

# Band 6th Grade

**Rationale:** Music is an essential expression of human culture. Each child has the right to learn and experience music through participation in a balanced, comprehensive, and sequential program of study. By building a relationship with music, an individual develops a sense of satisfaction, joy and self-worth. Performing, creating, and responding to music are the fundamental music processes in which our students will engage. Music helps to develop discrimination, experimentation, creativity, evaluation, social skills, teamwork, and fosters aesthetic sensitivity. Music is an art form that unites the cognitive, affective, and psychomotor domains as no other subject can.

**Course Description:** This course provides instrumental instruction in the areas of foundational technique, musical expression, ensemble skills, theory and composition, culture and history, along with performance expectations.

**Strand I:** Foundational Technique

**Learning Goal 1:** The Instrument

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
<b>Identify parts of the instrument.</b>			
	<b>Assemble and disassemble the instrument correctly.</b>		
	<b>Demonstrate proper care of the instrument and accessories (reeds, oil, cleaning cloths/snakes, mouthpieces).</b>		

**Learning Goal 2:** Tone Production

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	<b>Perform with proper playing position (total body, arm, hand, wrist, and fingers).</b>		
	<b>Perform with proper embouchure and develop embouchure facility.</b>		
	<b>Develop a well-centered tone with extended breath support.</b>		

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Produce a characteristic tone across the range included in the first year method book.		
	Demonstrate lip slurs on consecutive harmonics (brass).		
	Produce characteristic single strokes, multiple bounce strokes, and open double strokes, producing an even sound (percussion).		
	Demonstrate proper technique when playing snare drum, bass drum, mallet instruments, timpani, suspended cymbal, triangle, wood block, sleigh bells, tambourine, maracas, claves, temple blocks and crash cymbals (percussion).		

**Learning Goal 3:** Breathing

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Perform with the posture that enables a full breath.		
	Learn to “sizzle” and control the speed of inhalation and exhalation.		
	Demonstrate a preparatory breath in tempo both individually and in the large ensemble.		
	Demonstrate the ability to breathe in indicated places in the music.		

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	<b>Demonstrate a two bar and a four bar phrase.</b>		

**Learning Goal 4:** Articulation

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
<b>Understand the correct placement of the tongue while playing.</b>			
	<b>Perform a variety of attacks with clarity (accent, staccato, tenuto, slurs).</b>		
	<b>Release notes correctly without using the tongue or closing the throat.</b>		
	<b>Demonstrate legato tonguing and slide slurs (trombones).</b>		

**Learning Goal 5:** Rhythm

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	<b>Use a systematic counting method to "sizzle," clap and count aloud various rhythms.</b>		
	<b>Recognize, count and perform rhythm patterns combining various notes and rests of the following values in 2/4, 3/4, 4/4, and cut time (whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, and multiple measures of rest.</b>		

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Create a rhythm tree from whole notes through sixteenths and play at quarter note = 80.		
Understand how to count multiple measures of rest, especially sequential whole rests in 2/4, 3/4, 4/4 time and cut time.			
Define common time, cut time, 2/4, 3/4, and 4/4 time.			
	Understand and perform the rhythmic implications of fermata, ritardando, ties, and pick-up notes.		
	Replicate the conducting patterns of 2/4, 3/4, 4/4 time.		
	Develop the skill of a steady foot tap to the pulse of the music while playing.		
Understand the difference between melodic rhythm and pulse.			
	Demonstrate the ability to perform simple rhythmic patterns with a metronome at various tempi, such as quarter note = 60 80, and 100.		
	Perform or write dictated rhythmic patterns.		
	Perform long roll, paradiddle, single paradiddle, flam, flam tap, flam accent, flam paradiddle, five/nine/seventeen stroke rolls, rim shots, on the rim, snares off (percussion).		

**Learning Goal 6:** Pitch

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	<b>Perform fluently in the range prescribed in the fingering chart of the first year method book (extend range as able).</b>		
	<b>Perform with technical proficiency, by memory, one octave of the Major scales in the concert keys of F, B flat, and E flat and the chromatic scale in the prescribed range of the first year method book at quarter note = 92.</b>		
	<b>Perform scales on mallets (percussion).</b>		
	<b>Demonstrate the preferred fingerings for the instruments, including basic alternate.</b>		
<b>Identify and define flat, sharp, and natural signs.</b>			
	<b>Recognize and play at sight, tonal patterns as they occur in an instrumental line within the prescribed range, including accidentals.</b>		
<b>Demonstrate an understanding of enharmonics, accidentals and key change.</b>			
<b>Demonstrate recognition of major and minor tonalities.</b>			
<b>Demonstrate an understanding of how to construct a chord.</b>			

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
<b>Understand whether his/her instrument is a transposing or non-transposing instrument to concert pitch.</b>			
	<b>Transpose any note to concert pitch on his/her instrument.</b>		
	<b>Play a familiar tune by ear.</b>		

**Learning Goal 7: Intonation**

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
<b>Understand what it means to play "in tune" and how to tune an instrument by incorporating the use of a tuner and the rule FISO (flat in, sharp out) or SOFI (sharp out, flat in).</b>			
	<b>Understand and demonstrate control of pitch without making mechanical adjustments to the instrument (experiment with the speed and angle of the airstream).</b>		
	<b>Begin to recognize the notes that are inherently out of tune and adjust accordingly.</b>		
	<b>Begin to demonstrate the ability to match pitch.</b>		
	<b>Sing a tuning note and sing melodic intervals and patterns using solfege, note names or numbers.</b>		

**Strand II: Musical Expression**

**Learning Goal 1: Interpretation**

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
<b>Demonstrate an understanding of dynamic contrast, balance, blend, articulation, and tempo changes and the variety and expression each creates in music.</b>			

**Learning Goal 2: Tempo**

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
	<b>Perform with understanding the following tempo markings (largo, andante, moderato, allegro, a tempo, ritardando).</b>		

**Learning Goal 3: Phrasing**

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
	<b>Demonstrate verbally and aurally an understanding of a phrase, including appropriate breathing.</b>		
<b>Recognize melodic contour by steps, skips and leaps.</b>			

**Learning Goal 4: Articulation**

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
<b>Understand the correct placement of the tongue while playing.</b>			
	<b>Perform a variety of attacks with clarity (accent, staccato, tenuto, slurs).</b>		
	<b>Release notes correctly without using the tongue or closing the throat.</b>		
	<b>Demonstrate legato tonguing and slide slurs (trombones).</b>		

**Learning Goal 5: Rhythm**

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
	<b>Use a systematic counting method to "sizzle," clap and count aloud various rhythms.</b>		
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