6th grade Band Pacing and Curriculum

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

-I can evaluate my own work using	-Pick-up Note
a teacher provided criteria.	-Dynamics
(Composition Self-Evaluation)	-Forte
	-Mezzo Forte
MU:Pr4.2.6b	-Piano
-I can identify by name or function	-Solo
standard symbols for rhythm.	-Tempo
(Rhythm Quiz, Vocabulary Quiz)	-Allegro
	-Moderato
-I can identify by name or function	-Andante
standard symbols for pitch. (Pitch	-Crescendo
Quiz, Vocabulary Quiz)	-Decrescendo
-I can identify by name or function	
standard symbols for dynamics.	
(Vocabulary Quiz)	
-I can read standard symbols for	
rhythm. (Playing Test)	
, (* layg * cos)	
-I can read standard symbols for	
pitch. (Playing Test)	
-I can read standard symbols for	
dynamics. (Playing Test)	
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. (Playing Test)	
MU:Pr6.1.6a	
-I can perform the music with	

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

Rehearsal/Pe rsonal Practice Plan Prompt and Criteria Concert Set- List Prompt and Rubric Concert Reflection Prompt and Rubric	notation and/or audio/video recording. (Composition Journals, Composition Projects) MU:Cr3.1.6a -I can evaluate my own work using a teacher provided criteria. (Composition Self-Evaluation) MU:Pr4.1.6 -I can select music to perform for a specific purpose and/or context by applying a teacher-provided criteria. (Concert Set-List Project) -I can explain the reasoning for my musical selections (Concert Set-List Project) MU:Pr4.2.6a -I can explain how understanding the structure of music is used in selecting music for performance. (Concert Set-List Project) -I can explain how understanding the elements of music is used in selecting music for performance. (Concert Set-List Project) MU:Pr4.2.6b -I can identify by name or function standard symbols for rhythm. (Rhythm Quiz, Vocabulary Quiz) -I can identify by name or function		-Andante -Crescendo -Decrescendo -Tie -Dotted Half Note -Time Signature -Accent -Accidental -Flat -Sharp -Natural -Key Signature -1st & 2nd endings -Duet
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standard symbols for pitch. (Pitch Quiz, Vocabulary Quiz)	
-I can identify by name or function standard symbols for dynamics. (Vocabulary Quiz)	
-I can identify by name of function standard symbols for articulation. (Vocabulary Quiz)	
-I can read standard symbols for rhythm. (Playing Test)	
-I can read standard symbols for pitch. (Playing Test)	
-I can read standard symbols for dynamics. (Playing Test)	
-I can read standard symbols for articulation. (Playing Test)	
MU:Pr4.2.6c -I can identify how cultural context informs performances.	
-I can identify how historical context informs performances. (Concert Reflection)	
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. (Playing Test)	
MU:Pr5.1.6 -I can identify things to refine in my performance using teacher provided criteria. (Rehearsal/Personal Practice Plan Project)	
-I can form a rehearsal/personal practice plan using teacher provided criteria. (Rehearsal/Personal Practice Plan Project)	
-I can determine when a piece is ready to perform using a teacher provided criteria. (Rehearsal/Personal Practice Plan Project)	
MU:Pr6.1.6a -I can perform the music with accuracy to convey the creator's intent. (Playing Test)	
MU:Pr6.1.6b -I can demonstrate performance decorum appropriate for venue and purpose. (Concert Attendance)	
-I can demonstrate audience etiquette appropriate for venue and purpose. (Concert Attendance)	

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

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Playing Te	est -I can create simple rhythmic	-Rehearsal/Personal	-Fermata
Rubric	phrases. (Composition Journals,	Practice Plan Project	-Harmony
	Composition Projects)	-Unit Post-Assessment	-Eighth Note
Peer	-I can create simple melodic		-Eighth Rest
Evaluation	phrases. (Composition Journals,		-Pick-up Note
Criteria	Composition Projects)		-Dynamics
			-Forte
	-I can create two-chord harmonic		-Mezzo Forte
	musical ideas. (Composition		-Piano
Rehearsal	/Pe Journals, Composition Projects)		-Solo
rsonal			-Tempo
Practice P	lan -I can document personal musical		-Allegro
Prompt ar	ideas using standard/iconic notation and/or audio/video		-Moderato
Criteria	recording. (Composition Journals,		-Andante
	Composition Projects)		-Crescendo
	Composition Projecto)		-Decrescendo
	MU:Cr3.1.6a		
	-I can evaluate my own work using		-Tie
	a teacher provided criteria.		-Dotted Half Note
	(Composition Self-Evaluation)		-Time Signature
	MULD 400		-Accent
	MU:Pr4.2.6b		-Accidental
	 -I can identify by name or function standard symbols for rhythm. 		-Flat
	(Rhythm Quiz, Vocabulary Quiz)		-Sharp
	(141) till Quiz, Voodbalary Quiz)		-Natural
	-I can identify by name or function		-Key Signature
	standard symbols for pitch. (Pitch		-1st & 2nd endings
	Quiz, Vocabulary Quiz)		-Duet
	-I can identify by name or function		-Theme and
	standard symbols for dynamics.		Variations
	(Vocabulary Quiz)		-D.C. al Fine
			-Slur

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

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

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

MU:Pr4.2.6b -I can identify by name or function standard symbols for rhythm. (Rhythm Quiz, Vocabulary Quiz) -I can identify by name or function standard symbols for pitch. (Pitch Quiz, Vocabulary Quiz) -I can identify by name or function standard symbols for dynamics. (Vocabulary Quiz) -I can identify by name of function standard symbols for articulation. (Vocabulary Quiz) -I can read standard symbols for rhythm. (Playing Test) -I can read standard symbols for pitch. (Playing Test)	-Chord -Arpeggio -Soli -Enharmonics -Chromatic Notes -Chromatic Scale
-I can read standard symbols for rhythm. (Playing Test) -I can read standard symbols for	
-I can read standard symbols for articulation. (<i>Playing Test</i>) MU:Pr4.2.6c -I can identify how cultural context informs performances.	
-I can identify how historical context informs performances.	

(Concert Reflection)	
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. (Playing Test)	
MU:Pr5.1.6 -I can identify things to refine in my performance using teacher provided criteria. (Rehearsal/Personal Practice Plan Project)	
-I can form a rehearsal/personal practice plan using teacher provided criteria.(Rehearsal/Personal Practice Plan Project)	
-I can determine when a piece is ready to perform using a teacher provided criteria.(Rehearsal/Personal Practice Plan Project)	
MU:Pr6.1.6a -I can perform the music with accuracy to convey the creator's intent. (Playing Test)	
MU:Pr6.1.6b -I can demonstrate performance	

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