



Music | Grade 6 Advanced Band



ORGANIZING THEME/ TOPIC	FOCUS STANDARDS	FOCUS SKILLS
<p>UNIT 1: Fundamental Band Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 1-9</p>	<p>STANDARD 2 – PERFORMING</p> <p>(Pr.1.N) - 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.</p> <p>(Pr.2.N) Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> • Demonstrate breathing techniques and air control to produce a characteristic tone. • Perform with correct embouchure. • Determine if pitches are higher or lower than one another and match pitch. • Percussion: Demonstrate correct striking area on percussion instruments. • Woodwinds and Brass: Demonstrate correct hand position and posture. • Use resources to learn fingerings/positions. • Demonstrate the use of articulation skills: tongue, slur. • Perform with a steady beat and differentiate rhythm vs. steady beat. <p>NOTATION</p> <ul style="list-style-type: none"> • Read and perform music that includes whole/whole rest, quarter/quarter rest, half note, half rest, and eighth note. • Read and perform music with 5-6 pitches. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Perform a musical phrase. Describe group performance.
<p>UNIT 2: Introducing New 6th Grade Band Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 10 - 18</p>	<p>STANDARD 1 – CREATE</p> <p>(Cr.1.N) Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Improvise simple rhythms • Improvise simple melodies • Compose simple rhythms within specified guidelines. • Compose simple melody within specified guidelines.

<p>UNIT 2: Introducing New 6th Grade Band Skills (Cont.)</p>	<p>STANDARD 2 - PERFORM</p> <p>(Pr.1.N) 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.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>PERFORMING SKILLS.</p> <ul style="list-style-type: none"> • Use metronome to reinforce performance of steady beat. • Demonstrate the use of additional articulation skills: accent, staccato • Percussion: demonstrate single stroke, flams. Differentiate in or out of tune. • Count and perform rhythms in 2/4, 3/4, and 4/4 time signatures. • Sight read a piece of music demonstrating attention to key signature, time signature, and rhythm values. <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and perform pitches in B-flat concert key signature. • Read and perform music that includes whole, half, quarter and eighth note rhythms with corresponding rests. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Perform a two bar phrase. <p>RESPONDING SKILLS</p> <ul style="list-style-type: none"> • Describe group performance using musical terms.
<p>UNIT 3: Refining Our New 6th Grade Band Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately</p>	<p>STANDARD 1 – CREATE</p> <p>(Cr.2.N) Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.</p>	<p>PERFORMING SKILLS.</p> <ul style="list-style-type: none"> • Use metronome to reinforce performance of steady beat. • Demonstrate the use of additional articulation skills: accent, staccato • Percussion: demonstrate single stroke, flams.

<p>Week 19-27</p>	<p>STANDARD 2 - PERFORM (Pr.1.N) 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.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>Differentiate in or out of tune.</p> <ul style="list-style-type: none"> Count and perform rhythms in 2/4, 3/4, and 4/4 time signatures. Sight read a piece of music demonstrating attention to key signature, time signature, and rhythm values. <p>NOTATION</p> <ul style="list-style-type: none"> Identify and perform pitches in B-flat concert key signature. Read and perform music that includes whole, half, quarter and eighth note rhythms with corresponding rests. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> Perform a two bar phrase. <p>RESPONDING SKILLS</p> <ul style="list-style-type: none"> Describe group performance using musical terms.
<p>UNIT 4: 6th Grade Band Musicianship and Performance: Putting it All Together. This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p>	<p>STANDARD 1 - CREATE (Cr.3.N) Evaluate and refine draft compositions and improvisations based on knowledge skills and teacher provided criteria.</p> <p>(Cr.4.N) Share personally developed melodic and</p>	<p>PERFORMING SKILLS.</p> <ul style="list-style-type: none"> Use metronome to reinforce performance of steady beat. Demonstrate the use of additional articulation skills: accent, staccato Percussion: demonstrate single stroke, flams. Differentiate in or out of tune.

Time Frame: Approximately Week 28-36

UNIT 4: Band Musicianship and Performance (Cont.)

rhythmic ideas or motives individually or as an ensemble that demonstrate an understanding of characteristic(s) of music or text(s) student in rehearsal.

STANDARD 2 - PERFORM

(Pr.1.N) 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.

(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances

(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances

(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music

(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances

STANDARD 3 - RESPONDING

(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- Count and perform rhythms in 2/4, 3/4, and 4/4 time signatures.
- Sight read a piece of music demonstrating attention to key signature, time signature, and rhythm values.

NOTATION

- Identify and perform pitches in B-flat concert key signature.
- Read and perform music that includes whole, half, quarter and eighth note rhythms with corresponding rests.

MUSICIANSHIP

- Perform a two bar phrase.

RESPONDING SKILLS

- Describe group performance using musical terms.