

Band  
Grade 6

Strand	Product Performance
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>A.</p> <ul style="list-style-type: none"> <li>Instrumental performance skills</li> <li>Expression and technical skills</li> <li>Group playing</li> </ul>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Beginner Tone Quality</p> <ul style="list-style-type: none"> <li>Demonstrate basic instrument carriage and maintenance</li> <li>Demonstrate use of air for a beginner tone</li> <li>Demonstrate basic understanding of articulations and single tonguing</li> <li>Demonstrate three ways to change the frequency of a pitch               <ol style="list-style-type: none"> <li>Air speed</li> <li>Firmness of Embouchure</li> <li>Length of the instrument</li> </ol> </li> <li>Demonstrate fingerstrength to produce a good sound when keys/holes are completely covered/depressed</li> <li>Demonstrate the ability to maintain a consistent uninterrupted tone</li> <li>Demonstrate proper posture for specific instruments</li> </ul>
<p><b>Alignments:</b>            CCSS: 6-8.RST.4            Performance: 2.5, 3.2, 3.4            Knowledge: (FA) 1 (CA) 6 (SC) 2            MUGLE: PP.2.A,B,E            NETS: 4            DOK: 2</p>	

**Instructional Strategies**

- Teacher models for basic tone production
- Guided practice for instrument carriage
- Pair/share: students will observe their partner for proper instrument carriage

**Assessments/Evaluations**

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Concert performances: Analyze as a class and as individuals
- Guided discussion about recorded performances

**Sample Assessment Questions**

- What are the three ways to change the frequency of a pitch?
- How do you know if your keys are completely depressed or if your holes are completely covered?

**Instructional Resources/Tools**

- *Traditions of Excellence, Book 1*
- Instruments and accessories, such as:
  - reeds
  - mouthpiece
  - ligature
  - pencil
- Selected sheet music
- Whiteboard
- CD/DVD recordings

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

*Determine the meaning of general academic and domain-specific words and phrases as they are used in a specific context relevant to sixth grade*

**Cross Curricular Connections**

- Health: Body systems
- Science: Acoustics

Strand	Product Performance Elements and Principles of Music
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>B.</p> <ul style="list-style-type: none"> <li>• Instrumental performance skills</li> <li>• Improvisation</li> <li>• Rhythmic notation</li> <li>• Symbols for rhythm, pitch, and expressive elements</li> <li>• Sight reading</li> </ul>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Primary Rhythms, Fingerings and Stickings</p> <ul style="list-style-type: none"> <li>• Demonstrate proper finger position/grip in relation to the instrument</li> <li>• Demonstrate proper instrument angle</li> <li>• Perform simple ties and slurs</li> <li>• Play basic staccato, legato, and marcato styles</li> <li>• Demonstrate and count rhythms using whole, half, dotted half, and quarter notes along with corresponding rests</li> <li>• Demonstrate proper vowels to match specific articulations</li> <li>• Play with a steady pulse</li> <li>• Improvise a rhythmic pattern with whole, half, and quarter notes</li> <li>• Demonstrate understanding of sight reading method               <ul style="list-style-type: none"> <li>• Example - STARS method</li> </ul> </li> </ul>

**Alignments:**

CCSS: 6-8.RST.4

Performance: 1.6, 2.5, 3.4

Knowledge: (CA) 6 (FA) 1 (MA) 1-3,6 (SC) 2

MUGLE: PP.2.A; PP.3.A; EP.1.A,C,E

NETS: 4

DOK: 3

**Instructional Strategies**

- Rhythm games, such as:
  - clapping
  - dry erase board
- Teacher modeling – demonstrating:
  - staccato
  - legato
  - marcatoarticulations
- Video and audio recordings of class
- Sight reading music using the STARS method
- Implement a counting system (1-E-&-A)

**Assessments/Evaluations**

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Concert performances - Analyze as a class and as individuals

**Sample Assessment Questions**

- Match appropriate vowel to corresponding articulation
- What is the first thing you look for while sight reading?

**Instructional Resources/Tools**

- *Traditions of Excellence, Book 1*
- Instruments and accessories
- Selected sheet music
- Whiteboard
- CD/DVD recordings
- Metronome

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

*Determine the meaning of general academic and domain-specific words and phrases as they are used in a specific context relevant to sixth grade*

**Cross Curricular Connections**

- Math:
  - Patterns
  - Addition
  - Fractions

Band  
Grade 6

Strand	Product Performance	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>C.</p> <ul style="list-style-type: none"> <li>Develop and apply instrumental skills to perform and communicate through the arts</li> <li>Instrumental performance skills</li> </ul>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Primary Rhythms, Fingerings and Stickings</p> <ul style="list-style-type: none"> <li>Play one octave major scale in the following keys: Concert B <math>\flat</math> , E <math>\flat</math> , and F</li> <li>Play one octave chromatic scale beginning on concert B <math>\flat</math></li> </ul>
<p><b>Alignments:</b>            CCSS: 6-8.RST.4            Performance: 1.6, 2.5, 3.4            Knowledge: (CA) 6 (FA) 1,2 (MA) 4,5            MUGLE: PP.2.A            NETS: N/A            DOK: 2</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Model how to use fingering charts to figure out a one-octave chromatic scale beginning on a concert B <math>\square</math></li> <li>Teacher modeling finger patterns in the keys of concert B <math>\square</math> , E <math>\square</math> , and F</li> <li>Pair/share: Student will observes their partner's playing and then give them feedback</li> <li>Dry erase boards to draw notes of the finger patterns</li> <li>CD's/DVD's</li> <li>Sight reading to develop finger patterns</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Teacher observation and feedback</li> <li>Self-evaluation</li> <li>Peer-evaluation</li> <li>Summative and formative assesments to gauge understanding of learning targets</li> </ul>		

**Sample Assessment Questions**

- Identify which finger pattern to use for music in the key of concert B $\square$
- How is the finger pattern for concert E  $\flat$  major similar to the finger pattern for concert F? How are they different?

**Instructional Resources/Tools**

- *Traditions of Excellence, Book 1*
- Flash cards for note names
- Selected sheet music
- Whiteboard
- Magazine articles

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

*Determine the meaning of general academic and domain-specific words and phrases as they are used in a specific context relevant to sixth grade*

**Cross Curricular Connections**

- Math: Patterns



Band  
Grade 6

Strand	Product Performance Elements and Principles of Music
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>D.</p> <ul style="list-style-type: none"> <li>• Instrumental performance skills</li> <li>• Expression and technical skills</li> <li>• Rhythmic notation</li> <li>• Melodic notation</li> <li>• Sight reading</li> <li>• Repertoire</li> </ul>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Music Literacy and Vocabulary</p> <ul style="list-style-type: none"> <li>• Learn and apply new music vocabulary</li> <li>• Interpret notes in basic finger patterns</li> <li>• Learn order of sharps/flats</li> <li>• Learn circle of fifths/fourths</li> <li>• Sight read beginner tunes</li> <li>• Perform music with different time signatures: 4/4, 3/4, and 2/4</li> <li>• Demonstrates ability to recognize and apply symbols in context</li> </ul>
<p><b>Alignments:</b>  CCSS: 6-8.RST.4  Performance: 1.5, 2.5, 3.4  Knowledge: (CA) 6 (FA) 3 (MA) 1  MUGLE: EP.1.A,B,E; PP.2.A-C  NETS: 4  DOK: 4</p>	

### **Instructional Strategies**

- [www.musictheory.net](http://www.musictheory.net) – Name That Key Signature/Note games
- Teacher models note reading skills
- Guided instruction on deciphering pitches on the:
  - treble clef
  - bass clef
  - grand staff
- Notation games on a dry erase board
- Exit tickets with meaning of new vocabulary terms and correct note names/key signatures

### **Assessments/Evaluations**

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Concert performances: Group discussion
- Summative and formative assessments to gauge understanding of learning targets

### **Sample Assessment Questions**

- What is the function of a time signature? What does each number mean?
- How does an accidental affect a note?

### **Instructional Resources/Tools**

- *Traditions of Excellence, Book 1*
- Instruments and accessories
- Selected sheet music
- Whiteboard
- CD/DVD recordings
- [www.musictheory.net](http://www.musictheory.net)
- Metronome

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

*Determine the meaning of general academic and domain-specific words and phrases as they are used in a specific context relevant to sixth grade*

**Cross Curricular Connections**

- Math:
  - Fractions
  - Time signature
- ELA: Additional sight words

Band  
Grade 6

Strand	Product Performance Historic and Cultural Contexts	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>E.</p> <ul style="list-style-type: none"> <li>• Music’s role and function in various cultures</li> <li>• Repertoire</li> <li>• Genres and styles</li> <li>• Stylistic practices</li> </ul>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Music Theory and History</p> <ul style="list-style-type: none"> <li>• Identify and describe composers from selected music</li> <li>• Be able to recognize where specific pitches are on staves</li> <li>• Play a variety of genres or styles from various musical periods and cultures</li> </ul>
<p><b>Alignments:</b>            CCSS: 6-8.RST.2; 6-8.RST.4; 6-8.WHST.10            Performance: 1.6, 1.9, 2.5            Knowledge: (FA) 5 (SS) 6            MUGLE: PP.2.C; HH.1.C            NETS: 3            DOK: 3</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Teacher models various genres of music</li> <li>• Guided practice on music notation reading/writing</li> <li>• Whiteboard music notation exercises</li> <li>• Listening to professional recordings</li> <li>• Share information about composers</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Teacher observation and feedback</li> <li>• Self-evaluation</li> <li>• Peer-evaluation</li> <li>• Summative and formative assesments to gauge understanding of learning targets</li> </ul>		

**Sample Assessment Questions**

- How would you notate a 2/4 measure using at least one eighth note?
- Compare and contrast two different pieces you have played

**Instructional Resources/Tools**

- *Traditions of Excellence, Book 1*
- Books and articles on composers
- Selected sheet music
- Whiteboard
- CD/DVD recordings

**Literacy Connections**

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

*Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text*

**Cross Curricular Connections**

- History: Making connection with historical time periods of composers and music
- Math: Musical beat divisions

Strand	Product Performance Artistic Perceptions	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>F.</p> <ul style="list-style-type: none"> <li>• Imitation: Play by ear</li> <li>• Improvisation</li> <li>• Criteria for musical performance and compositions</li> </ul>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Ear Training</p> <ul style="list-style-type: none"> <li>• Imitate beginner rhythmic patterns</li> <li>• Imitate and sing beginner melodic patterns</li> <li>• Air play using proper vowels and fingerings/positions/stickings</li> </ul>
<p><b>Alignments:</b>            CCSS: 6-8.WHST.4; 6-8.RST.5; 6-8.RST.9            Performance: 1.6, 2.5, 3.3, 3.4            Knowledge: (CA) 6 (FA) 1            MUGLE: PP.2.D; PP.3.A; AP.2.A            NETS: 4            DOK: 4</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Teacher plays rhythm or melody by rote and students echo it by ear</li> <li>• Singing pitches</li> <li>• Imitating simple melodic patterns</li> <li>• Improvising simple melodic patterns</li> <li>• Guided problem solving to play tunes by ear</li> </ul>		

**Assessments/Evaluations**

- Teacher observation and feedback
- Self-evaluation
- Concerts
- Content target assessment – assessed using a scoring guide
- Formative assessments to gauge understanding of learning targets

**Sample Assessment Questions**

- Create your own rhythmic pattern using quarter and half notes
- How can you match the given pitch?

**Instructional Resources/Tools**

- *Traditions of Excellence, Book 1*
- Instruments and accessories
- Tuner
- Selected sheet music
- Whiteboard
- CD/DVD recordings

**Literacy Connections**

- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**Cross Curricular Connections**

- Science: Sound production

Strand	Artistic Perceptions	
<b><u>Standards</u></b>	<b><u>Learning Targets</u></b>	
G. Criteria for musical performance and compositions	1. Musicianship <ul style="list-style-type: none"><li>Follows cues of a conductor</li><li>Develop and apply skills to evaluate performances with regard to tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, balance/blend, articulation, style, posture and stage presence</li></ul>	
<b>Alignments:</b> CCSS: 6-8.RST.2; 6-8.RST.9; 6-8.WHST.10 Performance: 1.6. 2.5. 3.3. 3.4 Knowledge: (CA) 6 (FA) 1 MUGLE: AP.2.A NETS: N/A DOK: 4		
<b><u>Instructional Strategies</u></b> <ul style="list-style-type: none"><li>The teacher will show the students what to look for when watching a conductor</li><li>Teacher conducting using various cues</li><li>Guided instruction on skills to evaluate performances</li><li>Students will conduct a 3/4 pattern and a 4/4 pattern</li><li>Play audio clips of different ensembles playing the same piece</li></ul>		
<b><u>Assessments/Evaluations</u></b> <ul style="list-style-type: none"><li>Teacher observation and feedback</li><li>Individual reflections of performance</li><li>Concert performances: Analyze as a class</li></ul>		



**Sample Assessment Questions**

- Compare and contrast these recordings?
- For what is a conductor responsible?

**Instructional Resources/Tools**

- *Traditions of Excellence, Book 1*
- Selected sheet music
- CD/DVD recordings

**Literacy Connections**

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

*Write opinion pieces on topics or texts, supporting a point of view with reasons and information*

**Cross Curricular Connections**

- ELA: Compare and contrast