

Course Name/Number: 6th Grade (Preparatory) Band**Grade Level: 6 (1st year beginner)****Curriculum Map**

| Unit | Essential Questions | Standards & Skills | Common Assessments | Learning Activities | Resources/Technology | Unit Reflection |
|--|--|---|---|--|---|--|
| Name: Beginner Fundamentals Quarter: 1 Length: 20/20 days (10 weeks) Tuesdays/ Thursdays 11:54 AM – 12:22 PM | 1) Can I identify, count/clap, and play whole notes, half notes, and quarter notes? 2) Can I identify, define, and physically respond to a repeat sign? 3) Can I identify, define, and physically respond to a breath mark? 4) Do I tongue my notes? 5) Do I play with good tone quality? 6) Can I verbally explain the fingerings and physically play the notes Bb, C, and D (concert pitch)? 7) Can I identify and explain a 4/4 time signature? | ILS: 25.A.d.3, 26.A.d.2, 26.A.d.3, 26.A.d.4, 26.A.d.6, 26.A.d.7, 26.B.d.1 National Standards: CCSS: Anchor Standards for Reading: 4, 7, 9, 10. Reading Standards for Literature: 1, 2, 5, 6, 7, 10. Reading Standards for Informational Text: 3, 5, 9. Reading Standards, Foundational Skills: 3a, 4a, 4b. Anchor Standards for Writing: 5. | Formative: 5 points, daily grade 10 points, weekly grade (at-home practice) Summative: 10 points, weekly (sectional progress) | Check-Offs: Tree of Notes up to quarter notes (count/clap/play) Instrument assembly Note Namers 1 Instrument specific warm-ups 1) Long tone buzzing/ straight tones 2) Sirens 3) Hand Clappers 4) Greens 5) Low tone/high tone 6) Quarter note tonguing 7) Low note game Tonguing/Tone production Page 43 Rhythmic Exercises: STOP AND POINT GAME | Computer Elmo Projector Board/dry erase accessories Pencils Check-off Charts “Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin “Standard of Excellence” Audio CDs Portable CD/Stereo Teacher-made supplements 1) Band Handbooks 2) Music Dept. Calendar 3) Tree of Notes 4) Sectional Schedule 5) Practice Logs | I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program. Student progress at the beginner level varies greatly based on the following factors: the child’s own innate musical ability, the tendencies of each individual instrument, the amount of time spent at home preparing the material, regular attendance, and |

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| | <p>8) Can I properly assemble my instrument?</p> <p>9) Do I sit with correct posture?</p> <p>10) Do I hold my instrument properly?</p> <p>11) Do I warm-up properly (instrument specific)?</p> <p>12) Can I identify, explain, and physically respond to a measure/ barline?</p> <p>13) Can I identify, count/clap, and play whole, half, and quarter rests?</p> <p>14) Can I identify, count/clap, and play eighth notes?</p> | <p>Anchor Standards for Speaking and Listening:</p> <p>1.</p> <p>Speaking and Listening Standards:</p> <p>1a, 1b, 1c, 1d, 2, 4</p> <p>Language Standards:</p> <p>4a.</p> <p>Language Progressive Skills:</p> <p>L.3.3a, L.4.3b, L.5.2a.</p> <p>Standards for Mathematical Practice:</p> <p>1, 2, 5, 6, 7, 8.</p> | | <p>Book songs #1-14</p> <p>Musical terms/definitions</p> | <p>iPod</p> <p>1) Count/Clap Rhythm Playlist</p> | <p>the bringing of required supplies to each rehearsal for full participation.</p> <p>Students have progressed quickly with their understanding and performance of rhythm.</p> <p>Students' exposure to classroom instruments and rhythm studies in prior years of general music has helped them get off to a good start on their band instruments.</p> <p>The sectional schedule is set greatly been improved upon from last year.</p> |
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| | | | | | | <p>I am offering make-up sectionals to students who miss due to late busses or absences.</p> <p>CCSS: I found anchor standard 3, RI5.7, and SL5.1 to align well to the learning activities.</p> |
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|---|---|---|---|---|--|--|
| Name: Winter Concert Prep/Begin ner Fundament als (cont). Quarter: 2 nd Length: 20/20 days (10 weeks) Tuesdays/ Thursdays 11:54 AM – 12:22 PM | 1) Can I identify, count/clap, and play eighth notes? 2) Can I identify, define, and physically respond to a fermata? 3) Can I identify, define, and physically respond to the following musical terms: solo, soli, and tutti? 4) Do I play with good phrasing? 5) Can I explain the fingerings and physically play the notes Eb and F (concert pitch)? 6) Can I identify and explain a common time signature? 7) Do I understand the term concert etiquette? 8) What are the three concert positions? | ILS: 25.A.d.3, 26.A.d.2, 26.A.d.3, 26.A.d.4, 26.A.d.6, 26.A.d.7, 26.B.d.1 National Standards: CCSS: Anchor Standards for Reading: 4, 7, 9, 10. Reading Standards for Literature: 1, 2, 5, 6, 7, 10. Reading Standards for Informational Text: 3, 5, 9. Reading Standards, Foundational Skills: 3a, 4a, 4b. Anchor Standards for Writing: 5. | Formative: 5 points, daily grade 10 points, weekly grade (at-home practice) Summative: 10 points, weekly (sectional progress) 50 points, Winter Concert – “Demonstration Concert” | Code Red/Lockdown safety procedures. Check-Offs: Low Note Game Tree of Notes up to eighth notes: DETAILED REVIEW (count/clap/play) Tonguing/Tone production (cont.) Rhythm Panel 1 (count/clap) Rhythm Panel 1 (introduction to the playing portion) “Fake Play” technique (fingering the notes from playing position while saying note names) Book songs #15-29 | “Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin “Standard of Excellence” Audio CDs Portable CD/Stereo Computer Elmo Projector Board/dry erase accessories Pencils Check-off Charts “Standard of Excellence, Book I” By Bruce Pearson “Standard of Excellence” Audio CDs Portable CD/Stereo | I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program. Essential questions and learning activities from Quarter 1 are continued, reviewed, and reinforced during Quarter 2. I am very happy that the students were able to participate in some capacity at the performance. They were very excited to help! |

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| | <p>9) Can I play using the correct “Straight-System” (right-hand lead) sticking method (percussion specific)?</p> <p>10) Can I play with the correct fulcrum/piston stroke (percussion specific)?</p> <p>11) Can I play the “hand clappers” and “countdown” exercises (percussion specific)?</p> <p>12) Can I identify, define, and physically respond to a breath mark?</p> <p>13) Can I verbally explain the fingerings and physically play the notes Bb, C, and D (concert pitch)?</p> <p>14) What would be an appropriate expression to use</p> | <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d, 2, 4</p> <p>Language Standards: 4a.</p> <p>Language Progressive Skills: L.3.3a, L.4.3b, L.5.2a.</p> <p>Standards for Mathematical Practice: 1, 2, 5, 6, 7, 8.</p> | | <p>Musical terms/definitions</p> <p>Concert Reflection</p> <p>Longest Note Game</p> <p>Continue with instrument specific warm-up</p> <p>Concert Selections: TBD</p> | <p>Teacher-made supplements</p> <p>1) Band Handbooks</p> <p>2) Music Dept. Calendar</p> <p>3) Tree of Notes</p> <p>4) Sectional Schedule</p> <p>5) Practice Logs</p> <p>iPod</p> <p>1) Count/Clap Rhythm Playlist</p> | |
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| | <p>to praise a group of performers?</p> <p>15) What is the appropriate behavior for an audience member at a music concert or show?</p> <p>16) How can we tell a story through song?</p> <p>17) What is the behavior of the audience like during a performance?</p> <p>18) What types of things do you notice about the performance?</p> | | | | | |
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| Unit | Essential Questions | Standards & Skills | Common Assessments | Learning Activities | Resources/Technology | Unit Reflection |
|---|--|---|---|---|--|---|
| Name: Beginner Fundamentals (cont.) Quarter: 3 rd Length: 15/15 days (8 weeks) Tuesdays/ Thursdays 11:54 AM – 12:22 PM Note: two (2) band rehearsals lost to PARCC testing. | 1) Can I identify, count/clap, and play whole, half, and eighth notes and their corresponding rests in various combinations? 2) Can I explain the fingerings and physically play the notes Eb and F (concert pitch)? 3) Can I define and physically respond to the following musical terms: solo/soli/tutti? 4) Can I identify in real time all of the note names on the staff (instrument specific)? 5) Can I count/clap Rhythm Panel 1? 6) Can I play Rhythm Panel 1? 7) Do I know how to define the term “duet?” 8) Can I play a duet? | ILS: 25.A.d.3, 26.A.d.2, 26.A.d.3, 26.A.d.4, 26.A.d.6, 26.A.d.7, 26.B.d.1, 27.A.d.1, 27.A.d.2, 25.A.e.4, 25.A.e.8, 26.A.e.2, 26.A.e.4, 26.A.e.5, 26.A.e.6, 26.A.e.7, 27.A.e.1 National Standards: CCSS: Anchor Standards for Reading: 4, 7, 9, 10. Reading Standards for Literature: 1, 2, 5, 6, 7, 10. Reading Standards for Informational Text: 3, 5, 9. Reading Standards, Foundational Skills: 3a, 4a, 4b. | Formative: 5 points, daily grade 10 points, weekly grade (at-home practice) Summative: 10 points, weekly (sectional progress) | Check-Offs: 1) Low Note Game 2) Tree of Notes up to eighth notes: (cc/play) 3) Rhythm Panel 1 (cc) 4) Rhythm Panel 1 (play) 5) Note Namers 1 6) Note Namers 2 (includes ledger lines and spaces) 7) Concert Bb Scale – The Three Facts (scale prep) 8) Rhythm Panel 2 Verbal Tonguing/Tone production (cont.) “Fake Play” technique (finger the notes from playing position while saying note names) Book songs #15-29 | “Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin “Standard of Excellence” Audio CDs Portable CD/Stereo Computer Elmo Projector Board/dry erase accessories Pencils Check-off Charts “Standard of Excellence, Book I” By Bruce Pearson “Standard of Excellence” Audio CDs Portable CD/Stereo | I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program. Essential questions and learning activities from Quarters 1 and 2 are continued, reviewed, and reinforced during Quarter 3. |

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| <p>9) Do I understand what a musical “phrase” is?</p> <p>10) Do I know another name for 4/4 time signature (common time)?</p> <p>11) Do I understand the acronyms for the note names of the treble clef?</p> <p>12) Do I understand the acronyms for the note names of the bass clef?</p> <p>13) Can I identify, define, and physically respond to the following tempo markings: Andante, Moderato, Allegro?</p> <p>14) Can I identify, define, and physically respond to a tie?</p> <p>15) Can I identify and explain the key signature?</p> <p>16) Can I define and physically perform a piece of</p> | <p>Anchor Standards for Writing: 5.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d, 2, 4</p> <p>Language Standards: 4a.</p> <p>Language Progressive Skills: L.3.3a, L.4.3b, L.5.2a.</p> <p>Standards for Mathematical Practice: 1, 2, 5, 6, 7, 8.</p> | | <p>Musical terms/definitions: 1) Duet 2) Phrase/phrasing 3) Solo/soli/tutti 4) Common Time 5) Tie 6) 2/4 time signature</p> <p>Longest Note Game</p> <p>Fastest Tonguing Game</p> <p>Continue with instrument specific warm-up</p> <p>Book songs #30-41</p> | <p>Teacher-made Supplements: 1) Band Handbooks 2) Music Dept. Calendar 3) Tree of Notes 4) Sectional Schedule 5) Practice Logs 6) Note Namers 1</p> <p>iPod 1) Count/Clap Rhythm Playlist</p> | |
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| | <p>music in round form?</p> <p>17) Can I explain the fingerings and physically play the notes G and A (concert pitch)?</p> <p>18) Can I define and physically perform marcato style?</p> <p>19) Can I identify and explain a 2/4 time signature?</p> <p>20) Can I play book songs #24-39?</p> <p>21) Can I identify in real time all of the note names above and below the staff (ledger lines and instrument specific)?</p> | | | | | |
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|---|---|---|--|---|--|---|
| Name: Beginner Fundamentals (cont.) Quarter: 4 th Length: 21/21 days (11 weeks) Tuesdays/ Thursdays 11:54 AM – 12:22 PM | 1) Can I identify, count/clap, and play whole, half, and eighth notes and their corresponding rests in various combinations? 2) Can I explain the fingerings and physically play the notes Eb and F (concert pitch)? 3) Can I define and physically respond to the following musical terms: solo/soli/tutti? 4) Can I identify in real time all the note names on the staff (instrument specific)? 5) Can I count/clap Rhythm Panel 1? 6) Can I play Rhythm Panel 1? 7) Do I know how to define the term “duet?” 8) Can I play a duet? | ILS: 25.A.d.3, 26.A.d.2, 26.A.d.3, 26.A.d.4, 26.A.d.6, 26.A.d.7, 26.B.d.1, 27.A.d.1, 27.A.d.2, 25.A.e.4, 25.A.e.8, 26.A.e.2, 26.A.e.4, 26.A.e.5, 26.A.e.6, 26.A.e.7, 27.A.e.1 National Standards: CCSS: Anchor Standards for Reading: 4, 7, 9, 10. Reading Standards for Literature: 1, 2, 5, 6, 7, 10. Reading Standards for Informational Text: 3, 5, 9. Reading Standards, Foundational Skills: 3a, 4a, 4b. | Formative: 5 points, daily grade 10 points, weekly grade (at-home practice) Summative: 10 points, weekly (sectional progress) 50 points, Spring Concert | Check-Offs: 1) Low Note Game 2) Tree of Notes up to eighth notes: (cc/play) 3) Rhythm Panel 1 (cc) 4) Rhythm Panel 1 (play) 5) Note Namers 1 6) Note Namers 2 (includes ledger lines and spaces) 7) Concert Bb Scale – The Three Facts (scale prep) 8) Rhythm Panel 2 Verbal 9) Concert Bb Scale – Say/Play (individualized student progress) 10) Rhythm Panel 2 (cc) Tonguing/Tone production (cont.) | “Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin “Standard of Excellence” Audio CDs Portable CD/Stereo Computer Elmo Projector Board/dry erase accessories Pencils Check-off Charts “Standard of Excellence, Book I” By Bruce Pearson “Standard of Excellence” Audio CDs Portable CD/Stereo | I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program. Essential questions and learning activities from Quarters 1, 2, and 3 are continued, reviewed, and reinforced during Quarter 4. The discipline plan (cumulative strike database) continues to be successful. |

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| <p>9) Do I understand what a musical “phrase” is?</p> <p>10) Do I know another name for 4/4 time signature (common time)?</p> <p>11) Do I understand the acronyms for the note names of the treble clef?</p> <p>12) Do I understand the acronyms for the note names of the bass clef?</p> <p>13) Can I identify, define, and physically respond to a tie?</p> <p>14) Can I explain the fingerings and physically play the notes G and A (concert pitch)?</p> <p>15) Can I identify and explain a 2/4 time signature?</p> <p>16) Can I play book songs #1-31?</p> <p>17) Can I define and physically perform marcato style?</p> | <p>Anchor Standards for Writing: 5.</p> <p>Anchor Standards for Speaking and Listening: 1.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d, 2, 4</p> <p>Language Standards: 4a.</p> <p>Language Progressive Skills: L.3.3a, L.4.3b, L.5.2a.</p> <p>Standards for Mathematical Practice: 1, 2, 5, 6, 7, 8.</p> | <p>“Fake Play” technique (fingerings the notes from playing position while saying note names)</p> <p>Book songs #15-31 Book songs #32-57</p> <p>Musical terms/definitions: 1) Duet 2) Phrase/phrasing 3) Solo/soli/tutti 4) Common Time 5) Tie 6) 2/4 time signature 7) Breath mark 8) Repeat sign 9) Fermata</p> <p>Longest Note Game</p> <p>Fastest Tonguing Game</p> <p>Continue with instrument specific warm-up</p> | <p>Teacher-made Supplements: 1) Band Handbooks 2) Music Dept. Calendar 3) Tree of Notes 4) Sectional Schedule 5) Practice Logs 6) Note Namers 1</p> <p>iPod 1) Count/Clap Rhythm Playlist</p> | <p>This year, the band students have surpassed where they should be according to last year’s curriculum.</p> <p>The scheduling has been greatly improved. I am optimistic that the system used this year will continue to improve for next year.</p> |
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| | 18) Can I identify and explain the key signature? 19) Can I define and physically perform a piece of music in round form? 20) Can I identify, define, and physically respond to the following tempo markings: Andante, Moderato, Allegro? 21) Can I play book songs 32-41? 22) Can I play book songs 42-57? 23) Can I identify in real time all of the note names above and below the staff (ledger lines and instrument specific)? | | | Concert Selections: TBD Concert Sheet Music:TBD” | | |
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