

Grade 6 Band Curriculum Maps

[Unit of Study: Grade 6 Band Overview](#)

Grade: 6 Subject: Band	Unit of Study: Grade 6 Band Overview
Big Idea/Rationale	<ul style="list-style-type: none"> • Dynamics • Rhythms • Time signatures • Intonation • Tone production • Balance and blend • Steady beat and tempo keeping • Expression – phrasing, breathing • Articulation • Interpreting a conductor’s gestures
Enduring Understandings	<ul style="list-style-type: none"> • Perform rhythms – whole, half, quarter, eighth, sixteenth (and in combination with eighth notes), and 1-beat triplets • Scales up to 3 flats (on your instrument), chromatic encompassing current range of instrument • Performing all of the markings on the page • Perform in the appropriate style – march, waltz, legato, etc. • Identify some personal technical challenges and develop a practice plan • Performing alone, as part of a duet, and with the whole ensemble
Essential Questions	<ul style="list-style-type: none"> • Am I playing in tune with my section and with the band? How can I fix it? • How do I translate the markings on the page into an auditory effect? • How does my part fit in with the band as a whole? Do I have the melody? • What key is my music in? • Am I playing with my best tone possible? • How do I count this rhythm? Am I able to play it accurately as well?
Content (Subject Matter)	<ul style="list-style-type: none"> • A variety of selections from Standard of Excellence Book 2 • Band music of an approximate grade 2 level
Standards	<ul style="list-style-type: none"> • 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. • 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. • 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. • 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events

	<p>that are chronicled in the histories of diverse cultures.</p> <ul style="list-style-type: none"> • 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. • 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation • 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. • 1.3.8.B.3. Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. • 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. • 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art • 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. • 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. • 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. • 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. • 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. • 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art
Materials/Resources	<p>Fingering charts Band music Online metronome for at home practice</p>
Notes	<p>Repertoire dictates which concepts are covered, however by the end of grade 6, all students will have accomplished everything in the map.</p>