

Marking Period 1 (MPI)	Band Curriculum Pacing Guide -Grade: 6
MP 1 Standards for Band Content	<ul style="list-style-type: none"> • 1.3A.8.Pr4a: Demonstrate and explain how the selection and interpretation of musical elements, expressive markings, and structure influence the preparation of music for performance. • 1.3A.8.Pr5a: Develop and refine instrumental technique, tone quality, articulation, posture, breath support, and ensemble skills to improve accuracy and musical expression. • 1.3A.8.Pr6a: Perform musical works with technical accuracy, appropriate tone quality, dynamics, articulation, and expressive intent individually and in ensemble settings. • 1.3A.8.Re7a: Analyze musical performances by identifying elements such as rhythm, melody, tone quality, balance, blend, and expressive features. • 3A.8.Re9a: Apply established criteria to evaluate musical performances and provide constructive feedback for improvement. • 1.3A.8.Cn10a: Demonstrate how personal experiences, interests, and practice habits contribute to musical performance and understanding. • 1.3A.8.Cn11a: Explain how music reflects cultural, historical, and social contexts across different genres and traditions.
MP 1 Topics	<p>Assembly, cleaning, case handling, posture, hand position, embouchure formation, and proper breathing.</p> <p>Producing first tones, exploring air support, steady airflow, and pitch control.</p> <p>Treble/bass clef symbols, note names, lines/spaces, and instrument-specific fingerings.</p> <p>Quarter notes, rests, eighth notes, whole notes, simple meter, and steady beat practice.</p> <p>Understanding conducting gestures, tempo cues, cut-offs, dynamic changes, watching and responding.</p> <p>Tonguing, slurring, breath control, phrasing, and maintaining consistent tone.</p> <p>Playing soft/loud, using breath and embouchure to change tone, listening across the ensemble.</p> <p>Performing beginning repertoire, unison melodies, and first scale patterns (concert Bb or equivalent).</p> <p>Matching pitch, adjusting volume, tuning practices, and blending sections.</p> <p>Presenting a short in-class performance and reflecting on growth, tone quality, and ensemble habits.</p>

<p>MP 1</p> <p>Skills- Concepts</p>	<p>Instrument Setup, Tone & Technique: Students demonstrate proper assembly, posture, hand position, embouchure, breath support, pitch stability, and tone clarity while maintaining responsible instrument care.</p> <ul style="list-style-type: none"> • Music Literacy & Rhythm Skills: Students read staff notation, identify note values and meter, follow rehearsal markings, use fingering charts, and perform rhythmic patterns through counting, clapping, and ensemble playing. • Ensemble Awareness & Musicianship: Students respond to conducting cues, listen across sections, develop balance and blend, and understand melodic and accompaniment roles within the band. • Musical Expression & Foundational Practice: Students shape tone, articulate cleanly, perform simple slurs, play basic warm-ups and beginning scales (Concert Bb or equivalent), and practice respectful rehearsal habits and teamwork.
<p>MP 1</p> <p>Core Materials</p>	<p>Instruments & Care Supplies</p> <ul style="list-style-type: none"> • Student instrument (district-issued or personal) • Mouthpiece (brass/woodwind), reeds as applicable • Valve oil, slide grease, cleaning swab • Neck straps (woodwinds) • Proper cleaning cloth <p>Method Book (Beginner Level)</p> <ul style="list-style-type: none"> • Standardized beginning band method book that introduces: <ul style="list-style-type: none"> ○ note reading ○ fingerings ○ basic rhythms ○ short tunes ○ practice patterns <p>Visual & Literacy Supports</p> <ul style="list-style-type: none"> • Fingering charts for each instrument • Staff-reading posters • Note-name visuals • Basic rhythm charts

- Conductor gesture reference chart

Basic Ensemble Tools

- Music stand
- Foldable chair designed for band posture
- Metronome (classroom use)
- Tuner or tuning app
- Baton for teacher conducting cues

Performance & Practice Materials

- Warm-up tone exercises
- Unison etudes
- First-level band literature (simple marches, melodies, holiday selections)
- Play-along recordings if available

Reflection & Assessment Tools

- Practice logs
- Playing check rubrics (tone, pitch, note accuracy, breath, posture)
- Self-reflection slips after performances
- Teacher diagnostic checklist for:
 - posture
 - hand position
 - tone stability
 - rhythmic accuracy
 - ensemble listening

Marking Period 2 (MPIO)	Band Curriculum Pacing Guide -Grade: 6
<p>MP 2</p> <p>Standards for Band Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.6–8 Students generate rhythmic and melodic ideas through guided improvisation and experimentation. • MU:Cr2.1.6–8 Students refine musical ideas during rehearsal, applying feedback from teacher and peers. • MU:Cr3.1.6–8 Students revise musical decisions to improve tone, balance, technique, and expression. • MU:Pr4.1.6–8 Students demonstrate proper tone, posture, embouchure, sticking, and playing position appropriate to their instrument. • MU:Pr5.1.6–8 Students rehearse, evaluate, and refine performance skills, demonstrating steady tempo, accurate rhythms, and proper intonation. • MU:Pr6.1.6–8 Students perform as part of an ensemble with accurate rhythm, pitch, blend, balance, and expression. • MU:Re7.1.6–8 Students analyze how musical elements (pitch, rhythm, texture, timbre, dynamics) contribute to expressive meaning. • MU:Re8.1.6–8 Students interpret expressive intent using evidence from the score and rehearsal experience. • MU:Cn10.1.6–8 Students connect musical skills and ideas to personal experiences and cultural traditions. • MU:Cn11.1.6–8 Students understand band traditions and how ensemble music reflects culture and history.
<p>MP 2</p> <p>Topics</p>	<p>Tone development & posture review</p> <p>Rhythm reading: eighth notes, quarter rests, simple syncopation</p> <p>Pitch accuracy and beginning tuning concepts</p> <p>Articulations: tonguing, slurring, sticking patterns</p> <p>Scale study: concert Bb and Eb</p> <p>Ensemble blend & balance exercises</p> <p>Dynamic contrast (pp–ff)</p> <p>Repertoire rehearsal (level .5–1 band literature)</p> <p>Sectional focus (woodwinds / brass / percussion)</p> <p>In-class performance and reflection</p>
<p>MP 2</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Instrumental Technique & Rhythm Control: Students produce characteristic tone using proper breath, bowing, or sticking technique, perform accurate fingerings or slide positions, and maintain steady tempo with rhythmic precision.

	<ul style="list-style-type: none"> • Ensemble Skills & Musicianship: Students play together in unison and simple harmony, listen across the ensemble, follow conductor cues, and develop balance and blend. • Music Literacy & Score Reading: Students read basic rhythms and key signatures, interpret musical symbols (dynamics, articulations, repeats), and follow musical structure within the score. • Musical Expression & Style: Students apply dynamic shaping, beginning phrasing, and contrast between staccato and legato to communicate musical meaning.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Essential Elements or Sound Innovations Book 1 • Concert Bb and Eb scale sheets • Beginner band repertoire (.5–1 level) • Music stands, tuners, metronomes • Percussion instruments (snare, bells, bass drum, auxiliary) • Reeds, valve oil, slide grease, sticks/mallets • Conductor score & recordings

Marking Period 3 (MP3)	Band Curriculum Pacing Guide -Grade: 6
<p>MP 3</p> <p>Standards for Band Content</p>	<ul style="list-style-type: none"> • MU:Cr1.1.6–8 Students generate rhythmic and melodic ideas through guided improvisation and experimentation. • MU:Cr2.1.6–8 Students refine musical ideas during rehearsal, applying feedback from teacher and peers. • MU:Cr3.1.6–8 Students revise musical decisions to improve tone, balance, technique, and expression. • MU:Pr4.1.6–8 Students demonstrate proper tone, posture, embouchure, sticking, and playing position appropriate to their instrument. • MU:Pr5.1.6–8 Students rehearse, evaluate, and refine performance skills, demonstrating steady tempo, accurate rhythms, and proper intonation. • MU:Pr6.1.6–8 Students perform as part of an ensemble with accurate rhythm, pitch, blend, balance, and expression. • MU:Re7.1.6–8 Students analyze how musical elements (pitch, rhythm, texture, timbre, dynamics) contribute to expressive meaning. • MU:Re8.1.6–8 Students interpret expressive intent using evidence from the score and rehearsal experience. • MU:Cn10.1.6–8 Students connect musical skills and ideas to personal experiences and cultural traditions. • MU:Cn11.1.6–8 Students understand band traditions and how ensemble music reflects culture and history.
<p>MP 3</p> <p>Topics</p>	<p>Warm-ups for tone expansion & breathing</p> <p>Rhythm reading: syncopation, dotted rhythms</p> <p>Understanding and applying key signatures (Bb, Eb, F)</p> <p>Articulation practice: staccato, tenuto, accents</p> <p>Scale development (Bb, Eb, F major; chromatic introduction)</p> <p>Harmonic playing—introducing simple counter-melodies</p> <p>Intonation strategies (tuning tendencies per instrument)</p> <p>Ensemble rehearsal of Grade 1+ repertoire</p> <p>Sectional mastery sessions (WW/Brass/Percussion)</p> <p>In-class performance & reflection journal</p>

<p>MP 3</p> <p>Skills- Concepts</p>	<p>Instrumental Technique, Tone Development & Technical Control: Students expand instrument range, develop embouchure, breath support, or sticking technique, apply chromatic fingerings, and refine tone quality, intonation, and technical accuracy appropriate to their instrument.</p> <p>Music Literacy, Notation & Rhythmic Accuracy: Students read and perform dotted rhythms and syncopation, interpret key signatures and musical form, and apply expressive markings such as crescendo, decrescendo, and accents to enhance performance accuracy and understanding.</p> <p>Ensemble Skills, Balance & Musical Independence: Students listen actively across the ensemble to achieve balance and blend, maintain independent harmonic lines, respond to conductor cues for tempo and dynamics, and demonstrate cooperative rehearsal habits and emerging leadership skills.</p> <p>Musical Expression, Articulation & Expressive Interpretation: Students shape musical phrases using dynamics and articulation, apply expressive contrast, and perform with increased musical sensitivity to communicate style, character, and artistic intent.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Essential Elements or Sound Innovations Book 1–2 transition • Scale sheets (Bb, Eb, F major; intro chromatic) • Beginner/intermediate band repertoire (Grade 1–1.5 level) • Music stands, tuners, metronomes • Percussion instruments & mallet reading sheets • Instrument accessories (reeds, valve oil, slide grease, sticks/mallets)

Marking Period 4 (MPIV)	Band Curriculum Pacing Guide -Grade: 6
MP 4 Standards for Band Content	<ul style="list-style-type: none"> • MU:Cr1.1.6–8 Students generate rhythmic and melodic ideas through guided improvisation and experimentation. • MU:Cr2.1.6–8 Students refine musical ideas during rehearsal, applying feedback from teacher and peers. • MU:Cr3.1.6–8 Students revise musical decisions to improve tone, balance, technique, and expression. • MU:Pr4.1.6–8 Students demonstrate proper tone, posture, embouchure, sticking, and playing position appropriate to their instrument. • MU:Pr5.1.6–8 Students rehearse, evaluate, and refine performance skills, demonstrating steady tempo, accurate rhythms, and proper intonation. • MU:Pr6.1.6–8 Students perform as part of an ensemble with accurate rhythm, pitch, blend, balance, and expression. • MU:Re7.1.6–8 Students analyze how musical elements (pitch, rhythm, texture, timbre, dynamics) contribute to expressive meaning. • MU:Re8.1.6–8 Students interpret expressive intent using evidence from the score and rehearsal experience. • MU:Cn10.1.6–8 Students connect musical skills and ideas to personal experiences and cultural traditions. • MU:Cn11.1.6–8 Students understand band traditions and how ensemble music reflects culture and history.
MP 4 Topics	<p>Tone, tuning, and technique review</p> <p>Rhythmic independence (dotted rhythms, syncopation)</p> <p>Scale mastery (Bb, Eb, F + chromatic)</p> <p>Dynamic shaping and expressive phrasing</p> <p>Articulations in context: staccato, accents, slurs</p> <p>Ensemble blend and harmonic balance</p> <p>Concert repertoire rehearsal (Grade 1–1.5 works)</p> <p>Stage presence, concert preparation, etiquette</p> <p>Dress rehearsal and run-throughs</p> <p>Final performance and post-concert reflection</p>
MP 4 Skills- Concepts	<p>Instrumental Technique, Tone Production & Range Development:</p> <p>Students develop strong, consistent tone production, demonstrate tuning awareness and adjustment, perform smooth</p>

	<p>fingerings or slide transitions, apply accurate percussion sticking and mallet reading, and expand their playable range appropriate for Grade 6 ensemble repertoire.</p> <p>Music Literacy, Rhythm Reading & Notation Understanding: Students read and perform rhythms including dotted patterns and syncopation, recognize and perform in multiple key signatures, understand musical form and score markings, and interpret expressive instructions and performance directions within ensemble repertoire.</p> <p>Ensemble Skills, Listening & Performance Precision: Students follow conductor gestures with precision, match pitch and tone quality within their section, achieve appropriate balance across woodwind, brass, and percussion sections, and maintain steady tempo and internal pulse during ensemble performance.</p> <p>Musical Expression, Articulation & Expressive Interpretation: Students demonstrate controlled dynamic contrast, apply clear and accurate articulation, shape musical phrases with appropriate breath and phrasing awareness, and convey the intended mood, character, and expressive qualities of the repertoire.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Essential Elements or Sound Innovations Book 1–2 • Full concert repertoire: Grade 1–1.5 band pieces • Scale sheets (Bb, Eb, F major + chromatic) • Tuner/metronome access • Rehearsal recordings • Percussion equipment and accessories • Instrument maintenance items (reeds, valve oil, slide grease, sticks)