

# **Middle School Beginning Band**

## **Course Rationale**

The Beginning Band enables students to progress in technical and expressive skills and show maturity in musicianship. Students demonstrate a variety of articulations, positions, fingerings, and vibrato while playing the required scales, arpeggios, and rudiments. Percussion students become more proficient in the use of rhythmic instruments, mallet instruments, and auxiliary instruments. Students create, through playing and writing, rhythmic, melodic and expressive variations. Students perform individually and as a group according to the appropriate grade levels for music set by the Michigan School Band and Orchestra Association (MSBOA). Students discuss and evaluate characteristics of their own works of music and the works of others. Students are provided with opportunities to participate in local, district, and regional events.

**Grades:** 6th    **Duration:** 3 Trimesters    **Prerequisites:** None

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary*	Performance Tasks & Activities	Suggested Assessments	Required Resources
<p><b>STANDARD 1 - PERFORM:</b> <i>Apply skills and knowledge to perform in the arts.</i> ART.M.I.6.1 Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally appropriate levels. Perform at least one selection from memory. ART.M.I.6.2 Sing melodies with confidence in a large group. ART.M.I.6.3 Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control. ART.M.I.6.4 Use technology in a variety of ways in musical performance. ART.M.I.6.5 Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, and eighth notes and rests; in simple meter.</p> <p><b>STANDARD 2 - CREATE:</b> <i>Apply skills and knowledge to create in the arts.</i> ART.M.II.6.1 Improvise tonic accompaniments. ART.M.II.6.2 Embellish a melody of rhythmic pattern in various ways. ART.M.II.6.3 Improvise short melodies consistent in style, meter, and tonality. ART.M.II.6.4 Compose short pieces to communicate ideas and/or stories. ART.M.II.6.5 Demonstrate an understanding of some instrumental and vocal ranges. ART.M.II.6.6 Use a variety of traditional and non-traditional sound sources when composing, arranging, and improvising.</p> <p><b>STANDARD 3 - ANALYZE:</b> <i>Analyze, describe, and evaluate works of art.</i> ART.M.III.6.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology. ART.M.III.6.2 Identify elements of music used in music of diverse genres and styles. ART.M.III.6.3 Demonstrate knowledge of the basic principles of rhythm, simple meter (2/4, ¾, 4/4) and the intervals of a major scale. ART.M.III.6.4 Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self-evaluation when performing and creating. ART.M.III.6.5 Evaluate the quality and effectiveness of one’s own and others’ musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.</p>	<p><b>EQ: “How do people sing and play an instrument successfully”?</b></p> <ul style="list-style-type: none"> <li>I can assemble and disassemble my instrument properly and take the proper steps to clean it and keep it in good repair.</li> <li>I can form a proper embouchure on my mouthpiece and instrument to produce a developing tone.</li> <li>I can place my hands in a proper position on my sticks and/or instrument to create the best possible tone and technique.</li> <li>I can employ appropriate breathing techniques to create a steady tone.</li> <li>I can apply effective practice habits to learn new material.</li> <li>I can develop goals to prepare my music for performance.</li> <li>I can evaluate a new band piece for specific musical elements when sight reading, predict what areas will be most difficult and select the proper steps to perform it accurately the first time.</li> </ul> <p><b>EQ: “What is improvisation and where will the ideas from my composition come”?</b></p> <ul style="list-style-type: none"> <li>I can use my knowledge of musical elements, developing performance skills, and understanding of instrument range to compose and improvise short melodies.</li> <li>I can repeat simple melodies and rhythmic patterns in a call and response setting and choose ways in which to vary them slightly.</li> <li>I can compose and arrange music using a combination of traditional and non-traditional sounds.</li> </ul> <p><b>EQ: “How is music communicated with one another in the ensemble, with the director and to the audience”?</b></p> <ul style="list-style-type: none"> <li>I can identify the notes written in my book and sheet music and play them on my instrument.</li> <li>I can read, sing, and perform accurately with correct rhythms and notes alone, in small groups and in an ensemble setting.</li> <li>I can identify and perform key vocabulary terms, abbreviations and symbols for musical expression.</li> <li>I can identify, describe, and perform musical elements and terminology specific to the pieces we are studying in class.</li> <li>I can perform my music in front of an audience with the ensemble.</li> <li>I can interpret and follow a conductor’s beat pattern.</li> <li>I can describe proper concert etiquette and</li> </ul>	<p>Embouchure Aperture Mouthpiece Ligature Buzz Partials Valves/Keys Tone Quality Posture Diaphragm Treble Clef Bass Clef Staff Ledger Line Bar Line Measure Rhythm Notation Whole note/rest Half note/rest Quarter note/rest Eighth note/rest Dotted-half &amp; quarter note/rest Pick-up notes 16th note/rest Roll &amp; Flam Time signature C, 4/4, ¾, 2/4 Key signature Accidentals Sharp Flat Natural Dynamics Forte Piano Mezzo-forte Mezzo-piano Fortissimo Pianissimo Crescendo Decrescendo Tempo Allegro Largo Adagio Andante Moderato Ritard(ando) Articulation Tongue Slur Tie Staccato Legato Accent</p>	<p>-Successfully perform most of EE 2000 book -Write and record goals for the year -Complete a list of pre-determined objectives through a Band Karate Belt System -Perform alone and in small groups in class -Compose short and simple melodies -Have students teach a family member to play their instrument -Play “Name That Tune” using excerpts from book -Encourage students to lead and conduct ensemble on occasion -Use piano, voice, or other instrument to model tone, rhythm, style and call and response exercises. -Listen to professional recordings our the literature being studied. -Provide pull-out sectional instruction as often as possible. -Record a video clip about why you joined band. -Visit the elementary school and share your musical experiences with prospective band students. -Produce a concert etiquette video. -Create a Word of the Week Wall or WOW Wall for all terms learned in each class.</p>	<p>-Teacher feedback -Peer feedback -In class performance -Written quizzes to test knowledge on instrument assembly and care, note names, fingerings, and key vocabulary, &amp; notation -Writing reflections about progress and performances -Playing tests in class and submitted through video recordings -graded using performance-based rubrics -Public performance at four concerts per year -Student created electronic portfolios</p>	<p>-Posture chairs -Music stands -Instruments -Instrument Supplies ie. reeds, valve oil, slide grease, sticks, mallets, etc. -Beginning Band Book 1 (Essential Elements 2000) -Sheet Music (Grade .5-1) -Piano -Sound System -Digital recording device -Chromebooks -Notation software and other applications for tuning, recording, editing, mixing, sound analysis, &amp; composing -Classroom set of Tuner/Metronomes -Classroom set of clip-on pick-up microphones -Sound Amplification system for instructing large groups efficiently -DVD’s about composers, music history time periods, and various styles of music -CD recordings of professional musicians and ensembles -Projector, screen, and sound equipment for display -Music Flash Cards -Whiteboard &amp; Markers -Pencils, paper, &amp; staff paper -Uniform binders and/or folders for music storage -Classroom posters and bulletin boards for educational and motivational purposes</p>

<p><b>STANDARD 4 - ANALYZE IN CONTEXT:</b>  <i>Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</i>  ART.M.IV.6.1 Identify a repertoire of music from diverse cultures.  ART.M.IV.6.2 Classify by genre a varied body of exemplary musical works.  ART.M.IV.6.3 Compare, in several cultures of the world, the function music serves.  ART.M.IV.6.4 Identify the uses of technology in music.</p> <p><b>STANDARD 5 - ANALYZE AND MAKE CONNECTIONS:</b>  Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts &amp; everyday life.  ART.M.V.6.1 Identify characteristic materials of each art form.  ART.M.V.6.2 List musical elements and fine a connection to at least one other discipline.  ART.M.V.6.3 Identify at least one artistic application of current technology in music.</p>	<p>demonstrate my skills during performances.</p> <p><b>EQ: “What function does music serve in our lives and various parts of the world? How is music in other parts of the world similar &amp; different to the music of our culture”?</b></p> <ul style="list-style-type: none"> <li>• I can perform music from a variety of genres and cultures.</li> <li>• I can identify, classify, and compare music from different genres and diverse cultures.</li> <li>• I can examine what functions music serves in our everyday lives.</li> </ul> <p><b>EQ: “What function does technology serve in music”?</b></p> <ul style="list-style-type: none"> <li>• I can use technology as a practice tool to assess my progress and plan adjustments to improve.</li> <li>• I can use technology to evaluate my own performances as well as the ensembles.</li> <li>• I can identify ways in which professional artists create and perform music using technology.</li> </ul> <p><b>EQ: “How is music similar to other fine arts; and what are the connections between music and math, science, social studies and language arts”?</b></p> <ul style="list-style-type: none"> <li>• I can identify and connect several musical elements to other fine arts subjects.</li> <li>• I can describe connections between music and math, science, social studies &amp; language arts.</li> </ul>	Fermata Breath Mark Phrasing Shape Form Canon/Round Theme/Variation Etude Chorale Repeats 1st/2nd Ending Da Capo Del Segno Fine D.C. & D.S.. al fine Coda D.C. & D.S. al coda Improvisation Composition Arrangement Transposition Melody Harmony Accompaniment Ostinato Dissonance Style/Genre Folk Music/Song Classical Popular Jazz Blues March Waltz Minuet Pitch Intonation Balance Texture Solo Duet Trio Quartet Quintet Chord Tonic Scale (Diatonic) Interval(½ & whole) Octave Arepeggio			
		*Many terms listed here have a correlating abbreviation and/or symbol that should also be taught simultaneously.			

## Band Core Units

**Course Title: Beginning Band**

**Unit Title: Composition**

**Length of Unit: 2 weeks & contiguous during the year.**

**Grade Level: 6th**

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ART.M.V.6.3 Identify at least one artistic application of current technology in music.</p>	<p><b><i>EQ: “How is our culture and are our life experiences reflected in our music making? Where will the ideas from my composition come”? How will my composition affect the listener? How will my composition affect the performer? How can composing music make me a better musician? How can composing music make me a better student”?</i></b></p> <ul style="list-style-type: none"> <li>● I can use my knowledge of musical elements, developing performance skills, and understanding of instrument range to compose and improvise short melodies.</li> <li>● I can repeat simple melodies and rhythmic patterns in a call and response setting and choose ways in which to vary them slightly.</li> <li>● I can compose and arrange music using a combination of traditional, non-traditional, and electronic sounds.</li> <li>● I can organize my thoughts to communicate ideas through composition.</li> <li>● I can use technology and manual notation to create and manipulate my compositions.</li> </ul> <p><b><i>EQ: “What makes a great piece of music literature? How will my composition affect the listener? How will my composition affect the performer? How can composing music make me a better musician? How can composing music make me a better student”?</i></b></p> <ul style="list-style-type: none"> <li>● I can develop criteria about what makes a quality piece of music and evaluate my own composition as well as others.</li> <li>● I can reflect on how music making enhances our lives and the lives of others.</li> </ul> <p><b><i>EQ: “How is composing music similar creating a work in the visual arts, dance and theater”?</i></b></p> <ul style="list-style-type: none"> <li>● I can compare and contrast how composing music is similar to creating works of art in other disciplines.</li> </ul>	<p>Range  Note Stems  Grand Staff  Improvisation  Composition  Transposition  Arrangement  Melody  Harmony  Accompaniment  Ostinato  Dissonance  Texture  Balance  Articulation  Style  Dynamics  Tempo  Metronome Marking  Measure Numbers  Interval  Octave  Key Signature  Accidentals  Form  Introduction  Refrain</p>	<p>-Develop a plan for a composition and/or an arrangement.  -Compose short and simple melodies within the parameters of the grade level.  -Perform or encourage a friend to perform the piece in class or via a recording.  -Gain feedback through criteria based rubrics and make a plan to improve your piece.  -Write a short description of your piece.  -Write a reflection about the composition experience.  -Add the composition to student-created electronic portfolios</p>	<p>-Teacher feedback  -Peer feedback  -In class performance  -Writing reflections about progress and performances  -Evaluation of compositions using criteria based rubrics</p>	<p>-Posture chairs  -Music stands  -Instruments  -Instrument Supplies ie. reeds, valve oil, slide grease, sticks, mallets, etc.  -Piano  -Sound System  -Digital recording device  -Chromebooks  -Notation software and other applications for tuning, recording, editing, mixing, sound analysis, &amp; composing  -Sound Amplification system for instructing large groups efficiently  -Projector, screen, and sound equipment for display  -Whiteboard &amp; Markers  -Pencils, paper, &amp; staff paper</p>
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