

## Sixth-grade band

### Goal 25A

Big idea: Know and identify each instrument by its timbre

Essential question: What makes each instrument's sound unique?

Concept: Recognizes and identifies the elements of band, e.g. mechanics of playing; tone production; rhythm; articulation; and tone qualities of each instrument

Skills: Demonstrates appropriate articulation or sticking; identifies and knows each instrument's timbre; knows the values of whole notes, half notes, quarter notes, and eighth notes and the corresponding rests in 2/4, 3/4, and 4/4.

Lesson: Introduction to the instrument, either through pull-out lessons or a similar setting, covering initial tone production, basic fingerings, breath support, proper playing posture and articulation; sticking.

Activities: Long-tone and simple articulation exercises; listening activities, both in class and assigned for homework focusing on selections featuring solo instruments.

Assessment: Individual playing test with rubric, listening quizzes assessing correct tone production as well as identifying each instrument aurally

Essential vocabulary: articulation, slurring, breath support, whole note, half note, quarter note, eighth note, and their corresponding rests.

"I can" statement: I can distinguish between each instrument by properly identifying its sound.

### Goal 26A

Big idea: Demonstrate an understanding of the mechanics of instrumental music production

Essential question: How should I practice in order to make the best tone possible?

Concept: Demonstrates an understanding of the mechanics of instrumental music production, e.g. tone production

Skills: Keeps practice records or demonstrates proficiency in practice via weekly playing tests.

Lesson: Teach, describe, and demonstrate what proper practicing technique is.

Activities: Show a video of how to and how not to practice. Have students describe and demonstrate how they themselves practice. Compare and contrast with what they saw in the video.

Assessment: Weekly or frequent playing tests and/or practice records

Essential vocabulary: practicing technique, practice records

"I can" statement: I can improve my tone quality by practicing effectively.

## Goal 27A

Big idea: Understand the role of the arts in past and present civilizations

Essential questions: What are ways that music has changed between time periods?

What are a few ways that music varies across cultures?

Concept: Performs various musical pieces from assorted historical periods and various cultures.

Skills: Plays specific pieces in the method books that are from different historical periods and cultures.

Lesson: Play specific pieces from the method book and/or full band pieces which are from different historical periods and cultures.

Activities: Play in small groups or in full band excerpts of folk songs and identify the culture from which they are taken; listen to recordings of historical pieces, and imitate the style in performance pieces; view a listening map.

Assessment: Individual playing tests; written listening test; listening map quiz

Essential vocabulary: folk songs; various historical periods, e.g. Baroque, Classical, Twentieth Century

"I can" statement: I can identify different historical periods and cultures by playing a variety of selections and pieces in rehearsal.