol style="list-style-type: none"> 1. Demonstrate proper playing position by establishing proper fulcrum. 2. Determine correct drum height. 3. Demonstrate proper rebound/single stroke. 4. Tap a foot to a steady given tempo. 5. Tap foot using down up method while performing eighth notes. 	
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Student echo play 2. Teacher modeling 3. Listen and perform with CD 4. Click rhythms as students say “down-up” and tap foot 5. Repetition of activities at home <p>RESOURCES: Alfred’s Drum Method Book 1 2014 National Music Standards (Ensemble)</p>	<p>ASSESSMENTS: Teacher observation and evaluation of student performance Peer/Self-Assessment</p> <p>REMEDIATION/MODIFICATION: Differentiate and modify assignment as per student needs.</p> <p>ENRICHMENT: Review of Treble Clef from General Music class</p>

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

<p>NATIONAL STANDARDS: <u>CREATING:</u> Imagine = MUCr1.1.E.5a – Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. Plan and Make = MU:Cr2.1.E.5a – Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p><u>PERFORMING:</u> Present = MU:Pr6.1.E.5a – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. Select = MU:Pr4.1.E.5a – Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. Analyze = MU:Pr4.2.E.5a – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>

<p>STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music</p>

<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> 1. Recognize and perform the following notes, rests, and values: quarter, half, whole, eighth, and dotted half note. 2. Recognize and perform in the following time signatures: 4/4, 2/4, 3/4. 3. Perform new rudiment: flams 4. Mallets – Play selected exercises in the keys of C and Bb with proper sticking.

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher directed activity rhythms/down-ups. 2. Clicking sticks while counting rhythms. 3. Write in the correct counting. 4. Discussion of time signatures. 5. Repetition of activities at home. <p>RESOURCES:</p> <p>Alfred’s Drum Method Student Book 1 2014 National Music Standards (Ensemble)</p>	<p>ASSESSMENTS:</p> <p>Teacher observation and evaluation of student performance</p> <p>Peer/ Self-Assessment</p> <p>Written tests/ worksheets</p> <p>REMEDIATION/MODIFICATION:</p> <p>Differentiate and modify assignment as per student needs.</p> <p>Review Treble Clef</p> <p>ENRICHMENT:</p> <p>Sight Read Music with similar concepts Rhythm Charts</p>
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