



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Band (Grade 6)

Course Description:

The curriculum for this course is developed from the Wisconsin Standards for Music and the National Core Arts Standards. This class provides students with the foundational skills needed to be successful in instrumental music and is the entry-level band course. The reason that students study music is to make music. Students rehearse in a large ensemble every day to develop individual and ensemble skills, as well as, prepare their music for concerts. Additionally, students are provided with small group lessons, outside of their regular class time, with the emphasis on developing individual instrumental skills. In addition, students rehearse in a large ensemble every other day to prepare their music for concerts. Students typically perform in concerts in early December, mid-March, and mid to late May. Band encourages the development of creative expression, a distinction between quality and quantity, and an understanding of group dynamics, all while working to develop individual and ensemble goals.

Prerequisites:

Students are *strongly encouraged* to participate in the summer school band program during the first session.

Mastery Standards:

- Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat. (MP2.P.17.m)
- Demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance. (MP2.P.21.m)
- Perform collaboratively as a part of an ensemble, demonstrating well-developed ensemble skills. (MP2.P.22.m)
- Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance. (MP2.P.23.m)
- Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings. (MP2.P.24.m)
- Define and demonstrate an understanding of foundational musical elements in discussion and written reflections. (MP3.R.9.m)
- Express musical ideas through verbal, movement, written, artistic, or technological means. (MP3.R.10.m)
- Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology. (MP3.R.11.m)
- Demonstrate proper concert/audience etiquette for a variety of musical settings. (MP3.R.12.m)
- Reflect upon and critique performances using grade-appropriate music vocabulary. (MP3.R.13.m)

(NOTE: Foundational skills may be the same as the previous level, however, the rigor should increase as skills are applied to a leveled progression of repertoire.)

Concert Units

Student performance is a fundamental component of a performance-based music course. Students are assessed on the preparation of their concert music, their demonstration of rehearsal/performance etiquette, and their ability to reflect and improve upon previous performance experiences.

Solo Units

Student performance is a fundamental component of a performance-based music course. Students are assessed on the preparation of one of three solos.

Method Book

The method series, Tradition of Excellence, is a sequential curriculum to develop students instrumental music techniques. The curriculum is cyclic in nature, building upon previous experience. Students may not complete all of the units in one year. Units should be completed in the indicated sequence. Units 6 & 7 are duplicated at the beginning of the second book.

Unit	Description of Unit and Learning Targets
<p>Unit Title: Concert 1</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • How does our individual preparation impact the progress of a musical group? • How does concert etiquette affect a performance? • How do discipline and behavior define a musician and his/her performance? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I am prepared to sing/play my part in every rehearsal. • I annotate my music to assist me to prepare for our performance. • I can perform musical texts of various styles in a small or large ensemble with an appropriate ensemble tone. • I can perform musical texts of various styles in a small or large ensemble with a developmentally appropriate technique. • I can perform musical texts of various styles in a small or large ensemble with developmentally appropriate interpretation. • I am ready to sing/play my part each time it enters. • I am attentive to the director for cues and feedback. • I can evaluate musical works and performances based on established criteria. • I show appropriate etiquette as a performer and listener. • I can reflect on a musical performance and respond with grade-level appropriate music vocabulary.
<p>Unit Title: Concert 2</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does feedback and assessment help us grow as musicians? • What are similarities and differences between playing music as an individual and as a group/ensemble? • What are desirable attributes of a successful musician? • On what basis can music and concerts be compared and contrasted? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I am prepared to sing/play my part in every rehearsal. • I annotate my music to assist me to prepare for our performance. • I can perform musical texts of various styles in a small or large ensemble with an appropriate ensemble tone. • I can perform musical texts of various styles in a small or large ensemble with a developmentally appropriate technique. • I can perform musical texts of various styles in a small or large ensemble with developmentally appropriate interpretation. • I am ready to sing/play my part each time it enters. • I am attentive to the director for cues and feedback. • I can evaluate musical works and performances based on established criteria. • I show appropriate etiquette as a performer and listener. • I can reflect on a musical performance and respond with grade-level appropriate music vocabulary.
<p>Unit Title: Concert 3</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is it important to hear balance between the parts in an ensemble? • How does the concept of quality relate to musical performance? • How do musicians improve the quality of their performance? • What are the advantages and disadvantages of live performance? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I am prepared to sing/play my part in every rehearsal. • I annotate my music to assist me to prepare for our performance. • I can perform musical texts of various styles in a small or large ensemble with an appropriate ensemble tone. • I can perform musical texts of various styles in a small or large ensemble with a developmentally appropriate technique. • I can perform musical texts of various styles in a small or large ensemble with developmentally appropriate interpretation. • I am ready to sing/play my part each time it enters. • I am attentive to the director for cues and feedback. • I can evaluate musical works and performances based on established criteria. • I show appropriate etiquette as a performer and listener.

	<ul style="list-style-type: none"> I can reflect on a musical performance and respond with grade-level appropriate music vocabulary.
<p>Unit Title: Solo</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> Are conductors necessary for music ensembles? How does the role of the musician change when performing as a soloist, in a chamber ensemble, or as a member of a full ensemble? How do musicians use feedback from others to improve performance? How do music evaluators use knowledge and skills to make informed musical decisions? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> I can play a musical text with accurate pitch. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> I can play a musical text with accurate rhythm. <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> I can play a musical text using the printed structural notation. <p><i>Articulations</i></p> <ul style="list-style-type: none"> I can play a musical text with accurate articulations. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> I can play a musical text with accurate dynamics. <p><i>Tempo</i></p> <ul style="list-style-type: none"> I can play a musical text with accurate tempos. <p><i>Expression</i></p> <ul style="list-style-type: none"> I can play a musical text with accurate expression. I can analyze and describe the structure of varied musical works. I can evaluate musical works and performances based on established criteria.
<p>Unit Title: Unit 1, Page 6-9</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How does the concept of quality relate to musical performance? What advantages are there in learning to read and notate music? 	<p>Students will....</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> Accurately perform Concert Bb, C, D, Eb, and F with correct fingering/slide position, posture, hand position, and a characteristic tone quality. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> Identify and perform whole notes and rests, half notes and half rests, quarter notes and quarter rests. <ul style="list-style-type: none"> Accurately perform a quarter rest on count one. Accurately play alternating pitches on quarter notes. Apply knowledge of notes, rhythms, and breath marks while sight-reading. <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> Recognize Concert Bb, C, D, Eb, and an F for their individual instrument <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> Identify and define <ul style="list-style-type: none"> whole notes and rests half notes and half rests quarter notes and quarter rests Apply knowledge of notes, rhythms, and breath marks while sight-reading. <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> Identify and define the musical symbols: 4/4, staff, bass or treble clef, measure, bar line, final double bar line, duet and harmony, solo, soli, tutti, phrase, common time, repeat sign,

	and round.
<p>Unit Title: Unit 2, Page 10-13</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does articulation impact the way that you hear music? • What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform with correct fingering/slide position, posture, hand position, and a characteristic tone quality. <ul style="list-style-type: none"> ○ Perform Concert G <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Identify and perform a tie. • Identify and perform 2/4. <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> • Identify and perform a one-measure repeat sign. • Interpret final double bar line by continuing to a second line of music. • Identify and perform a 1st and 2nd ending. • Identify and perform a fermata. <p><i>Articulations</i></p> <ul style="list-style-type: none"> • Identify, define, and perform a slur. <ul style="list-style-type: none"> ○ Trombones: Accurately use a “doo” tongue technique when slurring <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Recognize Concert A, Bb, C, D, Eb, F, and G on the staff for their individual instrument <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> • Identify and define rehearsal numbers. • Identify and define a 1st and 2nd ending. • Identify and define a fermata. • Identify, locate, and perform an introduction. • Identify, locate, and perform a theme. <p><i>Articulations</i></p> <ul style="list-style-type: none"> • Identify, define, and perform a slur. • Compare and contrast tie and slur. (Hybrid Rhythm/Articulation)
<p>Unit Title: Unit 3, Page 14-17</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does rhythm impact the way that we feel music? • What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform pitches, with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. <ul style="list-style-type: none"> ○ Perform Concert Ab ○ Bassoon: Roll to the half-hole position for Ab. • Identify, define, and apply a key signature. <ul style="list-style-type: none"> ○ Concert Eb major ○ Concert Bb major <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform rhythms with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. • Identify, count, and perform eighth notes • Identify and perform a tie.

	<ul style="list-style-type: none"> ● Identify and perform a pick-up note. ● Identify and perform 3/4. ● Identify and define the dot and dotted half notes. <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> ● Interpret 1st and 2nd endings. ● Accurately interpret breath mark and fermata. ● Define theme and variation. <p><i>Articulations</i></p> <ul style="list-style-type: none"> ● Accurately perform articulations with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> ● Identify, define, and perform dynamics <ul style="list-style-type: none"> ○ forte ○ piano <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> ● Recognize Concert A, Bb, C, D, Eb, F, G, and Ab on the staff for their individual instrument ● Identify and define a key signature. <ul style="list-style-type: none"> ○ Concert Eb major ○ Concert Bb major <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform rhythms with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. ● Identify, count, and perform eighth notes ● Accurately interpret tie. ● Identify and perform a pick-up note. ● Identify and perform 3/4. ● Identify and define the dot and dotted half notes. <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> ● Interpret 1st and 2nd endings. ● Accurately interpret breath mark, and fermata. ● Define theme and variation. <p><i>Articulations</i></p> <ul style="list-style-type: none"> ● Accurately perform articulations with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> ● Identify, define, and perform dynamics, forte, and piano.
<p>Unit Title: Unit 4 & 5, Page 18, 22-25</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How do dynamics impact the way that we feel about music? ● What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform pitches with correct posture, fingerings, hand positions, intonation, and a characteristic tone quality. <ul style="list-style-type: none"> ○ Perform Concert A and Bb ○ Perform Concert E ● Identify and perform a natural sign. ● Identify and perform sharp. ● Identify and perform a whole step and a half step. ● Identify and perform courtesy accidental. ● Identify and define scale and arpeggio.

- Identify and perform the key signature of Concert F major.
- **Flute:** Play Concert G, F, and Eb with the correct fingering, posture, hand position, intonation, and a characteristic tone quality.
- **Oboe:** Play Concert F and Eb with the correct fingering, posture, hand position, intonation, and a characteristic tone quality.
- **Clarinet, bass clarinet, and saxophones:** Play Concert G with the correct fingering, posture, hand position, intonation, and a characteristic tone quality.

Rhythmic Accuracy

- Accurately perform rhythms with correct posture, fingerings, hand positions, intonation, and a characteristic tone quality.
- **Snare drum:** Accurately perform 16th notes.
- **Percussion:** Accurately perform eighth rest on a downbeat.

Articulations

- Accurately perform articulations with correct posture, fingerings, hand positions, intonation, and a characteristic tone quality.
- Identify and perform an accent.
- Identify and perform staccato.

Dynamics

- Accurately perform dynamics with correct posture, fingerings, hand positions, intonation, and a characteristic tone quality.
- Identify and perform mezzo piano and mezzo forte.
- Identify and perform *crescendo* and *decrescendo*.

Tempo

- Accurately perform tempo with correct posture, fingerings, hand positions, intonation, and a characteristic tone quality.
- Identify and perform tempo
 - Andante
 - Allegro
 - Moderato

Technique

- **Clarinet and bass clarinet:** Employ alternate fingering for B-natural on asterisked pitches
- **Percussion:** Accurately perform Rudiments with correct posture, hand positions, and a characteristic tone quality.
- **Percussion:** Apply learned notation to the drum set.

Pitch Accuracy

- Identify and define a natural sign.
- Identify and define Concert A and Bb.
- Identify and define a whole step and a half step.
- Identify and define sharp.
- Identify and define courtesy accidental.
- Identify and define Concert E.
- Identify and define the key signature of Concert F major.
- Identify and define a key signature.
 - Concert Eb major.
 - Concert Bb major

Rhythmic Accuracy

- Identify and define
 - eighth notes
 - dot and dotted half notes
- Identify and define a pick-up note. (anacrusis)

	<ul style="list-style-type: none"> ● Identify and define 3/4. ● Percussion: Identify and define 16th notes. <p><i>Articulations</i></p> <ul style="list-style-type: none"> ● Identify and define <ul style="list-style-type: none"> ○ accent ○ staccato. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> ● Identify and define dynamics <ul style="list-style-type: none"> ○ mezzo piano ○ mezzo forte ○ crescendo ○ decrescendo <p><i>Tempo</i></p> <ul style="list-style-type: none"> ● Identify and define tempo <ul style="list-style-type: none"> ○ Andante ○ Allegro ○ Moderato.
<p>Unit Title: Unit 6, Page 26-29</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How does tempo affect a piece of music? ● What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform rhythms with correct posture, fingering/slide position, hand ● Identify and perform a natural sign. ● Flute, oboe, clarinet, bass clarinet, and tenor saxophone: Identify and perform Concert D ● Clarinet and bass clarinet: Identify and perform Concert Eb, D, and C ● Alto clarinet: Identify and perform Concert Eb and D. ● Clarinet, alto clarinet, and bass clarinet: Identify and perform Concert F and Bb ● Tenor saxophone: Identify and perform Concert C and Bb ● Clarinet, alto clarinet, and bass clarinet: Identify and perform Concert A <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> ● Accurately perform tempo with correct posture, fingering/slide position, hand ● Identify and perform dotted quarter note. <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> ● Identify and perform <i>Da Capo al Fine</i>. <p><i>Articulations</i></p> <ul style="list-style-type: none"> ● Accurately perform articulations with correct posture, fingering/slide position, hand <p><i>Dynamics</i></p> <ul style="list-style-type: none"> ● Accurately perform dynamics with correct posture, fingering/slide position, hand <p><i>Tempo</i></p> <ul style="list-style-type: none"> ● Accurately perform tempo with correct posture, fingering/slide position, hand <p><i>Technique</i></p> <ul style="list-style-type: none"> ● Alto clarinet: Identify and perform crossing the break. Perform with right hand down technique. ● Percussion: Perform on crash cymbals with proper technique.

	<p><i>Expression</i></p> <ul style="list-style-type: none"> • Identify, define, and perform <i>Maestoso</i>. <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Identify and define a natural sign. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform tempo with correct posture, fingering/slide position, hand • Identify and define dotted quarter note. <p><i>Structural Notation</i></p> <ul style="list-style-type: none"> • Identify and define <i>Da Capo al Fine</i>. <p><i>Expression</i></p> <ul style="list-style-type: none"> • Identify and define <i>Maestoso</i>.
<p>Unit Title: Unit 7, Page 30-33</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • In what ways did I change as a musician through the study of this method book? • What advantages are there in learning to read and notate music? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <p><i>Pitch Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform pitches with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. • Flute, oboe, tenor saxophone, bassoon, brass except Eb horn and F horn, and electric bass: Perform Concert C. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Accurately perform rhythms with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. • Identify and perform syncopation. <p><i>Articulations</i></p> <ul style="list-style-type: none"> • Accurately perform articulations with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. <p><i>Dynamics</i></p> <ul style="list-style-type: none"> • Accurately perform dynamics with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. <p><i>Tempo</i></p> <ul style="list-style-type: none"> • Accurately perform tempo with correct posture, fingering/slide position, hand position, intonation, and a characteristic tone quality. • Identify and perform <i>ritardando</i>. <p><i>Technique</i></p> <ul style="list-style-type: none"> • Clarinet and bass clarinet: Identify and perform crossing the break. Perform with right hand down technique. • Mallets: Identify, define, and perform double stop rolls. <p><i>Rhythmic Accuracy</i></p> <ul style="list-style-type: none"> • Identify and define syncopation. <p><i>Technique</i></p> <ul style="list-style-type: none"> • Clarinet and bass clarinet: Identify and define crossing the break. • Mallets: Identify and define double stop rolls.