



## Parma School District Band Sixth Grade

### District Course M6803-06

#### **Content:**

Students will be introduced to the instruments of the band and learn the techniques required of a first-year band member. They will learn basic music theory, vocabulary, and be able to play alone and as a group through sequenced learning activities preparing them for successful participation in band at the middle school level. Students will also prepare and perform in school programs.

#### **Philosophy:**

*“Scientists looking at the effects of studying music have found that it can mean a higher IQ, a better grasp of mathematics, science and languages. It can also result in better reasoning power.”*

Paul Gallagher

Monday, 17<sup>th</sup> June 2002

*The Scotsman*

The Music Department’s philosophy is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives children the opportunity to gain self-esteem by learning new skills and talents. It also gives children the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today’s increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education. Beginning Band gives students the opportunity to experience instrumental music in an enriched atmosphere. Through active participation in the band students will have the opportunity to explore a new area or talent. Band provides the opportunity to learn to play a musical instrument and to explore their artistic heritage and history through the pathways that music provides. In addition, music is of great value in the development of students’ higher order thinking skills and aesthetic awareness.

#### **Course of Study:**

- August – recruitment presentations/choosing the best instrument for each new band member
- September – instrument assembly/maintenance; basic embouchure and hand position; posture; playing our first notes; beginning articulation; getting started in the selected band method

- October – continued study in the student band method; emphasis on home practice time
- November – fall concert preparation and performance
- December – winter concert preparation and performance
- January – continued study in the student band method
- February – continued study in the student band method
- March – continued study in the student band method
- April – spring concert preparation and performance
- May – parade preparation
- June – parade performance

**Materials:**

- Student band method book
- Selected supplementary materials
- Sheet music/band arrangements for concert performance

Unit 1	Technique	Ongoing
Unit 2	Music Literacy	Ongoing
Unit 3	Musicianship	Ongoing
Unit 4	Performance Skills	Ongoing

Note: The Resource References are merely suggestions of a few of the many possibilities of music educator resources.

<b>Music - Beginning Band (Grade 6)</b>		<b>District Reference</b>
<b>Unit 1</b>	<b>Technique</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
Students will learn and demonstrate proper instrumental technique.		N- 2: a 4-5.Mu.2.1.3, 6-8.Mu.2.1.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment</b>
01	Learn and develop proper habits of body posture and hand position	Student Method Book Introductory Pages	
02	Learn proper and regular maintenance, cleaning, and storage of his/her instrument	Student Method Book; Teacher Instruction	x
03	Acquire a rudimentary knowledge of proper breathing for wind instrument performance	Student Method Book	

04	Learn correct fingerings and embouchure appropriate for beginning level	Student Method Book	x
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<b>Music - Beginning Band (Grade 6)</b>		<b>District Reference</b>	
<b>Unit 2</b>	<b>Music Literacy</b>	<b>Ongoing</b>	

<b>Instructional Objective</b>	<b>Standard Reference</b>
Students will demonstrate knowledge of basic musical words and symbols.	N- 2: b, 3: b, c, 4: a, b, 5: a, b, c, d, e 4-5.Mu.2.1.1, 4-5.Mu.2.1.2, 4-5.Mu.2.1.4, 4-5.Mu.3.1.3, 4-5.Mu.3.1.4, 6-8.Mu.2.1.2, 6-8.Mu.2.1.4, 6-8.Mu.3.1.3

No.	Performance Objective	Resource Reference	Assessment
01	Read, recognize and name any note within the staff and finger any note within his/her present playing range	<i>Accent on Achievement Teacher Resource Kit, O'Reilly</i>	x
02	Read and interpret on his/her instrument basic whole, half, quarter, eighth note and dotted note values and rests such as encountered in grade one band methods and ensemble music	Student Method Book; supplemental materials	x
03	Count out-loud, clap and tap the foot to combinations of the above rhythms	Student Method Book	
04	Read and perform basic tied-note combinations	Student Method Book	x
05	Read and instantly recognize basic time signatures: 2/4, 3/4, 4/4	Student Method Book	x
06	Read and instantly recognize dynamic symbols	Student Method Book	x
07	Show an understanding of music vocabulary consistent with level one band method used in class	Student Method Book; supplemental materials	x

08	Show understanding of miscellaneous symbols such as repeat signs, expression marks, and others encountered in beginning level music	Student Method Book	x
09	Read and understand key signatures appropriate to level in band method book	<i>Accent on Achievement Teacher Resource Kit,</i> O'Reilly	x
10	Show ability, according to age level, to improvise a short passage of music	Student Method Book	
11	Show ability, according to age level, to compose/arrange a simple music composition	Student Method Book	
12	Sight read and perform appropriate level etudes/compositions from the band method book	Student Method Book; supplemental materials	x

<b>Music - Beginning Band (Grade 6)</b>		<b>District Reference</b>
<b>Unit 3</b>	<b>Musicianship</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
Students will understand and demonstrate good musicianship.		N- 6: a, 7: a, b, 8: a, b, 9: a, b  4-5.Mu.1.2.1, 4-5.Mu.2.2.2,  4-5.Mu.2.2.3, 4-5.Mu.2.2.4,  6-8.Mu.1.2.1, 6-8.Mu.2.2.2,  6-8.Mu.2.2.3, 6-8.Mu.2.2.4	
No.	Performance Objective	Resource Reference	Assessment
01	Demonstrate proper and regular practice habits, punctuality, attendance and self-discipline required in a performing group	Teacher Instruction; supplemental materials	x
02	Demonstrate responsibility to bring proper equipment and materials to class		x
03	Demonstrate the proper habits of concert and rehearsal decorum and dress, both as a performer and an audience member		

04	Demonstrate an attitude of interest, courtesy, respect, and responsibility toward music, instructor, other students, equipment and self		
05	Demonstrate an interest in working for personal improvement through group cooperation and achievement		
06	Evaluate the quality of rehearsals and performances		
07	Show growing interest in music performance by seeking additional opportunities in various groups, private instruction and continuing on to the next level		
08	Demonstrate an understanding of composers and the history of the styles of music encountered	<i>Accent on Achievement Teacher Resource Kit, O'Reilly</i>	x
09	Describe music events using terminology appropriate for beginning level		x
10	Demonstrate ability to understand relationships between music, the other arts, and disciplines outside the arts (i.e. math, language arts, social studies, etc.)	<i>Accent on Achievement Teacher Resource Kit, O'Reilly</i>	

<b>Music - Beginning Band (Grade 6)</b>		<b>District Reference</b>
<b>Unit 4</b>	<b>Performance Skills</b>	<b>Ongoing</b>

<b>Instructional Objective</b>	<b>Standard Reference</b>
Students will understand and demonstrate proper rehearsal and performance skills.	N- 2: a, b, c, 9: a 4-5.Mu.1.1.2, 4-5.Mu.1.1.3, 4-5.Mu.3.2.1, 4-5.Mu.3.2.2,

		6-8.Mu.1.1.2, 6-8.Mu.1.1.3, 6-8.Mu.3.2.2	
No.	Performance Objective	Resource Reference	Assessment
01	Demonstrate proper body posture and hand position	Student Method Book Introductory Pages	x
02	Demonstrate awareness of pitch matching and the process of tuning his/her instrument		
03	Demonstrate appropriate fingerings and embouchures	Student Method Book Introductory Pages	x
04	Demonstrate continuous articulation development appropriate to grade level	Student Method Book	x
05	Count and perform age appropriate rhythms correctly	Student Method Book	x
06	Student is introduced to basic harmonies and can perform music in two or more parts	Student Method Book	x
07	Student will encounter and perform music of different styles and from many different cultures	Student Method Book	
08	Respond properly to conducting signals		
09	Percussion: Demonstrate six of the forty	PAS International	x
	“Percussive Arts Society” rudiments, including rolls, paradiddles and flams	Drum Rudiments; <i>Flams, Ruffs &amp; Rolls for Snare Drum, Beck;</i> Student Method Book	

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## National Music Standards

### GRADES 5-8

Except as noted, the standards in this section describe the cumulative skills and knowledge expected of all students upon exiting grade 8. Students in grades 5-7 should engage in developmentally appropriate learning experiences to prepare them to achieve these standards at grade 8. These standards presume that the students have achieved the standards specified for grades K-4; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex

music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. **Content Standard:** Singing, alone and with others, a varied repertoire of music

Achievement Standard:

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- b. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. sing music written in two and three parts Students who participate in a choral ensemble
- e. sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

2. **Content Standard:** Performing on instruments, alone and with others, a varied repertoire of music Achievement Standard:

- a. perform on at least one instrument 1 accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
- b. perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- e. Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

3. **Content Standard:** Improvising melodies, variations, and accompaniments

Achievement Standard:

- a. improvise simple harmonic accompaniments
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

4. **Content Standard:** Composing and arranging music within specified guidelines

Achievement Standard:

- a. compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- b. arrange simple pieces for voices or instruments other than those for which the pieces were written
- c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

5. **Content Standard:** Reading and notating music

Achievement Standard:

- a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures

- b. read at sight simple melodies in both the treble and bass clefs
  - c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
  - d. use standard notation to record their musical ideas and the musical ideas of others
  - e. Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6
- 6. Content Standard:** Listening to, analyzing, and describing music

Achievement Standard:

- a. describe specific music events 3 in a given aural example, using appropriate terminology
- b. analyze the uses of elements of music in aural examples representing diverse genres and cultures
- c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

7. **Content Standard:** Evaluating music and music performances

Achievement Standard:

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

8. **Content Standard:** Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard:

- a. compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 5

9. **Content Standard:** Understanding music in relation to history and culture

Achievement Standard:

- a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures
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- b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
  - c. compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed

**Notes:**

1. E.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument
2. E.g., a particular style, form, instrumentation, compositional technique
3. E.g., entry of oboe, change of meter, return of refrain
4. E.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre
5. E.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals, sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works
6. E.g., jazz, mariachi, gamelan
7. E.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera