

MUSIC CURRICULUM MAP

Sixth Grade (Band)

	First Trimester	Second Trimester	Third Trimester
Time Frame/Month	September-November	November-February	February-June
Skills Taught	<ul style="list-style-type: none"> • Continue reinforcing and building upon previous skills & knowledge • Chorale style • 3 & 4-part round • Blues style history • Blues scale • Eastern European music (Russian, Cossack, etc.) • Sixteenth notes/rests • D.C. al Fine • Phrasing • Multiple measure rests • Major scale • Minor scale 	<ul style="list-style-type: none"> • Continue reinforcing and building upon previous skills & knowledge • Introduce sheet music for Winter Concert • Historical/Cultural elements: Bach, African-American spirituals, slavery, Emancipation Proclamation • Theme & Variation • Additional notes & fingerings • Slur • Legato style • Alternate fingerings 	<ul style="list-style-type: none"> • Continue reinforcing and building upon previous skills & knowledge • Introduce sheet music for Spring Concert • Eighth/Sixteenth note combinations • Historical/Cultural elements: Ragtime, World War I, Scott Joplin, Jelly Roll Morton, Stravinsky, Debussy, Schubert, Charles Lindbergh • Trombone glissando • Effect of meter on music • Dotted quarter-eighth notes • Clarinet crossing the break between throat B-flat and B-natural.
Strategies	<ul style="list-style-type: none"> • Clapping and counting rhythms • Teacher modeling & demonstration • Games • Listening to recordings • Using slower tempo • Isolating smaller groups of notes • Students say note names while fingering • Peer mentoring 	<ul style="list-style-type: none"> • Clapping and counting rhythms • Teacher modeling & demonstration • Games • Listening to recordings • Using slower tempo • Isolating smaller groups of notes • Students say note names while fingering • Peer mentoring 	<ul style="list-style-type: none"> • Clapping and counting rhythms • Teacher modeling & demonstration • Games • Listening to recordings • Using slower tempo • Isolating smaller groups of notes • Students say note names while fingering • Peer mentoring
Resources	<ul style="list-style-type: none"> • Method book • Flash cards • A/V materials • Sheet music • Guest performers/clinicians 	<ul style="list-style-type: none"> • Method book • Flash cards • A/V materials • Sheet music • Guest performers/clinicians 	<ul style="list-style-type: none"> • Method book • Flash cards • A/V materials • Sheet music • Guest performers/clinicians
Assessments	<ul style="list-style-type: none"> • In-class playing assignments/tests • Monitoring daily & weekly progress 	<ul style="list-style-type: none"> • In-class playing assignments/tests • Monitoring daily & weekly progress • Winter Concert 	<ul style="list-style-type: none"> • In-class playing assignments/tests • Monitoring daily & weekly progress • Spring Concert

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Music Standards			
1. Expression of Music	<ul style="list-style-type: none"> Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at first reading Demonstrate major and minor scales 	<ul style="list-style-type: none"> Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at first reading Demonstrate major and minor scales 	<ul style="list-style-type: none"> Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at first reading Demonstrate major and minor scales
2. Creation of Music	<ul style="list-style-type: none"> Create melodic and rhythmic patterns Improvise call-and-response patterns 	<ul style="list-style-type: none"> Create melodic and rhythmic patterns Improvise call-and-response patterns 	<ul style="list-style-type: none"> Create melodic and rhythmic patterns Improvise call-and-response patterns
3. Theory of Music	<ul style="list-style-type: none"> Identification of rhythmic and melodic patterns in musical examples Notation of level .5 using the appropriate clef for instrument and/or voice Analysis of a beginning level composition or performance using musical elements 	<ul style="list-style-type: none"> Identification of rhythmic and melodic patterns in musical examples Notation of level .5 using the appropriate clef for instrument and/or voice Analysis of a beginning level composition or performance using musical elements 	<ul style="list-style-type: none"> Identification of rhythmic and melodic patterns in musical examples Notation of level .5 using the appropriate clef for instrument and/or voice Analysis of a beginning level composition or performance using musical elements
4. Aesthetic Valuation of Music	<ul style="list-style-type: none"> Determination of strengths and weaknesses in musical performances according to specific criteria Description of music's role in the human experience, and ways music is used and enjoyed in society 	<ul style="list-style-type: none"> Determination of strengths and weaknesses in musical performances according to specific criteria Description of music's role in the human experience, and ways music is used and enjoyed in society 	<ul style="list-style-type: none"> Determination of strengths and weaknesses in musical performances according to specific criteria Description of music's role in the human experience, and ways music is used and enjoyed in society

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Process Skills			
1. Critical Thinking & Reasoning	X	X	X
2. Information on Literacy	X	X	X
3. Collaboration	X	X	X
4. Self-direction	X	X	X
5. Invention	X	X	X
Vocabulary	Da capo, fine, technique, tonguing syllables, phrase, simile, one measure repeat, scale, major, minor	Cantata, theme, variation, spiritual, Emancipation Proclamation, legato, slur, two measure repeat	Ragtime, glissando, chalameau, register, minuet, chamber music, boogie-woogie, grenadilla, interval, common time