

6th grade Band Pacing and Curriculum

Unit #	Week #	Resources	Learning Targets & Standards	Assessments	Vocabulary
1 (Review from 5th grade)	1-9	<p>Essential Elements Book 1 #1-58</p> <p>Composition Mini-Projects Prompt and Evaluation</p> <p>Playing Test Rubric</p> <p>Peer Evaluations Criteria</p>	<p>MU:Cr2.1.6a</p> <p>-I can select musical ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can construct personal music ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr2.1.6b</p> <p>-I can create simple rhythmic phrases. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can create simple melodic phrases. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can create two-chord harmonic musical ideas. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can document personal musical ideas using standard/iconic notation and/or audio/video recording. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr3.1.6a</p>	<p>-Unit Pre-assessment</p> <p>-Composition journals</p> <p>-Composition Mini-Projects</p> <p>-Composition Self-Evaluation</p> <p>-Rhythm Quiz</p> <p>-Pitch Quiz</p> <p>-Vocabulary Quiz</p> <p>-Playing Test</p> <p>-Peer Evaluations</p> <p>-Unit Post-Assessment</p>	<p>-Embouchure</p> <p>-Music Staff</p> <p>-Ledger Lines</p> <p>-Measures</p> <p>-Bar Lines</p> <p>-Beat</p> <p>-Quarter Note</p> <p>-Quarter Rest</p> <p>-Double Bar</p> <p>-Repeat Sign</p> <p>-Treble Clef</p> <p>-Bass Clef</p> <p>-Percussion Clef</p> <p>-Time Signature</p> <p>-Sharp</p> <p>-Flat</p> <p>-Natural</p> <p>-Half Note</p> <p>-Half Rest</p> <p>-Breath Mark</p> <p>-Whole Note</p> <p>-Whole Rest</p> <p>-Duet</p> <p>-Key Signature</p> <p>-Fermata</p> <p>-Harmony</p> <p>-Eighth Note</p> <p>-Eighth Rest</p>

			<p>-I can evaluate my own work using a teacher provided criteria. (<i>Composition Self-Evaluation</i>)</p> <p>MU:Pr4.2.6b</p> <p>-I can identify by name or function standard symbols for rhythm. (<i>Rhythm Quiz, Vocabulary Quiz</i>)</p> <p>-I can identify by name or function standard symbols for pitch. (<i>Pitch Quiz, Vocabulary Quiz</i>)</p> <p>-I can identify by name or function standard symbols for dynamics. (<i>Vocabulary Quiz</i>)</p> <p>-I can read standard symbols for rhythm. (<i>Playing Test</i>)</p> <p>-I can read standard symbols for pitch. (<i>Playing Test</i>)</p> <p>-I can read standard symbols for dynamics. (<i>Playing Test</i>)</p> <p>MU:Pr4.3.6</p> <p>-I can demonstrate how the elements of music and expressive qualities convey intent in a selected piece of music through performance. (<i>Playing Test</i>)</p> <p>MU:Pr6.1.6a</p> <p>-I can perform the music with</p>		<p>-Pick-up Note</p> <p>-Dynamics</p> <p>-Forte</p> <p>-Mezzo Forte</p> <p>-Piano</p> <p>-Solo</p> <p>-Tempo</p> <p>-Allegro</p> <p>-Moderato</p> <p>-Andante</p> <p>-Crescendo</p> <p>-Decrescendo</p>
--	--	--	--	--	---

			<p>accuracy to convey the creator's intent. (<i>Playing Test</i>)</p> <p>MU:Re9.1.6</p> <p>-I can evaluate musical works or performances using a teacher-provided criteria. (<i>Peer Evaluations</i>)</p>		
Unit 2	10-18	<p>Essential Elements Book 1 #59-90</p> <p>Composition Mini-Projects Prompt and Evaluation</p> <p>Playing Test Rubric</p> <p>Peer Evaluations Criteria</p> <p>Playlist Project Prompt and Criteria</p>	<p>MU:Cr2.1.6a</p> <p>-I can select musical ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can construct personal music ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr2.1.6b</p> <p>-I can create simple rhythmic phrases. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can create simple melodic phrases. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can create two-chord harmonic musical ideas. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can document personal musical ideas using standard/iconic</p>	<p>-Unit Pre-assessment</p> <p>-Composition journals</p> <p>-Composition Mini-Projects</p> <p>-Composition Self-Evaluation</p> <p>-Rhythm Quiz</p> <p>-Pitch Quiz</p> <p>-Vocabulary Quiz</p> <p>-Playing Test</p> <p>-Peer Evaluations</p> <p>-Playlist Project</p> <p>-Rehearsal/Personal Practice Plan Project</p> <p>-Concert Set-List Project</p> <p>-Concert Attendance</p> <p>-Concert Reflection</p> <p>-Unit Post-Assessment</p>	<p>-Quarter Note</p> <p>-Quarter Rest</p> <p>-Repeat Sign</p> <p>-Treble Clef</p> <p>-Bass Clef</p> <p>-Percussion Clef</p> <p>-Half Note</p> <p>-Half Rest</p> <p>-Breath Mark</p> <p>-Whole Note</p> <p>-Whole Rest</p> <p>-Fermata</p> <p>-Harmony</p> <p>-Eighth Note</p> <p>-Eighth Rest</p> <p>-Pick-up Note</p> <p>-Dynamics</p> <p>-Forte</p> <p>-Mezzo Forte</p> <p>-Piano</p> <p>-Solo</p> <p>-Tempo</p> <p>-Allegro</p> <p>-Moderato</p>

		<p>Rehearsal/Personal Practice Plan Prompt and Criteria</p> <p>Concert Set-List Prompt and Rubric</p> <p>Concert Reflection Prompt and Rubric</p>	<p>notation and/or audio/video recording. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr3.1.6a -I can evaluate my own work using a teacher provided criteria. (<i>Composition Self-Evaluation</i>)</p> <p>MU:Pr4.1.6 -I can select music to perform for a specific purpose and/or context by applying a teacher-provided criteria. (<i>Concert Set-List Project</i>)</p> <p>-I can explain the reasoning for my musical selections (<i>Concert Set-List Project</i>)</p> <p>MU:Pr4.2.6a -I can explain how understanding the structure of music is used in selecting music for performance. (<i>Concert Set-List Project</i>)</p> <p>-I can explain how understanding the elements of music is used in selecting music for performance. (<i>Concert Set-List Project</i>)</p> <p>MU:Pr4.2.6b -I can identify by name or function standard symbols for rhythm. (<i>Rhythm Quiz, Vocabulary Quiz</i>)</p> <p>-I can identify by name or function</p>		<p>-Andante -Crescendo -Decrescendo</p> <p>-Tie -Dotted Half Note -Time Signature -Accent -Accidental -Flat -Sharp -Natural -Key Signature -1st & 2nd endings -Duet</p>
--	--	---	--	--	---

			<p>standard symbols for pitch. (<i>Pitch Quiz, Vocabulary Quiz</i>)</p> <p>-I can identify by name or function standard symbols for dynamics. (<i>Vocabulary Quiz</i>)</p> <p>-I can identify by name of function standard symbols for articulation. (<i>Vocabulary Quiz</i>)</p> <p>-I can read standard symbols for rhythm. (<i>Playing Test</i>)</p> <p>-I can read standard symbols for pitch. (<i>Playing Test</i>)</p> <p>-I can read standard symbols for dynamics. (<i>Playing Test</i>)</p> <p>-I can read standard symbols for articulation. (<i>Playing Test</i>)</p> <p>MU:Pr4.2.6c</p> <p>-I can identify how cultural context informs performances.</p> <p>-I can identify how historical context informs performances. (<i>Concert Reflection</i>)</p> <p>MU:Pr4.3.6</p> <p>-I can demonstrate how the elements of music and expressive qualities convey intent in a</p>		
--	--	--	---	--	--

			<p>selected piece of music through performance. (<i>Playing Test</i>)</p> <p>MU:Pr5.1.6 -I can identify things to refine in my performance using teacher provided criteria. (<i>Rehearsal/Personal Practice Plan Project</i>)</p> <p>-I can form a rehearsal/personal practice plan using teacher provided criteria. (<i>Rehearsal/Personal Practice Plan Project</i>)</p> <p>-I can determine when a piece is ready to perform using a teacher provided criteria. (<i>Rehearsal/Personal Practice Plan Project</i>)</p> <p>MU:Pr6.1.6a -I can perform the music with accuracy to convey the creator's intent. (<i>Playing Test</i>)</p> <p>MU:Pr6.1.6b -I can demonstrate performance decorum appropriate for venue and purpose. (<i>Concert Attendance</i>)</p> <p>-I can demonstrate audience etiquette appropriate for venue and purpose. (<i>Concert Attendance</i>)</p>		
--	--	--	---	--	--

			<p>MU:Re7.1.6 -I can select or choose music to listen to with connections to specific interests or experiences for a specific purpose. (<i>Playlist Project</i>)</p> <p>-I can explain the connections of music to specific interests or experiences for a specific purpose. (<i>Playlist Project</i>)</p> <p>MU:Re7.2.6a -I can describe how the elements of music and expressive qualities relate to the structure of the pieces. (<i>Concert Set-List Project, Playlist Project</i>)</p> <p>MU:Re9.1.6 -I can evaluate musical works or performances using a teacher-provided criteria. (<i>Peer Evaluations, Concert Reflection</i>)</p>		
Unit 3	19-27	<p>Essential Elements Book 1 #90-156</p> <p>Composition Mini-Projects Prompt and Evaluation</p>	<p>MU:Cr2.1.6a -I can select musical ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can construct personal music ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr2.1.6b</p>	<p>-Unit Pre-assessment -Composition journals -Composition Mini-Projects -Composition Self-Evaluation -Rhythm Quiz -Pitch Quiz -Vocabulary Quiz -Playing Test -Peer Evaluations</p>	<p>-Quarter Note -Quarter Rest -Repeat Sign -Treble Clef -Bass Clef -Percussion Clef -Half Note -Half Rest -Breath Mark -Whole Note -Whole Rest</p>

		<p>Playing Test Rubric</p> <p>Peer Evaluations Criteria</p> <p>Rehearsal/Personal Practice Plan Prompt and Criteria</p>	<p>-I can create simple rhythmic phrases. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can create simple melodic phrases. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can create two-chord harmonic musical ideas. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can document personal musical ideas using standard/iconic notation and/or audio/video recording. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr3.1.6a -I can evaluate my own work using a teacher provided criteria. (<i>Composition Self-Evaluation</i>)</p> <p>MU:Pr4.2.6b -I can identify by name or function standard symbols for rhythm. (<i>Rhythm Quiz, Vocabulary Quiz</i>)</p> <p>-I can identify by name or function standard symbols for pitch. (<i>Pitch Quiz, Vocabulary Quiz</i>)</p> <p>-I can identify by name or function standard symbols for dynamics. (<i>Vocabulary Quiz</i>)</p>	<p>-Rehearsal/Personal Practice Plan Project</p> <p>-Unit Post-Assessment</p>	<p>-Fermata</p> <p>-Harmony</p> <p>-Eighth Note</p> <p>-Eighth Rest</p> <p>-Pick-up Note</p> <p>-Dynamics</p> <p>-Forte</p> <p>-Mezzo Forte</p> <p>-Piano</p> <p>-Solo</p> <p>-Tempo</p> <p>-Allegro</p> <p>-Moderato</p> <p>-Andante</p> <p>-Crescendo</p> <p>-Decrescendo</p> <p>-Tie</p> <p>-Dotted Half Note</p> <p>-Time Signature</p> <p>-Accent</p> <p>-Accidental</p> <p>-Flat</p> <p>-Sharp</p> <p>-Natural</p> <p>-Key Signature</p> <p>-1st & 2nd endings</p> <p>-Duet</p> <p>-Theme and Variations</p> <p>-D.C. al Fine</p> <p>-Slur</p>
--	--	---	--	---	--

			<p>-I can identify by name of function standard symbols for articulation. <i>(Vocabulary Quiz)</i></p> <p>-I can read standard symbols for rhythm. <i>(Playing Test)</i></p> <p>-I can read standard symbols for pitch. <i>(Playing Test)</i></p> <p>-I can read standard symbols for dynamics. <i>(Playing Test)</i></p> <p>-I can read standard symbols for articulation. <i>(Playing Test)</i></p> <p>MU:Pr4.3.6</p> <p>-I can demonstrate how the elements of music and expressive qualities convey intent in a selected piece of music through performance. <i>(Playing Test)</i></p> <p>MU:Pr5.1.6</p> <p>-I can identify things to refine in my performance using teacher provided criteria. <i>(Rehearsal/Personal Practice Plan Project)</i></p> <p>-I can form a rehearsal/personal practice plan using teacher provided criteria. <i>(Rehearsal/Personal Practice Plan Project)</i></p>		<p>-Phrase</p> <p>-Dotted Quarter Note</p> <p>-Interval</p> <p>-Trio</p> <p>-Scale</p> <p>-Chord</p> <p>-Arpeggio</p> <p>-Soli</p>
--	--	--	--	--	--

			<p>-I can determine when a piece is ready to perform using a teacher provided criteria. (<i>Rehearsal/Personal Practice Plan Project</i>)</p> <p>MU:Pr6.1.6a -I can perform the music with accuracy to convey the creator's intent. (<i>Playing Test</i>)</p> <p>MU:Re9.1.6 -I can evaluate musical works or performances using a teacher-provided criteria. (<i>Peer Evaluations</i>)</p>		
Unit 4	28-36	<p>Essential Elements Book 1 #157-187</p> <p>Composition Mini-Projects Prompt and Evaluation</p> <p>Playing Test Rubric</p> <p>Peer Evaluations Criteria</p>	<p>MU:Cr2.1.6a -I can select musical ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can construct personal music ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr2.1.6b -I can create simple rhythmic phrases. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can create simple melodic phrases. (<i>Composition Journals, Composition Projects</i>)</p>	<p>-Unit Pre-assessment</p> <p>-Composition journals</p> <p>-Composition Mini-Projects</p> <p>-Composition Self-Evaluation</p> <p>-Rhythm Quiz</p> <p>-Pitch Quiz</p> <p>-Vocabulary Quiz</p> <p>-Playing Test</p> <p>-Peer Evaluations</p> <p>-Playlist Project</p> <p>-Rehearsal/Personal Practice Plan Project</p> <p>-Concert Set-List Project</p> <p>-Concert Attendance</p> <p>-Concert Reflection</p> <p>-Unit Post-Assessment</p>	<p>-Quarter Note</p> <p>-Quarter Rest</p> <p>-Repeat Sign</p> <p>-Treble Clef</p> <p>-Bass Clef</p> <p>-Percussion Clef</p> <p>-Half Note</p> <p>-Half Rest</p> <p>-Breath Mark</p> <p>-Whole Note</p> <p>-Whole Rest</p> <p>-Fermata</p> <p>-Harmony</p> <p>-Eighth Note</p> <p>-Eighth Rest</p> <p>-Pick-up Note</p> <p>-Dynamics</p>

		<p>Playlist Project Prompt and Criteria</p> <p>Rehearsal/Personal Practice Plan Prompt and Criteria</p> <p>Concert Set-List Prompt and Rubric</p> <p>Concert Reflection Prompt and Rubric</p>	<p>-I can create two-chord harmonic musical ideas. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can document personal musical ideas using standard/iconic notation and/or audio/video recording. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr3.1.6a -I can evaluate my own work using a teacher provided criteria. (<i>Composition Self-Evaluation</i>)</p> <p>MU:Pr4.1.6 -I can select music to perform for a specific purpose and/or context by applying a teacher-provided criteria. (<i>Concert Set-List Project</i>)</p> <p>-I can explain the reasoning for my musical selections (<i>Concert Set-List Project</i>)</p> <p>MU:Pr4.2.6a -I can explain how understanding the structure of music is used in selecting music for performance. (<i>Concert Set-List Project</i>)</p> <p>-I can explain how understanding the elements of music is used in selecting music for performance. (<i>Concert Set-List Project</i>)</p>		<p>-Forte -Mezzo Forte -Piano -Solo -Tempo -Allegro -Moderato -Andante -Crescendo -Decrescendo</p> <p>-Tie -Dotted Half Note -Time Signature -Accent -Accidental -Flat -Sharp -Natural -Key Signature -1st & 2nd endings -Duet</p> <p>-Theme and Variations -D.C. al Fine -Slur -Phrase -Dotted Quarter Note -Interval -Trio -Scale</p>
--	--	---	---	--	---

			<p>MU:Pr4.2.6b</p> <ul style="list-style-type: none"> -I can identify by name or function standard symbols for rhythm. (<i>Rhythm Quiz, Vocabulary Quiz</i>) -I can identify by name or function standard symbols for pitch. (<i>Pitch Quiz, Vocabulary Quiz</i>) -I can identify by name or function standard symbols for dynamics. (<i>Vocabulary Quiz</i>) -I can identify by name of function standard symbols for articulation. (<i>Vocabulary Quiz</i>) -I can read standard symbols for rhythm. (<i>Playing Test</i>) -I can read standard symbols for pitch. (<i>Playing Test</i>) -I can read standard symbols for dynamics. (<i>Playing Test</i>) -I can read standard symbols for articulation. (<i>Playing Test</i>) <p>MU:Pr4.2.6c</p> <ul style="list-style-type: none"> -I can identify how cultural context informs performances. -I can identify how historical context informs performances. 		<ul style="list-style-type: none"> -Chord -Arpeggio -Soli -Enharmonics -Chromatic Notes -Chromatic Scale
--	--	--	--	--	--

			<p><i>(Concert Reflection)</i></p> <p>MU:Pr4.3.6 -I can demonstrate how the elements of music and expressive qualities convey intent in a selected piece of music through performance. <i>(Playing Test)</i></p> <p>MU:Pr5.1.6 -I can identify things to refine in my performance using teacher provided criteria. <i>(Rehearsal/Personal Practice Plan Project)</i></p> <p>-I can form a rehearsal/personal practice plan using teacher provided criteria.<i>(Rehearsal/Personal Practice Plan Project)</i></p> <p>-I can determine when a piece is ready to perform using a teacher provided criteria.<i>(Rehearsal/Personal Practice Plan Project)</i></p> <p>MU:Pr6.1.6a -I can perform the music with accuracy to convey the creator's intent. <i>(Playing Test)</i></p> <p>MU:Pr6.1.6b -I can demonstrate performance</p>		
--	--	--	--	--	--

			<p>decorum appropriate for venue and purpose. (<i>Concert Attendance</i>)</p> <p>-I can demonstrate audience etiquette appropriate for venue and purpose. (<i>Concert Attendance</i>)</p> <p>MU:Re7.1.6</p> <p>-I can select or choose music to listen to with connections to specific interests or experiences for a specific purpose. (<i>Playlist Project</i>)</p> <p>-I can explain the connections of music to specific interests or experiences for a specific purpose. (<i>Playlist Project</i>)</p> <p>MU:Re7.2.6a</p> <p>-I can describe how the elements of music and expressive qualities relate to the structure of the pieces. (<i>Concert Set-List Project, Playlist Project</i>)</p> <p>MU:Re9.1.6</p> <p>-I can evaluate musical works or performances using a teacher-provided criteria. (<i>Peer Evaluations, Concert Reflection</i>)</p>		
--	--	--	---	--	--