



## 6th Grade Beginner Band

[Unit Title]	[Standards]	[Materials and Resources]
<p><b>Unit One</b></p>	<p><i>This unit does not relate to many standards, as we will be taking care of the logistics (assigning instruments and lockers, developing procedures, etc.) However, there are a few Georgia Music Standards that can relate.</i></p> <p><b>MHSIB.2</b> - Performing on instruments, alone and with others, a varied repertoire of music</p>	
<p><b>Unit Two</b></p>	<p><b>MHSIB.2</b> - Performing on instruments, alone and with others, a varied repertoire of music</p> <p><b>a.</b> Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.</p> <p><b>b.</b> Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, major scales, chromatic scale, and technical exercises that increase the playing range.</p> <p><b>c.</b> Use the following ensemble skills as a means of interpreting the performance of musical literature: dynamic expression, style, blend and</p>	<p>Band Fundamentals Book 1 (Steve Hedrick)</p> <p>Music will be selected from <a href="http://www.jwpepper.com">www.jwpepper.com</a></p>



	<p>balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette.  <b>d.</b> Use context cues in the performance of “sight-reading” music literature of Level 1 and 2.</p> <p><b>MHSIB.3</b> - Reading and notating music  <b>a.</b> Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.  <b>b.</b> Interpret the musical terms incorporated in the literature.  <b>c.</b> Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.</p>	
<p><b>Unit Three</b></p>	<p><b>MHSIB.2</b> - Performing on instruments, alone and with others, a varied repertoire of music  <b>a.</b> Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.  <b>b.</b> Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, major scales, chromatic scale, and technical exercises that increase the playing range.  <b>c.</b> Use the following ensemble skills as a means of interpreting the performance of musical</p>	<p>Band Fundamentals Book 1          (Steve Hedrick)</p> <p>Music will be selected from  <a href="http://www.jwpepper.com">www.jwpepper.com</a></p>



	<p>literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette.</p> <p><b>d.</b> Use context cues in the performance of “sight-reading” music literature of Level 1 and 2.</p> <p><b>MHSIB.3</b> - Reading and notating music</p> <p><b>a.</b> Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.</p> <p><b>b.</b> Interpret the musical terms incorporated in the literature.</p> <p><b>c.</b> Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.</p> <p><b>MHSIB.5</b> – Composing and arranging music within specified guidelines</p> <p><b>a.</b> Creates music incorporating expressive elements.</p> <p><b>MHSIB.6</b> - Listening to, analyzing, and describing music</p> <p><b>a.</b> Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music.</p> <p><b>b.</b> Distinguish characteristics of a specific work based on genre and culture.</p> <p><b>MHSIB.7</b> - Evaluating music</p>	
--	--	--



	<p>and music performances</p> <ul style="list-style-type: none"><li><b>a.</b> Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such.</li><li><b>b.</b> Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer.</li><li><b>c.</b> Distinguish what constitutes proper concert performance etiquette and proper audience etiquette.</li></ul> <p><b>MHSIB.8</b> - Understanding relationships between music, the other arts, and disciplines outside the arts</p> <ul style="list-style-type: none"><li><b>a.</b> Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.</li><li><b>b.</b> Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.</li><li><b>c.</b> Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the</li></ul>	
--	---	--



	<p>highest level of music performance.</p> <p><b>MHSIB.9</b> - Understanding music in relation to history and culture  <b>a.</b> Formulate an understanding of the historical and musical context of the performance literature.</p>	
<p><b>Unit Four</b></p>	<p><b>MHSIB.2</b> - Performing on instruments, alone and with others, a varied repertoire of music  <b>a.</b> Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.  <b>b.</b> Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, major scales, chromatic scale, and technical exercises that increase the playing range.  <b>c.</b> Use the following ensemble skills as a means of interpreting the performance of musical literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette.  <b>d.</b> Use context cues in the performance of “sight-reading” music literature of Level 1 and 2.</p> <p><b>MHSIB.3</b> - Reading and notating music  <b>a.</b> Identify standard notation</p>	<p>Band Fundamentals Book 1          (Steve Hedrick)</p> <p>Music will be selected from  <a href="http://www.jwpepper.com">www.jwpepper.com</a></p>



	<p>symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.</p> <p><b>b.</b> Interpret the musical terms incorporated in the literature.</p> <p><b>c.</b> Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.</p> <p><b>MHSIB.5 – Composing and arranging music within specified guidelines</b></p> <p><b>a.</b> Creates music incorporating expressive elements.</p> <p><b>MHSIB.6 - Listening to, analyzing, and describing music</b></p> <p><b>a.</b> Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music.</p> <p><b>b.</b> Distinguish characteristics of a specific work based on genre and culture.</p> <p><b>MHSIB.7 - Evaluating music and music performances</b></p> <p><b>a.</b> Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such.</p> <p><b>b.</b> Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer.</p> <p><b>c.</b> Distinguish what constitutes proper concert</p>	
--	--	--



	<p>performance etiquette and proper audience etiquette.</p> <p><b>MHSIB.8</b> - Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p><b>a.</b> Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.</p> <p><b>b.</b> Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.</p> <p><b>c.</b> Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.</p> <p><b>MHSIB.9</b> - Understanding music in relation to history and culture</p> <p><b>a.</b> Formulate an understanding of the historical and musical context of the performance literature.</p>	
--	---	--