<table>
<thead>
<tr>
<th>ORGANIZING THEME/ TOPIC</th>
<th>FOCUS STANDARDS</th>
<th>FOCUS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1: Getting Started in Band</td>
<td>STANDARD 2 – PERFORMING</td>
<td>PERFORMING SKILLS</td>
</tr>
<tr>
<td></td>
<td>(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.</td>
<td>• Demonstrate breathing techniques and air control to produce a characteristic tone.</td>
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<td>(Pr.2.N) Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</td>
<td>• Perform with correct embouchure.</td>
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<td>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</td>
<td>• Determine if pitches are higher or lower than one another and match pitch.</td>
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<td>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</td>
<td>• Percussion: Demonstrate correct striking area on percussion instruments.</td>
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<td>Suggested Time Frame: Approximately Week 1-12</td>
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<td>• Woodwinds and Brass: Demonstrate correct hand position and posture.</td>
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<tr>
<td>UNIT 2: Introducing New 6th Grade Band Skills</td>
<td>STANDARD 2 - PERFORM</td>
<td>PERFORMING SKILLS.</td>
</tr>
<tr>
<td>This unit consists of the rehearsal and performance of musical selections that build on previous skills.</td>
<td>(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.</td>
<td>• Use metronome to reinforce performance of steady beat.</td>
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<td>• Demonstrate the use of additional articulation skills: accent, staccato</td>
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<td>• Percussion: demonstrate single stroke, flams.</td>
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<td></td>
<td>NOTATION</td>
<td>• Read and perform music that includes whole/whole rest, quarter/quarter rest, half note, half rest, and eighth note.</td>
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<td>• Read and perform music with 5-6 pitches.</td>
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<td>MUSICIANSHIP</td>
<td>• Perform a musical phrase. Describe group performance.</td>
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</tbody>
</table>
## UNIT 2: Introduce New Skills (Cont.)

### 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. | 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. |

#### 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.

### Musicianship and Performance

This unit consists of the rehearsal and performance of musical selections that build on previous skills.

| Time Frame: Approximately Week 25-36 | CREATING SKILLS  
- Improvise simple rhythms  
- Improvise simple melodies  
- Compose simple rhythms within specified guidelines.  
- Compose simple melody within specified guidelines. |

#### PERFORMING SKILLS

- 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.
appropriate, how knowledge of formal aspects in musical works inform prepared or improvised 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.

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.