

GRADE LEVEL: SIXTH--EIGHTH

SUBJECT: BEGINNING BAND

DATE: 2017-2018

GRADING PERIOD: QUARTER 1

MASTER COPY 2-27-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERFORMING MUSIC</b>					
<b>Playing an Instrument Alone and With Others</b> <ul style="list-style-type: none"><li>• Posture</li><li>• Tone</li><li>• Intonation</li><li>• Breath support</li><li>• Hand position</li></ul>	<b>6.2.1</b> Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.	<ul style="list-style-type: none"><li>• Play with correct posture.</li><li>• Play with correct tone quality.</li><li>• Play with correct accurate tuning.</li><li>• Play with correct intonation.</li><li>• Play with correct, good breath.</li><li>• Play with correct hand position.</li></ul>	<ul style="list-style-type: none"><li>• Teacher Observation</li><li>• Rhythm Quiz 1</li><li>• Performing tests</li><li>• Written lists</li></ul>	<ul style="list-style-type: none"><li>• Correct Posture</li><li>• Tone Quality</li><li>• Intonation</li><li>• Breath support</li><li>• Hand position</li></ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<p><b>Band instruments</b></p> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Dynamic Contrast</li> <li>• Technique</li> <li>• Style</li> </ul>	<p><b>6.2.2</b> Accompany selected authentic instruments with expression, dynamic contrast, and appropriate technique and style.</p>	<ul style="list-style-type: none"> <li>• Accompany selected authentic BAND instruments with expression.</li> <li>• Accompany selected BAND instruments with dynamic contrast.</li> <li>• Accompany selected BAND instruments with appropriate technique.</li> <li>• Accompany selected BAND instruments with style.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance tests</li> </ul>		<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> <li>• Expression</li> </ul>	<p><b>6.2.3</b> Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.</p>	<ul style="list-style-type: none"> <li>• Play musical selections with accurate pitch.</li> <li>• Play musical selection with appropriate articulation.</li> <li>• Play musical selections with rhythm.</li> <li>• Play musical selection with appropriate tempo.</li> <li>• Play musical selections with appropriate dynamics.</li> <li>• Play musical selections with balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Performing tests</li> <li>• Written lists</li> <li>• Performing exams</li> </ul>	<ul style="list-style-type: none"> <li>• Tone Quality</li> <li>• Technique</li> <li>• Accurate Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> </ul>	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Repertoire <ul style="list-style-type: none"> <li>– Solo</li> <li>– Large Ensemble</li> <li>– Small Ensemble</li> </ul> </li> </ul>	<b>6.2.4</b> Play an appropriate variety of repertoire, independently and in large and small ensembles.	<ul style="list-style-type: none"> <li>• Play an appropriate variety of repertoire independently.</li> <li>• Play an appropriate variety of repertoire in large ensembles.</li> <li>• Play an appropriate variety of repertoire in small ensembles.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Performing tests</li> <li>• Written lists</li> <li>• Performing exams</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Conductor directions</li> </ul>	<b>6.2.5</b> Follow the directions of a conductor.	<ul style="list-style-type: none"> <li>• Follow the directions of a conductor.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Instrument Cohesion</li> </ul>	<b>6.2.6</b> Maintain an independent part on an instrument in a group while following the cues of a conductor	<ul style="list-style-type: none"> <li>• Maintain an independent part on an instrument in a group while following the cues of a conductor.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing tests</li> <li>• Performing exams</li> </ul>		IMPORTANT
<b>Creating Music</b> <ul style="list-style-type: none"> <li>• rhythmic solos</li> </ul>	<b>6.3.1</b> Create improvised rhythmic solos on a single pitch.	<ul style="list-style-type: none"> <li>• Create improvised rhythmic solos on a single pitch.</li> </ul>			IMPORTANT
	<b>6.3.2</b> Create improvised melodies within a limited note range.	<ul style="list-style-type: none"> <li>• Create improvised melodies within a limited note range.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>Composing and arranging music within specified guidelines</li> </ul>	<p><b>6.4.1</b> Independently create simple practice exercises to improve technique and tone production.</p>	<ul style="list-style-type: none"> <li>Create simple practice exercises to improve technique.</li> <li>Create simple practice exercises to improve tone production.</li> </ul>	<ul style="list-style-type: none"> <li>Performing tests</li> <li>Playing exams</li> </ul>	<ul style="list-style-type: none"> <li>Tone Quality</li> <li>Technique</li> <li>Accurate Pitch</li> <li>Rhythm</li> <li>Articulation</li> <li>Tempo</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Melodic Patterns</li> </ul>	<p><b>6.4.2</b> Compose and notate short melodic patterns for individual instruments within established guidelines.</p>	<ul style="list-style-type: none"> <li>Compose short melodic patterns for individual instruments within established guidelines.</li> <li>Notate short melodic patterns for individual instruments within established guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Quizzes</li> <li>Performing tests</li> </ul>	<ul style="list-style-type: none"> <li>Tone Quality</li> <li>Technique</li> <li>Accurate Pitch</li> </ul>	IMPORTANT

GRADE LEVEL: SIXTH--EIGHTH

SUBJECT: BEGINNING BAND

DATE: 2017-2018

GRADING PERIOD: QUARTER 2

MASTER COPY 3-15-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>RESPONDING TO MUSIC</b>					
<b>Reading, notating, and interpreting music</b> <ul style="list-style-type: none"> <li>• Clefs</li> <li>• Keys</li> </ul>	<b>6.5.2</b> Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	<ul style="list-style-type: none"> <li>• Sight-read music written in appropriate clefs using a consistent method.</li> <li>• Sight-read music written in appropriate major keys using a consistent method.             <ul style="list-style-type: none"> <li>– Duple meter</li> <li>– Triple meter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform music</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Meters</li> <li>• Clefs</li> <li>• Keys</li> <li>• Expressive markings</li> <li>• Conductor</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Musical Symbols</li> </ul>	<b>6.5.3</b> Identify and apply musical symbols found in scores.	<ul style="list-style-type: none"> <li>• Identify musical symbols.</li> <li>• Apply musical symbols found in scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform music on instrument</li> <li>• Teacher Observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Non-standard Notation</li> </ul>	<p><b>6.5.4</b> Interpret and perform examples of non-standard notation in scores.</p>	<ul style="list-style-type: none"> <li>• Interpret examples of non-standard notation in scores.</li> <li>• Perform examples of non-standard notation in scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform music on instrument</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Notation <ul style="list-style-type: none"> <li>– Percussion</li> <li>– String</li> <li>– Brass</li> <li>– Woodwind</li> </ul> </li> </ul>	IMPORTANT
<p><b>Listening to, analyzing, and describing music</b></p>	<p><b>6.6.1</b> Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre</p>	<ul style="list-style-type: none"> <li>• Listen to recordings of instrumental ensembles playing appropriate repertoire.</li> <li>• Identify instrumentation, and basic musical form, style, and genre.</li> <li>• Describe instrumentation, and basic musical form, style, and genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform music on instrument</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Style</li> <li>• Ability</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Instrumental Parts</li> </ul>	<p><b>6.6.2</b> Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</p>	<ul style="list-style-type: none"> <li>Listen to the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</li> <li>Describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Perform music on instrument</li> <li>Teacher Observation</li> <li>Written Responses</li> </ul>	<ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Ability</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Musical Elements</li> </ul>	<p><b>6.6.3</b> Identify musical elements in repertoire being studied that may convey a particular emotion or mood.</p>	<ul style="list-style-type: none"> <li>Identify musical elements in repertoire being studied that may convey a particular emotion</li> <li>Identify musical elements in repertoire being studied that may convey a particular mood.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Evaluating music and music performances</b>	<b>6.7.1</b> Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	<ul style="list-style-type: none"> <li>• Use appropriate musical terminology in establishing criteria for a rubric for a performance</li> <li>• Use appropriate musical terms in creating a rubric for a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation</li> <li>• Articulation</li> <li>• Dynamics</li> <li>• Note accuracy</li> <li>• Rhythm accuracy</li> <li>• Interpretation</li> <li>• Emotional involvement</li> <li>• Other factors</li> <li>• Musicality</li> </ul>	CRITICAL
	<b>6.7.2</b> Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.	<ul style="list-style-type: none"> <li>• Students will listen to live recordings</li> <li>• Student will be able to evaluate these performances</li> <li>• Students will apply standards to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<b>6.7.3</b> Apply established criteria to evaluate performances of own ensemble.	<ul style="list-style-type: none"><li>• Student will be able to evaluate their own performance.</li></ul>	<ul style="list-style-type: none"><li>• Established Rubrics</li></ul>	<ul style="list-style-type: none"><li>• “WHAT” criteria</li><li>• “HOW” criteria</li><li>• Provide examples of other Rubrics used in other corporations</li></ul>	CRITICAL

GRADE LEVEL: SIXTH--EIGHTH

SUBJECT: BEGINNING BAND

DATE: 2017-2018

GRADING PERIOD: QUARTER 3

MASTER COPY 3-15-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>RESPONDING TO MUSIC</b>					
<b>Reading, notating, and interpreting music</b> <ul style="list-style-type: none"> <li>• Clefs</li> <li>• Keys</li> </ul>	<b>6.5.2</b> Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	<ul style="list-style-type: none"> <li>• Sight-read music written in appropriate clefs using a consistent method.</li> <li>• Sight-read music written in appropriate major keys using a consistent method.             <ul style="list-style-type: none"> <li>– Duple meter</li> <li>– Triple meter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform music</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Meters</li> <li>• Clefs</li> <li>• Keys</li> <li>• Expressive markings</li> <li>• Conductor</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Musical Symbols</li> </ul>	<b>6.5.3</b> Identify and apply musical symbols found in scores.	<ul style="list-style-type: none"> <li>• Identify musical symbols found in scores.</li> <li>• Apply musical symbols found in scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform music on instrument</li> <li>• Teacher Observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Non-standard Notation</li> </ul>	<p><b>6.5.4</b> Interpret and perform examples of non-standard notation in scores.</p>	<ul style="list-style-type: none"> <li>Interpret examples of non-standard notation in scores.</li> <li>Perform examples of non-standard notation in scores.</li> </ul>	<ul style="list-style-type: none"> <li>Perform music on instrument</li> <li>Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>Notation               <ul style="list-style-type: none"> <li>Percussion</li> <li>String</li> <li>Brass</li> <li>Woodwind</li> </ul> </li> </ul>	IMPORTANT
<p><b>Listening to, analyzing, and describing music</b></p>	<p><b>6.6.1</b> Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre</p>	<ul style="list-style-type: none"> <li>Listen to recordings of instrumental ensembles playing appropriate repertoire.</li> <li>Identify instrumentation, and basic musical form, style, and genre.</li> <li>Describe instrumentation, and basic musical form, style, and genre.</li> </ul>	<ul style="list-style-type: none"> <li>Perform music on instrument</li> <li>Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Ability</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Instrumental Parts</li> </ul>	<p><b>6.6.2</b> Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</p>	<ul style="list-style-type: none"> <li>Listen to the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</li> <li>Describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Perform music on instrument</li> <li>Teacher Observation</li> <li>Written Responses</li> </ul>	<ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Ability</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Musical Elements</li> </ul>	<p><b>6.6.3</b> Identify musical elements in repertoire being studied that may convey a particular emotion or mood.</p>	<ul style="list-style-type: none"> <li>Identify musical elements in repertoire being studied that may convey a particular emotion</li> <li>Identify musical elements in repertoire being studied that may convey a particular mood.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Evaluating music and music performances</b>	<b>6.7.1</b> Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	<ul style="list-style-type: none"> <li>• Use appropriate musical terminology in establishing criteria for a rubric for a performance.</li> <li>• Use appropriate musical terms in creating a rubric for a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation</li> <li>• Articulation</li> <li>• Dynamics</li> <li>• Note accuracy</li> <li>• Rhythm accuracy</li> <li>• Interpretation</li> <li>• Emotional involvement</li> <li>• Other factors</li> <li>• Musicality</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Recordings</li> <li>• Live Performances</li> </ul>	<b>6.7.2</b> Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.	<ul style="list-style-type: none"> <li>• Listen to recordings of instrumental ensembles playing appropriate repertoire.</li> <li>• Listen to live performances of instrumental ensembles playing appropriate repertoire.</li> <li>• Apply established criteria to evaluate the performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p><b>6.7.3</b> Apply established criteria to evaluate performances of own ensemble.</p>	<ul style="list-style-type: none"> <li>• Student will be able to evaluate their own performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Established Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• “WHAT” criteria</li> <li>• “HOW” criteria</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>PERFORMING MUSIC</b>					
<b>Band instruments</b> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Dynamic Contrast</li> <li>• Technique</li> <li>• Style</li> </ul>	<b>6.2.2</b> Accompany selected authentic instruments with expression, dynamic contrast, and appropriate technique and style.	<ul style="list-style-type: none"> <li>• Accompany selected authentic BAND instruments with expression.</li> <li>• Accompany selected BAND instruments with dynamic contrast.</li> <li>• Accompany selected BAND instruments with appropriate technique.</li> <li>• Accompany selected BAND instruments with style.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance tests</li> </ul>		<b>IMPORTANT</b>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> <li>• Expression</li> </ul>	<p><b>6.2.3</b> Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.</p>	<ul style="list-style-type: none"> <li>• Play musical selections with accurate pitch.</li> <li>• Play musical selection with appropriate articulation.</li> <li>• Play musical selections with rhythm.</li> <li>• Play musical selection with appropriate tempo.</li> <li>• Play musical selections with appropriate dynamics.</li> <li>• Play musical selections with balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Performing tests</li> <li>• Written lists</li> <li>• Performing exams</li> </ul>	<ul style="list-style-type: none"> <li>• Tone Quality</li> <li>• Technique</li> <li>• Accurate Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> </ul>	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Mathematical Concepts</li> </ul>	<p><b>6.8.1</b> Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.</p>	<ul style="list-style-type: none"> <li>Understand relationships within music.</li> <li>Understand relationships within the other arts and disciplines outside the arts.</li> <li>Apply understanding and skills from other disciplines to performance of instrumental repertoire</li> </ul>	<ul style="list-style-type: none"> <li>Perform music</li> <li>Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>Genre</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Written Response</li> </ul>	<p><b>6.8.2</b> Keep a journal of written responses to musical examples heard in class.</p>	<ul style="list-style-type: none"> <li>Keep a journal of written responses to musical examples heard in class.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to music for student's instrument</li> <li>Teacher feedback</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>RESPONDING TO MUSIC</b>					
<ul style="list-style-type: none"> <li>• Body Posture</li> <li>• Body Technique</li> </ul>	<p><b>6.8.3</b> Understand the physiological basis for good playing posture and technique.</p>	<ul style="list-style-type: none"> <li>• Understand good playing posture</li> <li>• Understand good playing technique</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Posture               <ul style="list-style-type: none"> <li>– Proper</li> <li>– Improper</li> </ul> </li> <li>• Breath Support</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Physical Properties of Sound</li> </ul>	<p><b>6.8.4</b> Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.</p>	<ul style="list-style-type: none"> <li>• Understand the physical properties of sound as they relate to specific instrument families.               <ul style="list-style-type: none"> <li>– Frequency</li> <li>– Amplitude</li> <li>– Wavelength</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Frequency</li> <li>• Amplitude</li> <li>• Wavelengths</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Life Skills</li> </ul>	<p><b>6.8.5</b> Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> <li>Identify life skills developed in music studies that transfer to other disciplines and contexts.</li> <li>Identify life skills developed in activities that transfer to other disciplines and contexts.                             <ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> </ul> </li> <li>Respect the transfer of disciplines and</li> </ul>		<ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> <li>Respect</li> </ul>	<p>IMPORTANT</p>

GRADE LEVEL: SIXTH

SUBJECT: BEGINNING BAND

DATE: 2017-2018

GRADING PERIOD: QUARTER 4

MASTER COPY 4-5-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>PERFORMING MUSIC</b>					
<b>Playing an Instrument Alone and With Others</b> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Tone</li> <li>• Intonation</li> <li>• Breath support</li> <li>• Hand position</li> </ul>	<b>6.2.1</b> Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.	<ul style="list-style-type: none"> <li>• Explain correct posture, tone quality, intonation, breath support, hand position.</li> <li>• Demonstrate correct posture, tone quality, intonation, breath support, hand position.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance Test</li> </ul>	<ul style="list-style-type: none"> <li>• Posture</li> <li>• Tone</li> <li>• Intonation</li> <li>• Breath support</li> <li>• Hand position</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> <li>• Expression</li> </ul>	<b>6.2.3</b> Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.	<ul style="list-style-type: none"> <li>• Explain how to produce accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.</li> <li>• Implement the production of pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quiz</li> <li>• Performance Test</li> <li>• Written lists</li> <li>• Performing Exam</li> <li>• Rhythm Quiz 1</li> </ul>	<ul style="list-style-type: none"> <li>• Technique</li> <li>• Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>RESPONDING TO MUSIC</b>					
<b>Reading, notating, and interpreting music in student part/director score</b>	<b>6.5.2</b> Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	<ul style="list-style-type: none"> <li>• Sight-read music written in appropriate clefs using a consistent method.</li> <li>• Sight-read music written in appropriate major keys using a consistent method.               <ul style="list-style-type: none"> <li>– Duple meter</li> <li>– Triple meter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Performance Test</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Meters</li> <li>• Clefs</li> <li>• Keys</li> <li>• Expressive markings</li> <li>• Conductor</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Music Symbols</li> <li>• Music Scores</li> </ul>	<b>6.5.3</b> Identify and apply musical symbols found in scores.	<ul style="list-style-type: none"> <li>• Identify musical symbols found in scores.</li> <li>• Apply musical symbols found in scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Performance</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Evaluating music and music performances</b> <ul style="list-style-type: none"> <li>• Terminology</li> <li>• Rubric Creation</li> </ul>	<b>6.7.1</b> Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	<ul style="list-style-type: none"> <li>• Use appropriate musical terminology in establishing criteria for assessment</li> <li>• Create a rubric to be used in evaluating the quality of instrumental performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• “WHAT” criteria</li> <li>• “HOW” criteria</li> <li>• Rubric</li> </ul>	IMPORTANT
	<b>6.7.3</b> Apply established criteria to evaluate performances of own ensemble.	<ul style="list-style-type: none"> <li>• Apply established criteria to evaluate performances of own ensemble.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>CREATING MUSIC</b>					
<b>Composing and arranging music within specified Guidelines.</b>	<b>6.4.1</b> Independently create simple practice exercises to improve technique and tone production.	<ul style="list-style-type: none"> <li>• Independently create simple practice exercises to improve technique.</li> <li>• Independently create simple practice exercises to improve tone production.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Test</li> <li>• Playing Exam</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>RESPONDING TO MUSIC:</b>					
<b>Understanding relationships between music, the other arts, and disciplines outside the arts</b> <ul style="list-style-type: none"> <li>• Math Concepts</li> <li>• Rhythms</li> <li>• Repertoire</li> </ul>	<b>6.8.1</b> Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.	<ul style="list-style-type: none"> <li>• Apply mathematical concepts to the understanding of rhythms</li> <li>• Apply mathematical concepts to the understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Student Performance</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer</li> </ul>	IMPORTANT
	<b>6.8.2</b> Keep a journal of written responses to musical examples heard in class.	<ul style="list-style-type: none"> <li>• Keep a journal of written responses to musical examples heard in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Mood</li> <li>• Tonality</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Posture</li> <li>• Technique</li> </ul>	<b>6.8.3</b> Understand the physiological basis for good playing posture and technique.	<ul style="list-style-type: none"> <li>• Understand the physiological basis for good playing posture</li> <li>• Understand the physiological basis for good technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Teacher Observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Frequency</li> <li>• Amplitude,</li> <li>• Wavelength</li> </ul>	<p><b>6.8.4</b> Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.</p>	<ul style="list-style-type: none"> <li>• Understand the physical properties of sound frequency as they relate to specific instrument families.</li> <li>• Understand the physical properties of sound amplitude as they relate to specific instrument families.</li> <li>• Understand the physical properties of sound wavelength as they relate to specific instrument families.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Written lists</li> <li>• Performing Exam</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Effort,</li> <li>• Perseverance,</li> <li>• Respect</li> </ul>	<p><b>6.8.5</b> Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p>	<ul style="list-style-type: none"> <li>• Identify life skills developed in music studies.</li> <li>• Identify life skills developed in music activities.               <ul style="list-style-type: none"> <li>– Cooperation</li> <li>– Effort</li> <li>– Perseverance</li> <li>– Respect that transfer to other disciplines</li> <li>– Respect that transfer to other contexts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Teacher Observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>RESPONDING TO MUSIC:</b>					
<b>Understanding music in relation to history and culture. Students investigate the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental</b>	<b>6.9.1</b> Explore the genre, style, composer, and historical background of repertoire being studied.	<ul style="list-style-type: none"> <li>• Explore repertoire being studied. <ul style="list-style-type: none"> <li>– Genre</li> <li>– Style</li> <li>– Composer</li> <li>– Background</li> <li>– Culture</li> </ul> </li> <li>• Understand repertoire being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Quiz</li> <li>• Music Rubric</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Traditions <ul style="list-style-type: none"> <li>– Cultural</li> <li>– Historic</li> </ul> </li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Cultural Origin</li> <li>• Evolution Origin</li> </ul>	<b>6.9.2</b> Investigate the cultural origin and evolution of specific instruments.	<ul style="list-style-type: none"> <li>• Investigate cultural origin of specific instrument.</li> <li>• Investigate evolution of specific instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>		IMPORTANT
	<b>6.9.3</b> Perform instrumental repertoire in an authentic style that reflects the origin of the music	<ul style="list-style-type: none"> <li>• Perform music in authentic style.</li> </ul>	<ul style="list-style-type: none"> <li>• Music rubric</li> <li>• Teacher Observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"><li>• Community Ensembles</li><li>• Ensemble Opportunities</li></ul>	<b>6.9.4</b> Discuss the roles of various instrumental ensembles in the community and opportunities for participation.	<ul style="list-style-type: none"><li>• Discuss the roles of various instrumental ensembles in the community.</li><li>• Discuss the opportunities for participation.</li></ul>	<ul style="list-style-type: none"><li>• Discussion</li><li>• Teacher Observation</li></ul>		IMPORTANT