

COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Ensemble Techniques	

NATIONAL STANDARDS: <ol style="list-style-type: none"> 2. Performing on Instruments, alone and with others a varied repertoire of music. 5. Reading and notating music.
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STATE STANDARDS: <ol style="list-style-type: none"> 9.1 Production, Performance, and Exhibition of Music 9.3 Critical Response

UNIT OBJECTIVES – SWBAT: <ol style="list-style-type: none"> 1. Count or play rhythms with a steady beat while tapping their foot. 2. Demonstrate proper posture. 3. Watch and follow the conductor while playing in 2 / 4, 3 / 4, and 4 / 4, also responding to conductor gestures, crescendo and decrescendo. 4. Perform group warm-ups. 5. Make the proper adjustments to their instrument to ensure correct intonation.
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ACTIVITIES: <ol style="list-style-type: none"> 1. Model – Conducting patterns 2. Repetition of activities at home 3. Demonstration of tuning techniques. 4. Each section performs as a group. 5. Warm up procedures. RESOURCES: <p>Essential Elements 2000 Book 1 Band Music Digital Tuner Scale Sheet</p>	ASSESSMENTS: <ol style="list-style-type: none"> 1. Members of group critique section performing. 2. Student self-assessment REMEDIATION/MODIFICATION: <p>Differentiate and modify assignment as per student needs.</p> <p>Group lessons and sectionals</p> ENRICHMENT: <p>Introduce the concepts of 6/8 + cut time signatures.</p>
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COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Terminology & Symbols	

NATIONAL STANDARDS: 2. Performing on Instruments, alone and with others a varied repertoire of music. 5. Reading and notating music
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STATE STANDARDS: 9.1 Production, Performance, and Exhibition of Music 9.3 Critical Response
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UNIT OBJECTIVES – SWBAT: 1. Recognize and perform from the following musical terms: Articulations: tenuto and marcato Dynamics: ff, mp, pp Tempo: Vivace, Largo Forms and Phrasing: Da Capo, Dal Segno, Coda, Measure Repeats, ABA Form

ACTIVITIES: 1. Teacher modeling 2. Repetition of activities at home 3. Rehearsal to perform contrasting dynamics. 4. Ensemble will recognize contrasting dynamic levels. 5. Rhythm Studies and Activities RESOURCES: Conductor CD Accompaniment Live Performance	ASSESSMENTS: 1. Student critical listening 2. Quizzes 3. Playing Tests REMEDIATION/MODIFICATION: 1. Differentiate and modify assignment as per student needs. 2. Repetition of activities at rehearsals. 3. Play along with CDs at home. ENRICHMENT: Listening to live and recorded music.
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COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Evaluating Music	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 2. Performing on Instruments, alone and with others a varied repertoire of music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 9. Understanding music in relation to history and culture.

<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Production, Performance, and Exhibition of Music 9.2 Historical and Cultural Contexts 9.3 Critical Response
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<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> 1. Evaluate balance/blend, rhythmic accuracy, ensemble pulse, dynamics, phrasing and articulation while performing. 2. Recognize styles from various cultures.
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Listen to and evaluate individual student and group performances. 2. Teacher modeling. 3. Repetition of activities at home. <p>RESOURCES:</p> <p>Essential Elements Book 1 Band Music</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Teacher directed questioning. 2. Teacher observation of student performance. 3. Student evaluation of peers. <p>REMEDIATION/MODIFICATION:</p> <ol style="list-style-type: none"> 1. Differentiate and modify assignment as per student needs. 2. Section rehearsals. <p>ENRICHMENT:</p> <p>Exchange Concerts</p>
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COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Repertoire	

<p>NATIONAL STANDARDS:</p> <ol style="list-style-type: none"> 2. Performing on Instruments, alone and with others a varied repertoire of music. 5. Reading and notating music 7. Evaluating music and music performances 9. Understanding music in relation to history and culture.
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<p>STATE STANDARDS:</p> <ol style="list-style-type: none"> 9.1 Production, Performance, and Exhibition of Music 9.2 Historical and cultural contexts. 9.3 Critical Response

<p>UNIT OBJECTIVES – SWBAT:</p> <ol style="list-style-type: none"> 1. Perform with technical accuracy a varied repertoire of band literature with “very easy,” “easy”, and Grade I levels of difficulty. 2. Perform music representing diverse genres, cultures, and historical periods with expression and style appropriate for the work being performed.
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<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Concerts 2. Band rehearsals 3. Warm-ups 4. Listening to CDs 5. Performing familiar melodies <p>RESOURCES:</p> <p>Essential Elements Book 1</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Teacher observation of student performance. 2. Group critique 3. Playing test – must meet minimum proficiencies for admittance. 4. Essential Elements <p>REMEDIATION/MODIFICATION:</p> <ol style="list-style-type: none"> 1. Differentiate and modify assignment as per student needs. <p>ENRICHMENT:</p> <p>Exchange Concerts Small Ensembles</p>
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COURSE: Band	GRADE(S): Level II (Grade 6)
UNIT: Performance Etiquette	

NATIONAL STANDARDS:
6. Listening to, analyzing, and describing music.

STATE STANDARDS:
9.1 Production, Performance, and Exhibition of Music
9.3 Critical Response

UNIT OBJECTIVES – SWBAT:

1. Perform in all scheduled concerts
2. Perform with correct playing posture and foot tap.
3. Demonstrate correct resting and playing positions.
4. Respond appropriately to teacher directed activity.
5. Raise and lower instruments as a group in response to the conductor's gestures.

<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Practice standing and sitting for acknowledgement. 2. Practice raising and lowering instruments. 3. Discussion of proper audience etiquette prior to concert. <p>RESOURCES:</p> <ol style="list-style-type: none"> 1. Performance etiquette message in program. 2. Letter home to parents. 	<p>ASSESSMENTS:</p> <p>REMEDIATION/MODIFICATION:</p> <ol style="list-style-type: none"> 1. Reinforcement of skills. 2. In the absence of a scheduled performance, students will be required to complete an alternative assignment at the discretion of the teacher. <p>ENRICHMENT:</p> <p>Attend outside concerts.</p>
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