

NORTH MAC MIDDLE SCHOOL
CURRICULUM GUIDE

Teacher-Keith Fatheree

Grade Level-6th grade

Course-Band

Course Aims-Students will be introduced to the skills, principles and theories of beginning band.

Course Description- The focus of 6th grade band we will be producing an appropriate tone, articulations, fingerings, sticking, dynamics, major scales, rhythm, staff symbols and notes . This will be accomplished through use of the band method book. Students will be expected to practice not only in class but at home as well. The students will be given exercises from their book to perform for a letter grade as per the beginning band performance rubric.

Textbook:

Title: Standard of Excellence, Book 1

Author: Bruce Pearson

Publisher: Neil A. Kjos Music Co.

Assessment

Students may earn 10 daily participation points. Students will receive 0 daily participation points if they did not bring their instrument to school. The exception will be for those days that the instrument is being repaired. In that case a note must be brought from their parent. Playing exams will be take place often. Please see the performance rubric.

Example

- Daily Participation Points
- Performance Assessment

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QUARTER: First

COURSE: 6th Grade Band

| <i>Content</i> | <i>Assessment</i> | <i>Standards</i> | <i>Common Core</i> | <i>Essential Questions</i> |
|---|---|---|--------------------|---|
| Treble and Bass Clef Notation Assembly of Instrument Care & Maintenance of Instrument Posture Carriage Breathing Embouchure Articulation Note Names Staff Symbols <ul style="list-style-type: none"> • Clef • Repeat Sign • Fermata Rhythm <ul style="list-style-type: none"> • Whole Notes/Rests • Half Notes/Rests • Quarter Notes/Rests Expressive Qualities <ul style="list-style-type: none"> • Piano • Forte | Informal daily evaluation of individual playing Formal weekly evaluation of individual playing Daily Participation Periodic worksheets | 25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). 26.A.3c Music: Describe the processes involved in composing, conducting and performing. 26.A.3d Music: Read and interpret traditional music notation in a varied repertoire. | | <ol style="list-style-type: none"> 1. <i>What are the fundamental concepts and skills necessary for playing a wind or percussion instrument?</i> 2. <i>How do I put my instrument together?</i> 3. <i>What are the names of the different parts of my instrument?</i> 4. <i>What are the names of the notes and how do I play them?</i> 5. <i>What is the correct method to hold my instrument?</i> 6. <i>What is the correct method to hold my drumsticks/mallets?</i> 7. <i>How do I know how long to play a note?</i> |

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| <ul style="list-style-type: none"> • Crescendo • Diminuendo <p>Rehearsal (classroom) procedures and technique</p> <p>Practice (at home) procedures and technique</p> <p>Balance and blend</p> | | | |
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QUARTER: _____ Second _____

COURSE: _____ 6th Grade Band _____

| <i>Content</i> | <i>Assessment</i> | <i>Standards</i> | <i>Common Core</i> | <i>Essential Questions</i> |
|---|---|--|--------------------|--|
| Breath Support Scale Intervals Chromatic Scale Clarinet Break Warming Up Leger Lines Staff Symbols <ul style="list-style-type: none"> • 1st and 2nd Endings Rhythm <ul style="list-style-type: none"> • Continuation • Dotted Half Notes • Tie • Eighth Notes/Rests Warm Ups Expressive Qualities <ul style="list-style-type: none"> • Continuation • Accent | Informal daily evaluation of individual playing Formal weekly evaluation of individual playing Daily Participation Periodic worksheets | 25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). 26.A.3c Music: Describe the processes involved in | | <ol style="list-style-type: none"> 1. What is a scale? 2. What are intervals and why do I need to understand them? 3. What is a chromatic scale? 4. How will learning to play a chromatic scale benefit me as a musician? 5. What is the clarinet break? 6. What do I need to practice to better move above and below the break? 7. What is the importance of warming up? 8. What are leger lines used for? 9. Why are expressive |

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| <ul style="list-style-type: none"> • Slur | | <p>composing, conducting and per- forming. 26.A.3d Music: Read and interpret traditional music notation in a varied repertoire.</p> | <p>qualities important to a musician and/or audience member?</p> |
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QUARTER: Third

COURSE: 6th Grade Band

| <i>Content</i> | <i>Assessment</i> | <i>Standards</i> | <i>Common Core</i> | <i>Essential Questions</i> |
|---|--|------------------|--------------------|--|
| <p>Solo/Ensemble Accompanying Contest Etiquette Key Signature Major (do-based) Minor (la-based) Rhythm</p> <ul style="list-style-type: none"> • Dotted Quarter Notes • Sixteenth Notes/Rests <p>Expressive Qualities</p> <ul style="list-style-type: none"> • Mezzo Piano • Mezzo Forte • Pianissimo • Fortissimo • Phrase | <p>Informal daily evaluation of individual playing</p> <p>Formal weekly evaluation of individual playing</p> <p>Daily Participation</p> <p>Periodic worksheets</p> | | | <ol style="list-style-type: none"> 1. What is a solo and what must I do to prepare one? 2. What is an ensemble and what must I do to prepare one? 3. What is appropriate solo/ensemble contest etiquette? 4. What is appropriate solo/ensemble contest attire? 5. What is accompaniment? 6. What is the difference between major and minor? 7. How do I know if the piece I am playing is in a major key signature or a |

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|--|--|--|--|----------------------|
| | | | | minor key signature? |
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QUARTER: Fourth

COURSE: 6th Grade Band

| <i>Content</i> | <i>Assessment</i> | <i>Standards</i> | <i>Common Core</i> | <i>Essential Questions</i> |
|--|---|---|--------------------|---|
| Grade 1 to 2 Band Music Concert Etiquette Audience Etiquette | Informal daily evaluation of individual playing Formal weekly evaluation of individual playing Daily Participation Periodic worksheets | 25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). 26.A.3c Music: Describe the processes involved in composing, conducting and performing. 26.A.3d Music: Read and interpret traditional music notation in a varied repertoire. | | <ol style="list-style-type: none"> 1. How does a band prepare for a concert? 2. What is appropriate band member etiquette for a concert? 3. What is appropriate band member attire for a concert? 4. What is appropriate audience etiquette? 5. What is appropriate band member etiquette? |

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