



6th Grade Beginner Band

[Unit Title]	[Standards]	[Materials and Resources]
<p>Unit One</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>MHSIB.2 - Performing on instruments, alone and with others, a varied repertoire of music</p>	
<p>Unit Two</p>	<p>MHSIB.2 - Performing on instruments, alone and with others, a varied repertoire of music</p> <p>a. Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.</p> <p>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>c. 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 www.jwpepper.com</p>



	<p>balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette. d. Use context cues in the performance of “sight-reading” music literature of Level 1 and 2.</p> <p>MHSIB.3 - Reading and notating music a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures. b. Interpret the musical terms incorporated in the literature. c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.</p>	
<p>Unit Three</p>	<p>MHSIB.2 - Performing on instruments, alone and with others, a varied repertoire of music a. Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique. 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. c. 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 www.jwpepper.com</p>



	<p>literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette.</p> <p>d. Use context cues in the performance of “sight-reading” music literature of Level 1 and 2.</p> <p>MHSIB.3 - Reading and notating music</p> <p>a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.</p> <p>b. Interpret the musical terms incorporated in the literature.</p> <p>c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.</p> <p>MHSIB.5 – Composing and arranging music within specified guidelines</p> <p>a. Creates music incorporating expressive elements.</p> <p>MHSIB.6 - Listening to, analyzing, and describing music</p> <p>a. Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music.</p> <p>b. Distinguish characteristics of a specific work based on genre and culture.</p> <p>MHSIB.7 - Evaluating music</p>	
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	<p>and music performances</p> <ul style="list-style-type: none">a. Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such.b. Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer.c. Distinguish what constitutes proper concert performance etiquette and proper audience etiquette. <p>MHSIB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts</p> <ul style="list-style-type: none">a. 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.b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.c. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the	
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	<p>highest level of music performance.</p> <p>MHSIB.9 - Understanding music in relation to history and culture a. Formulate an understanding of the historical and musical context of the performance literature.</p>	
<p>Unit Four</p>	<p>MHSIB.2 - Performing on instruments, alone and with others, a varied repertoire of music a. Demonstrate characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique. 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. c. 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. d. Use context cues in the performance of "sight-reading" music literature of Level 1 and 2.</p> <p>MHSIB.3 - Reading and notating music a. Identify standard notation</p>	<p>Band Fundamentals Book 1 (Steve Hedrick)</p> <p>Music will be selected from www.jwpepper.com</p>



	<p>symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.</p> <p>b. Interpret the musical terms incorporated in the literature.</p> <p>c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.</p> <p>MHSIB.5 – Composing and arranging music within specified guidelines</p> <p>a. Creates music incorporating expressive elements.</p> <p>MHSIB.6 - Listening to, analyzing, and describing music</p> <p>a. Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music.</p> <p>b. Distinguish characteristics of a specific work based on genre and culture.</p> <p>MHSIB.7 - Evaluating music and music performances</p> <p>a. 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. Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer.</p> <p>c. Distinguish what constitutes proper concert</p>	
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	<p>performance etiquette and proper audience etiquette.</p> <p>MHSIB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>a. 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. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.</p> <p>c. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.</p> <p>MHSIB.9 - Understanding music in relation to history and culture</p> <p>a. Formulate an understanding of the historical and musical context of the performance literature.</p>	
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