

Moon Area School District Curriculum Map

Course: Band 6

Grade Level: 6

Content Area: Arts and Humanities

Frequency: Full-Year Course, Meets 90 Days/Yr

Big Ideas

1. The skills, techniques, elements, and principles of the arts can be learned, studied, refined and practiced.
2. Artist use tools and resources as well as their own experiences and skills to create art.
3. The arts provide a medium to understand and exchange ideas.
4. People have expressed experiences and ideas through the arts throughout time and across cultures.
5. There are formal and informal processes used to assess the quality of works in the arts.
6. People use both aesthetic and critical processes to assess quality, interpret meaning, and determine value.

Essential Questions

7. How are elements of music shared through notation?
8. How do people use both traditional and contemporary technologies to create and perform music?
9. How can music be used to persuade people to buy something?
10. Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period?
11. How do critics determine the quality of musical works?
12. How are aesthetic and critical processes sometimes used for the same purposes?

Primary Resource(s) & Technology:

Modern and Classical Music Pieces,
Student Instruments, Student iPads/Laptops

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas /EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
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1, 2, 5, 7, 8	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G	<ul style="list-style-type: none"> ● Continue to build upon and reinforce previous skills and knowledge ● Using technical packets, warm up with a consistent sound that is at a level achievable by 6th grade musicians. Focus will be on tone quality, intonation, and balance in the ensemble. Expanding range, technique, and speed throughout the nine weeks. 	1 st Nine Weeks
1,3,5, 7,8	9.1.8A 9.1.8B 9.1.8C 9.3.3A 9.3.8D	<ul style="list-style-type: none"> ● Brass and Woodwind warm up packets focusing on the first 5 notes of the Concert B flat major scale. Students will play thirds, arpeggios, and Clark exercises. Teacher will use tempo that is achievable for the class. After successful learning of this key, students will move to the relative minor key focusing on the same exercises. Depending on student proficiency, teacher will move on to the key of concert E flat and its corresponding relative minor. 	1 st Nine Weeks
1, 5, 7, 11	9.1.8A 9.1.8B 9.2.8C 9.3.8D	<ul style="list-style-type: none"> ● 6th Grade band will count whole, half, quarter, eighth, and sixteenth note rhythms. Students will say counts, clap rhythms, and play examples of each during every class period. Teacher will continue to work on speeding up tempo throughout the nine weeks ● Begin basic rhythmic and melodic dictation patterns based up to 2 measures (8 beats) 	First Nine Weeks
1, 2, 3, 8, 12	9.1.8A 9.1.8B 9.1.8C 9.1.8D 9.1.8E 9.2.8I 9.3.8F 9.4.8B	<ul style="list-style-type: none"> ● Play and prepare concert music at a .5-1.5 grade level. ● Sight read pieces throughout the nine weeks at a .5 grade level ● Identify and execute dynamics such as pp, p, mp, mf, f, ff ● Identify and play in time signatures in 2/4, 3/4 and 4/4 time ● Understand and play in keys up to 2 sharps or flats. 	First Nine Weeks

1, 2, 5, 7, 8	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G	<ul style="list-style-type: none"> ● Continue to build upon and reinforce previous skills and knowledge. ● Using technical packets, warm up with a consistent sound that is at a level achievable by 6th grade musicians. Focus will be on tone quality, intonation, and balance in the ensemble. Expanding range, technique, and speed throughout the nine weeks. 	2 nd Nine Weeks
1,3,5, 7,8	9.1.8A 9.1.8B 9.1.8C 9.3.3A 9.3.8D	<ul style="list-style-type: none"> ● Brass and Woodwind warm up packets focusing on the first 5 notes of the Concert A flat major scale. Students will play thirds, arpeggios, and Clark exercises. After successful learning of this key, students will move to the relative minor key focusing on the same exercises. Depending on student proficiency, teacher will move on to the key of concert F major and its corresponding relative minor. ● Start reinforcing chromatics and playing at least one octave chromatic scales based on the major key being worked on. Students should be proficient at tempo 80 BPM (Quarter note) or faster 	2 nd Nine Weeks
1, 5, 7, 11	9.1.8A 9.1.8B 9.2.8C 9.3.8D	<ul style="list-style-type: none"> ● 6th Grade band will count whole, half, quarter, eighth, sixteenth, and all corresponding dotted rhythms. Students will say counts, clap rhythms, and play examples of each during every class period. ● Continue with more complex rhythmic and melodic dictation patterns based up to 2 measures (8 beats) 	2 nd Nine Weeks
1, 2, 3, 8, 12	9.1.8A 9.1.8B 9.1.8C 9.1.8D 9.1.8E 9.2.8I 9.3.8F 9.4.8B	<ul style="list-style-type: none"> ● Play and prepare concert music at a .5-1.5 grade level. ● Sight read pieces throughout the nine weeks at a .5 grade level ● Identify and execute dynamics such as pp, p, mp, mf, f, ff. Reinforce and enhance dynamic range of student's instrument. ● Identify and play in time signatures in 2/4, 3/4 and 	2 nd Nine Weeks

		<p>4/4 time. Have a foundation of 6/8 time</p> <ul style="list-style-type: none"> • Understand and play in keys up to 3 sharps or flats. 	
1, 2, 5, 7, 8	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G	<ul style="list-style-type: none"> • Continue to build upon and reinforce previous skills and knowledge. • Using technical packets, warm up with a consistent sound that is at a level achievable by 6th grade musicians. Focus will be on tone quality, intonation, and balance in the ensemble. Expanding range, technique, and speed throughout the nine weeks. All aspects of musicianship including articulation and slurs will be refined. 	3rd Nine Weeks
1,3,5, 7,8	9.1.8A 9.1.8B 9.1.8C 9.3.3A 9.3.8D	<ul style="list-style-type: none"> • Brass and Woodwind warm up packets focusing on the first 5 notes of the Concert C major scale. Students will play thirds, arpeggios, and Clark exercises. After successful learning of this key, students will move to the relative minor key focusing on the same exercises. Depending on student proficiency, teacher will move on to the key of concert G major and its corresponding relative minor. • Introduce chromatics and playing at least one octave chromatic scales based on the major key being worked on. Students should be proficient at tempo 90 BPM (Quarter note) or faster 	3rd Nine Weeks
1, 5, 7, 11	9.1.8A 9.1.8B 9.2.8C 9.3.8D	<ul style="list-style-type: none"> • 6th Grade band will count whole, half, quarter, eighth, sixteenth, and all corresponding dotted rhythms. Expand on complex sixteenth note rhythms (eight two sixteenth etc.) Students will say counts, clap rhythms, and play examples of each during every class period. • Continue with complex rhythmic and melodic dictation patterns based up to 4 measures and beginning to incorporate different time signatures. 	3rd Nine Weeks
1, 2, 3, 8,	9.1.8A 9.1.8B	<ul style="list-style-type: none"> • Play and prepare concert music at a 1 grade level. • Continue to sight read pieces throughout the nine 	3rd Nine Weeks

12	9.1.8C 9.1.8D 9.1.8E 9.2.8I 9.3.8F 9.4.8B	<p>weeks at a .5 grade level</p> <ul style="list-style-type: none"> ● Identify and execute dynamics such as pp, p, mp, mf, f, ff. Reinforce and enhance dynamic range of student's instrument. ● Identify and play in time signatures in 2/4, 3/4 and 4/4 time. Have a foundation of 6/8 time ● Understand and play in keys up to 3 sharps or flats. 	
1, 2, 5, 7, 8	9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.G	<ul style="list-style-type: none"> ● Continue to build upon and reinforce previous skills and knowledge. ● Using technical packets, warm up with a consistent sound that is at a level achievable by 6th grade musicians. Focus will be on tone quality, intonation, and balance in the ensemble. Expanding range, technique, and speed throughout the nine weeks. All aspects of musicianship including articulation and slurs will be refined. ● Refine lyrical playing by incorporating lyrical chorales and etudes. Single or multiple parts will be used to work on all aspects of music. Tone quality will be enhanced by balance/blend in the ensemble. Stronger focus on intonation will be used during these exercises as well 	4 th Nine Weeks
1,3,5, 7,8	9.1.8A 9.1.8B 9.1.8C 9.3.3A 9.3.8D	<ul style="list-style-type: none"> ● Brass and Woodwind warm up packets focusing on a review of all major/minor scales that have been learned through the year. Students will play thirds, arpeggios, and Clark exercises. Clarity and speed of all exercises will become very important to the success of the ensemble. ● Continue work on chromatics scales Covering the entire achievable range of the instrument. Students should be proficient at tempo 100 BPM (Quarter note) or faster 	4 th Nine Weeks
1, 5, 7, 11	9.1.8A 9.1.8B 9.2.8C 9.3.8D	<ul style="list-style-type: none"> ● 6th Grade band will count whole, half, quarter, eighth, sixteenth, and all corresponding dotted rhythms. Expand on complex sixteenth note rhythms (eight two sixteenth etc.) Students will say 	4 th Nine Weeks

		<p>counts, clap rhythms, and play examples of each during every class period.</p> <ul style="list-style-type: none"> ● Continue with complex rhythmic and melodic dictation patterns based up to but not always 4 measures and beginning to incorporate different time signatures. 	
1, 2, 3, 8, 12	9.1.8A 9.1.8B 9.1.8C 9.1.8D 9.1.8E 9.2.8I 9.3.8F 9.4.8B	<ul style="list-style-type: none"> ● Play and prepare concert music at a 1-1.5 grade level. ● Sight read pieces throughout the nine weeks at a .5-1 grade level ● Identify and execute dynamics such as pp, p, mp, mf, f, ff. Reinforce and enhance dynamic range of student's instrument. ● Identify and play in time signatures in 2/4, 3/4 and 4/4 time. Understand and play in keys up to 2 sharps or flats. 	4th Nine Weeks