

Band: Grade Six

Content Standard #6 Music Each student will have acquired basic music understandings and proficiencies.
Standard #6.1 Expression of Music
Standard #6.2 Creation of Music
Standard #6.3 Theory of Music
Standard #6.4 Aesthetic Valuation of Music

Description

The 6th grade band course is a year-long beginning band class. Students will gain confidence performing an instrument in class and in various performance opportunities. They will learn to appreciate music and playing with a group.

Time Allocation
42 minutes per day for one school year

Assessments
Weekly playing tests
Theory or composer tests
Composition project
Performances

Resources
Essential Elements Book 1
Finale Notepad software
Internet websites

Grades and Achievement Levels
Grades are based on class participation, completion of assignments, and projects. Achievement rating is based on mastery of content skills and processes. The rating is based upon the student's attainment of the grade level expectations.

Essential Concepts: Band Grade Six

<p>Standard #6.1 Expression of Music</p>	<p>Standard #6.2 Creation of Music</p>	<p>Standard #6.3 Theory of Music</p>	<p>Standard #6.4 Aesthetic Valuation of Music</p>
<ul style="list-style-type: none"> • Performing music in unison and two parts accurately and expressively at the minimal level of 1 on the difficulty rating scale • Performing music accurately and expressively at the first reading at the minimal level of 0.5 on the difficulty rating scale • Demonstrating ability to play major and minor scales 	<ul style="list-style-type: none"> • Creating melodic and rhythmic patterns • Improvising call-and-response patterns • One-page composition project each quarter • Created small compositions in computer lab 	<ul style="list-style-type: none"> • Identification of rhythmic and melodic patterns in musical examples • Notation of level .5 compositions using the appropriate clef for instrument • Analysis of a beginning level composition or performance using musical elements • Knowledge of basic musical terms • Actively listened to and critiqued pieces of music 	<ul style="list-style-type: none"> • Determination of strengths and weaknesses in musical performances according to specific criteria • Description of music’s role in the human experience and ways music is used and enjoyed in society • Composers from the Baroque, Classical, and Romantic eras, and 20th/21st Century

Expectations: Band Grade Six

<p>Standard #6.1 Expression of Music</p>	<p>Standard #6.2 Creation of Music</p>	<p>Standard #6.3 Theory of Music</p>	<p>Standard #6.4 Aesthetic Valuation of Music</p>
<ol style="list-style-type: none"> 1. Played in unison and two parts (level 1) with correct instrument position 2. Responded to conductor's cues 3. of tempo; dynamics; and 2/4, 3/4, and 4/4 time 4. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications 5. Maintained consistent tone quality, intonation, balance, blend, and phrasing when sight reading 6. Played two major scales in keys appropriate for their instrument 7. Played one minor scale in keys appropriate for their instrument 	<ol style="list-style-type: none"> 1. Notated a combination of simple melodic patterns with structured parameters using current technology with or without tonal accompaniment 2. Notated a combination of simple rhythmic patterns with structured parameters using current technology with or without tonal accompaniment 3. Demonstrated preparatory improvisations using a two- to four-note call and response rhythmically 4. Demonstrated preparatory improvisations using a two- to four-note call and response melodically 	<ol style="list-style-type: none"> 1. Identified and demonstrated rhythms within musical examples that incorporated eighth notes and corresponding rests in 2/4, 3/4, and 4/4 meter signatures 2. Demonstrated alteration of written rhythms within musical examples, using pp/ff, largo/allegro, legato/staccato and application of accents as found in a beginning level composition 3. Identified and transcribed or demonstrated notes in alto, bass, or treble clefs in appropriate instrumental settings; can also include guitar tablature identification 4. Notated a major scale and its relative minor 5. Described, using a minimum of two markings (dynamic and tempo) when analyzing a musical example 6. Analyzed articulation, dynamics and tempo during performances 7. Used current classroom repertoire, identified I, IV, V chords 	<ol style="list-style-type: none"> 1. Identified criteria used in evaluating various kinds of musical performances 2. Employed basic specific music terminology related to elements of performance and evaluation to discuss a music performance 3. Related and discussed how various aesthetic qualities communicate images, feelings, or emotions in specific musical works 4. Discussed potential influence of music on emotions and behavior 5. Categorized a listening library of music literature and repertoire that represents various styles and cultures from a span of musical eras