

Course Information: HPS MUSIC CURRICULUM

Topic: Band

Grade Level: 6

Length: School Year

Periods Per Day: 45 Minutes

Essential Understanding:

Band is a co-curricular course. The course is progressive, each year building on the year's prior knowledge. It covers basic fundamentals and then progresses to prepare them for the high school band.

Course Objectives and Expectations:

Rhythm reading, note naming and playing, music vocabulary to perform a piece as instructed by a composer, self-analysis of performance.

Student Objectives:

- Students will
 - Perform three public performances
 - Analyze performances of self and others
 - Analyze musical forms for patterns
 - Infer how a piece of programmatic music will sound based on the title
 - Evaluate personal performance and performance of others after each concert
 - Compare pieces of music
 - Describe sounds of pieces using words and images
 - Contrast varying styles of music
 - Formulate short melodic ideas
 - Collaborate in small groups
 - Participate in a large ensemble to create music
 - Present themselves professionally for 3 public performance

Pacing and pertinent Montana Content Standard:

Quarter 1

Standard

Unit I: Music Fundamentals

MU:Pr4.2.E.5a

MU:Pr5.3.E.5a

Unit 2: Fundamental Sounds

MU:Pr4.2.E.5a

MU:Pr5.3.E.5a

Quarter 2

Standard

Unit 3: Performing with 3 notes

MU:Pr4.2.E.5a

MU:Pr5.3.E.5a

Unit 4: Performing with 6 notes

MU:Pr4.2.E.5a

MU:Pr6.1.E.5a

MU:Re8.1.E.5a

Quarter 3

Standard

Unit 5: Performing in keys other than Bb

MU:Pr4.2.E.5a

MU:Pr5.3.E.5a

MU:Cr1.1.E.5a

MU:Cr2.1.E.5b

Unit 6: Performing in various styles

MU:Pr4.2.E.5a

MU:Pr6.1.E.5a

MU:Re8.1.E.5a

Quarter 4

Standard

Unit 7: Performing musically

MU:Pr4.2.E.5a

MU:Cr1.1.E.5a

MU:Cr2.1.E.5b

Unit 8: Performing musically

MU:Pr4.2.E.5a

MU:Re8.1.E.5a

MU:Pr5.3.E.5a

MU:Pr6.1.E.5a

MU:Pr4.1.E.5a

Course Outline and Assessments: This section should contain a detailed course outline containing topics taught and assessed. Do not include specific textbook references, chapter numbers, or page numbers.

6th Grade Band - Quarter 1

- A. Unit 1 (note reading basics)
 - 1. Rhythm
 - a. Quarter notes/quarter rests
 - b. Half notes/ half rests
 - c. whole notes/ whole rests
 - 2. Notes - Identify one octave of notes in 15 seconds
 - a. Flute F4 - F5
 - b. Clarinet C4-C5
 - c. Saxophone G4-G5
 - d. Trumpet C4-C5
 - e. Trombone and Baritone B2-B3
 - f. Tuba B1 - B2
- B. Unit 2 (Fundamental Sounds)
 - 1. Putting on reeds
 - 2. Mouthpiece placement
 - 3. Proper breathing
 - 4. Mouthpiece Sounds (Concert pitch)
 - a. Flute head joint - A
 - b. Oboe reed - C or higher
 - c. Bassoon Reed - G or higher
 - d. Alto Saxophone - G# or higher on neck and mouthpiece
 - e. Tenor Saxophone - E or higher on neck and mouthpiece
 - f. Baritone saxophone - D or higher on mouthpiece and reed only
 - g. Clarinet - F# or higher on mouthpiece and barrel
 - 5. Block Sounds - sounds sound the same at the beginning, middle and end.
 - 6. Instrument Assembly
 - 7. Rhythm
 - a. 8th notes and 8th rests
 - 8. Notes
 - a. Concert F and Concert Eb
 - 1. Students will finger and make characteristic sounds
 - 2. Free of tension
 - 3. well supported
 - 9. Assessment
 - a. Concert F in whole notes
 - b. Concert F in half notes
 - c. Concert Eb in whole notes

6th Grade Band - Quarter 2

C. Unit 3

1. Rhythm
2. Ties
 1. Notes
 2. Concert D, C, Bb, A (Descending from Concert F) G (above concert F)
3. Technique
 1. Articulation - the tip of the tongue, no anchor tonguing, good time
 1. Clarinets - Syllable "tee"
 2. Flutes - Syllable "too"
 3. All others - "ta"
4. Performance
 1. December Concert
5. Assessment (Standard of Excellence Book 1)
 1. Student Choice #12, #14, # 15, #16 - assessing articulation, rhythm knowledge, and knowledge of first 3 notes

D. Unit 4

1. Rhythm
 1. dotted quarter notes
2. Notes
 1. Reinforce knowledge of first 5 notes of the Bb Scale
3. Technique
 1. Scale
 2. Bb Mini Scale
4. Performance
 1. None
5. Assessment (Standard of Excellence Book 1)
 1. #25 *One Step at a Time* - assessing Bb scale technique

6th Grade Band - Quarter 3

E. Unit 5

1. Rhythm
2. Syncopated rhythms
3. Pick up notes (Standard of Excellence Book 1)
 1. Notes
 1. low concert Ab
 2. high concert Ab
 3. High Concert A natural
 4. High concert Bb
4. Composition
 1. create a melody using 6 known notes of Bb Scale
 2. write it on staff paper
 3. perform it for class
5. Technique/ Vocabulary

1. Scale
 1. Eb mini Scale
 2. F Mini Scale
6. Articulation
 1. Slurs
 2. Staccato
7. Dynamics
 1. piano
 2. forte
8. Key Signatures
 1. Performance
9. February Concert
10. Assessment (Standard of Excellence Book 1)
 1. Student Choice, #48, #49, #53 - assessing playing 8th notes, and knowledge of first 6 notes of Bb Scale
 2. Eb Mini Scale - assessing technique and knowledge of concert Ab
 3. F Mini Scale - assessing technique and knowledge the key of F

F. Unit 6

1. Rhythm
2. 16th notes
3. Notes
 1. Low Concert A - natural
 2. low concert G
 3. low concert F
4. Technique / Vocabulary
 1. Scales
 2. Full Bb scale (beginner exercises by Jarred Taylor)
5. Articulation
 1. Accents
 2. Dynamics
 3. *crescendo*
 4. *Decrescendo*
 5. *Mezzo forte*
 6. *Mezzo piano*
6. Performance
 1. none
7. Assessment (Standard of Excellence Book 1)
 1. Student Choice: # 63, #63, #65, #66 - Assessing students' ability to slur and play high concert Ab
 2. Student Choice: #71, #72, # 73 - assessing students' ability to play dynamics *forte* and *piano*
 3. #84 *Go For Excellence* - assessing student knowledge of low concert Ab and A-natural, and knowledge of accidentals

G. Unit 7

1. Rhythm
 1. mixed 16th notes
2. Notes
 1. reinforce full Bb Scale
 2. Concert Ab (low and high)
 3. low concert G and Concert F
 4. introduce high concert C
3. Composition
 1. create a melody
 1. use any known notes
 2. include dynamics
 3. use various articulations
 4. slurs, accents
 5. write it on staff paper
 6. perform it for class
4. Technique/ Vocabulary
5. Dynamics
 1. reinforce *piano* and *forte*
6. Articulation
 1. legato - “Doo,” “Dee”
7. 1st and 2nd endings
8. Performance
 1. None
9. Assessment (Standard of Excellence Book 1)
 1. Bb major scale assessing Bb Scale
 2. #80 *Mexican Hat Dance*: - assessing students’ ability to play various dynamic levels, accents, and knowledge of first and 2nd endings

H. Unit 8

1. Rhythm
 1. reinforce mixed 16th notes
 2. triplets
2. Notes
 1. Reinforce high concert C
 2. Reinforce low concert G and F
3. Technique/ Vocabulary
4. Dynamics
 1. reinforce *piano* and *forte*
5. Articulation
 1. legato - “Doo,” “Dee”
6. 1st and 2nd endings
7. Performance
 1. May Concert (music selected by students from teacher provided options)
 2. Solo performances for class

8. Assessment (Standard of Excellence Book 1)
9. Performance for class - Student Choice: #143, #139, #135 (duet), #120, #131, #133

OR

1. Performance for class - Solos
 1. Flute/Oboe/ alto sax / mallets - *Minuet* by J.S. Bach - pg 36
 2. Clarinet - *Musette* by J.S. Bach - pg. 36
 3. Trumpet/ french horn - *Emperor's Hymn* by Franz Joseph Haydn - pg 36
 4. Trombone/ Baritone/ Tuba - *Theme From "The Royal Fireworks"* by George Fredric Handel - pg. 36
 5. Snare -
 1. *The Royal Drummer* by Bruce Pearson - pg. 36
 2. *Sticking With It* by Bruce Pearson - pg. 37

Timeline:

Title	Approximate Timeline
Unit I: Music Fundamentals	20 class periods/ 4 weeks
Unit 2: Fundamental Sounds	20 class periods/ 4 weeks
Unit 3: Performing with 3 notes	20 class periods/ 4 weeks
Unit 4: Performing with 6 notes	20 class periods/ 4 weeks
Unit 5: Performing in keys other than Bb	20 class periods/ 4 weeks
Unit 6: Performing in various styles	20 class periods/ 4 weeks
Unit 7: Performing musically	20 class periods/ 4 weeks
Unit 8: Performing musically 2	20 class periods/ 4 weeks

Resources:

Pearson, Bruce (1993) Standard of Excellence Book 1. Neil A. Kjos Music Company: San Diego, California.

Williams, Darcy Vogt (2016) Teaching Rhythm Logically. Dacy Vogt Williams:

Taylor, Jarred (2019) Beginner Exercises