

Calendar-Based Curriculum Map: Music

6th Grade Band

Fall Semester

	1 st Quarter	2 nd Quarter
Essential Questions	<ul style="list-style-type: none"> • What concepts and skills should a band member develop and master during his or her second year of playing? • What is a fully instrumented band and what is my role in helping our band become fully instrumented? • What does it mean to be a true percussionist? 	<ul style="list-style-type: none"> • What is an acceptable range for a second year player on my instrument and how do I develop my range? • What types of more advanced warm-ups will help me develop my tone and technique? • What is a harmonic minor scale and what is its purpose in music?
Concepts	<ul style="list-style-type: none"> • Review all concepts from previous year • Continue developing awareness of balance, blend, posture, breathing, assembly, care & maintenance, carriage, embouchure, articulation • Grade II tonal, rhythmic, formal, and expressive elements not already encountered 	<ul style="list-style-type: none"> • Intermediate daily warm-ups that include range, flexibility, articulation, and technique studies • Harmonic minors
Skills	<ul style="list-style-type: none"> • Review all skills from previous year • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The chromatic range of 1 ½ octaves for brass and 2 ½ octaves for woodwinds, ascending and descending in MM=90 eighth notes ➢ The ability to play concert major of C, F, Bb, Eb, Ab, and Db and all their relative natural minors ➢ Percussionists demonstrate four types of stroke and basic rudiments (single stroke roll, single stroke four, multiple bounce roll, double stroke roll, paradiddle, flam, flam tap, drag) ➢ The ability to read at sight all Grade I elements ➢ The ability to perform Grade I or II band music with ample preparation time 	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ All daily studies learned so far ➢ The chromatic range of 1 ½ octaves for brass and 2 ½ octaves for woodwinds, ascending and descending in MM=100 eighth notes ➢ The ability to play all concert major scales of C, F, Bb, Eb, Ab, Db, Gb, and G and their relative natural minors ➢ Percussionists demonstrate PAS rudiments 1, 2, 3, 4, 6, 7, 9, 16, 17, 20, 21, 22, 31, 32, 34. ➢ The ability to read at sight the Grade II elements learned so far ➢ The ability to perform Grade II or higher band music with ample preparation time
Assessment	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of weekly individual playing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in fall performance event(s) (e.g. help with marching band, play at a pep band event, etc.) 	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of weekly individual playing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in winter concert in December
Resources	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook and staff paper (student provided) • Pencil (student provided) • Handouts for band binder 	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook and staff paper (student provided) • Pencil (student provided) • Handouts for band binder

Calendar-Based Curriculum Map: Music

6th Grade Band

Spring Semester

	3rd Quarter	4th Quarter
Essential Questions	<ul style="list-style-type: none"> • Are there special skills needed when playing in a small ensemble? • What is a march and how are its sections different from each other? 	<ul style="list-style-type: none"> • What is ABA form and what types of band music use that form? • How can we use judges' comments to improve individually and as a group?
Concepts	<ul style="list-style-type: none"> • Solo, accompanying, chamber music etiquette • Tonality, key, major, minor, natural vs. harmonic and melodic • Key Signature Rap • All Grade II and selected Grade III tonal, rhythmic, formal, and expressive elements • March composers Sousa and King • Parts of a march include intro, first and second strains, dogfight, trio 	<ul style="list-style-type: none"> • Musical form, ternary form, overtures • Analysis and evaluation of musical performances involves more than just opinion • Listening for mistakes and other deficiencies is different than listening as a consumer of music
Skills	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ All daily studies learned so far ➢ The chromatic range of up to two octaves for brass and up to three octaves for woodwinds, ascending and descending in MM=120 eighth notes ➢ The ability to play concert major scales in C, F, Bb, Eb, ab, Db, Gb, G, D, and A and their relative natural minors, two octaves if possible ➢ The ability to play all relative harmonic minors in the keys above ➢ The ability to read at sight the Grade II elements learned so far ➢ The ability to perform Grade II or higher band music with ample preparation time 	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The chromatic range of two octaves for brass and three octaves for woodwinds, ascending and descending ➢ The ability to play all concert major and natural minor scales, two octaves if possible ➢ The ability to play all harmonic minors ➢ The ability to read at sight the Grade II elements learned so far ➢ The ability to perform Grade II or higher band music with ample preparation time
Assessment	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of weekly individual playing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in solo festival in March 	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole band) playing • Formal evaluation of weekly individual playing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in spring festival and concert In April/May
Resources	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook paper (student provided) • Pencil (student provided) • Handouts for band binder • Method book • Sheet music (in preparation for spring festival and concert) 	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Instrument and supplies (e.g. reeds, oils, etc.) (student provided) • Band binder with notebook paper (student provided) • Pencil (student provided) • Handouts for band binder • Method book • Sheet music