

SUBJECT: Instrumental Music
GRADE LEVEL: 6th Grade (or year 3 of study)
LENGTH OF STUDY: Yearly

Materials
<ul style="list-style-type: none"> ● Lesson Book (Level 1-2) ● Concert Band Literature (Grade .5 - 2+) ● Instruments (traditional concert band instruments and violin, viola, cello, double bass) ● Reeds / ligatures / mouthpieces / bows / additional accessories ● Percussion - sticks / drum pads / snare and bass drums / xylophones and bells / auxiliary percussion equipment

Unit	Pacing Guide	Unit Goals	Standards	Modifications	Assessment
Playing Position / Posture	September - June	-To properly apply playing/resting position on your given instrument - To learn how to release tension while playing	1.3A.5.Pr5a 1.3A.5.Pr6a 1.3C.12nov.Pr5a 1.3C.12nov.Pr6a	- Diagrams / pictures of playing and resting position - Stickers / guides for proper hand placement - Use of a mirror to visualize proper playing position and posture	- Teacher observation - Student self-assessment
Muscle development and impact on playing and sound production	September - June	-Employ diaphragmatic breathing techniques to enhance phrasing and tone quality - Develop an array of warm-up techniques to enhance breath awareness and support	1.3A.5.Pr5a 1.3A.5.Pr6a 1.3C.12nov.Pr5a 1.3C.12nov.Pr6a	- Long tone exercises - Steady/silent buzzing and sound producing tools (i.e pneumo pro for flute players)	- Teacher observation - Student self-assessment
Tonguing/bowing and articulation	September - June	-Expand knowledge of specific articulations, how to perform them	1.3A.5.Pr4b 1.3A.5.Pr4e 1.3A.5.Pr5a 1.3A.5.Pr6a	- Lesson book exercises and appendices - Etudes - Custom teacher	- Teacher observation - Students self-assessment - Aural assessments on

		and how to identify them in the score -Analyze why a composer uses different articulations	1.3C.12nov.Pr4b 1.3C.12nov.Pr5a 1.3C.12nov.Pr6a	written examples/diagrams with articulation notation	using recordings - Written unit assessments in lesson book to identify articulation symbols
Aural sensitivity and pitch matching	September - June	-Discuss how to identify what to listen for when performing alone and with others - Identify how to adjust instrument and embouchure for intonation -Expand and deepen knowledge of how proper balance and blend contribute to successful performances	1.3A.5.Cr2b 1.3A.5.Pr5b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3C.12nov.Cr1a 1.3C.12nov.Cr2a 1.3C.12nov.Cr3b 1.3C.12nov.Pr5a 1.3D.12nov.Cr1a 1.3D.12nov.Cr3a 1.3D.12nov.Cr3b	- Singing exercises/pitch matching techniques - Electronic tuners - Recording and listening examples	- Teacher observation - Student self-assessment - Pitch matching exercises using recordings
Elements of music theory and notation	September - June	- Interpreting musical 'road signs'(repeats, D.C. and D.S, first and second endings, etc) -Identify and perform in varying key signatures	1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3C.12nov.Cr3a 1.3C.12nov.Pr4b 1.3C.12nov.Re7b 1.3D.12nov.Cr2a	- Speaking/chanting pitches prior to playing - Identify name of pitch notes - Perform pitched notes - Rhythm clapping and counting prior to playing	- Teacher observation - Student self-assessment - Rhythm chants/exercise assessments - Written music theory assessments
Meter and Time Signature	September - June	- Identify how the spacing of accented beats determine the meter - Analyze how meter affects a piece's performance	1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3C.12nov.Cr2a 1.3C.12nov.Cr3a 1.3C.12nov.Cr3b 1.3C.12nov.Pr4b 1.3D.12nov.Cr1a	- Oral counting with rhythm syllables/numeric counting - Use of supplemental lesson book material	- Teacher observation - Performance of rhythmic examples, both spoken and on instrument - Lesson book rhythm exercises and supplemental material
Scales/Rudiments	November - June	<u>Wind Instruments</u> - Expand the use and	1.3A.5.Pr4c 1.3A.5.Pr5b	- Scale/rudiment sheets - Scale/rudiment weekly	- Teacher observation - Student

		<p>understanding of major scales/arpeggios in Concert Bb, Eb, F, and Ab</p> <p><u>String Instruments</u> -Expand the use and understanding of major scales/arpeggios in D, G, C, and F</p> <p><u>Percussion Instruments</u> -Expand the use and understanding of rudiments including paradiddle, double paradiddle, flam, flam-tap, flam-accent, 5 stroke rolls</p>	<p>1.3A.5.Pr6a 1.3C.12nov.Cr3a 1.3C.12nov.Cr3b 1.3C.12nov.Pr4b 1.3C.12nov.Pr6a 1.3C.12nov.Cr1a 1.3D.12nov.Cr3a 1.3D.12nov.Pr4c</p>	<p>challenges - Fingering charts - Online rudiment tutorials</p>	<p>self-assessment - Quarterly assessments on progress</p>
Musical expression	January - June	<p>- Evaluate the importance of dynamic markings in a score - Develop language to express the character of a piece of music -Discuss musical techniques to embody the character of the music (visualization, personal connection to theme, etc.)</p>	<p>1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Re9a 1.3C.12nov.Pr4b 1.3C.12nov.Pr4c 1.3C.12nov.Pr5a 1.3C.12nov.Re7a 1.3C.12nov.Re7b 1.3C.12nov.Re8a 1.3B.12prof.Cr1a</p>	<p>- Teacher modeling - Charts identifying symbols and their meaning - Enforcement of dynamic markings in lesson book - Supplemental lesson book material</p>	<p>- Teacher observation - Student self-assessment</p>
Composition and form	April - June	<p>- Analyze how identifying and understanding form can contribute to better performance - Identify specific forms (binary, rounded binary, rondo, etc.)</p>	<p>1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Re7b 1.3C.12nov.Cr1a 1.3C.12nov.Cr2a 1.3C.12nov.Pr4a 1.3C.12nov.Pr4b 1.3D.12nov.Re9a 1.3B.12nov.Pr4a</p>	<p>- Habitual analysis of form in all music being played - Audio examples that contrast form making it easier distinguishable - Creation of a piece of music with a specific form (ABA, ABACABA)</p>	<p>- Call and response activities - Student performance and analysis of literature utilizing a given form</p>
Historical and	February - June	<p>- Discuss how music mirrors culture</p>	<p>1.3A.5.Re7a 1.3A.5.Re8a</p>	<p>- Discussion and analysis of historical</p>	<p>- Classroom discussion with question and</p>

cultural influences on music		<ul style="list-style-type: none"> - Identify how musical styles change throughout history - Determine why music symbols and foreign language still appear in modern compositions 	<p>1.3C.12nov.Pr4c 1.3C.12nov.Cn10a 1.3C.12nov.Cn11a 1.3B.12nov.Pr4c</p>	<ul style="list-style-type: none"> and cultural connections of the music being played - Study various styles of diverse music - Cross-curricular connection with social studies/language arts 	<ul style="list-style-type: none"> answer activities - Analysis of music being performed
Care and maintenance of instruments	September-June	<ul style="list-style-type: none"> - Develop an instrument maintenance routine. - Develop knowledge of how an instrument mechanically functions in order to diagnose a problem if it is not playing correctly 	<p>1.2C.12nov.Pr51 1.3C.12nov.Pr5a 1.3C.12nov.Cn10a</p>	<ul style="list-style-type: none"> - Lesson book description of instrument parts and proper care - Teacher handout outlining tips for care and maintenance - Supplemental video tutorials 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment
Organization / personal responsibility	September - June	<ul style="list-style-type: none"> - Identify how to adapt a practice routine as progress is made on the instrument -Identify an individual's role while performing with others 	<p>1.3C.12nov.Pr5a 1.3D.12nov.Pr5a 1.3D.12nov.Cr3a</p>	<ul style="list-style-type: none"> - Practice time sheets and lesson logs - Goal setting activities - Video and recorded examples of rehearsals 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment - Full band rehearsal/small group performances
Rehearsals and performances	September - June	<ul style="list-style-type: none"> - Understand why it is important to perform a diverse repertoire - Contextualize the music historically 	<p>1.3C.12nov.Pr4a 1.3C.12nov.Pr4b 1.3C.12nov.Pr4c 1.3C.12nov.Pr5a 1.3C.12nov.Re7a 1.3C.12nov.Re8a 1.3C.12nov.Re9a</p>	<ul style="list-style-type: none"> - Teacher demonstration of conducting patterns -Charts/diagrams of conducting patterns - Video examples - Listening and self-assessment of various styles of music 	<ul style="list-style-type: none"> - Teacher observation - Performance of music examples in varying meters

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Create visual word wall with labels ● Highlight and define important vocabulary ● Ask yes/no questions ● Provide music with labeling/custom notes
English Language Learners	<ul style="list-style-type: none"> ● Create visual word wall with labels ● Highlight and define important vocabulary ● Ask yes/no questions ● Provide music with labeling/custom notes
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Use audio materials when necessary ● Restate, reword, clarify directions ● Provide educational breaks as necessary ● Chunking content into digestible pieces ● Shorten assignments to focus on mastery concept ● Assessment modification based on individual needs ● Mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Teacher guided acceleration through lesson book ● Supplemental and developmentally appropriate music
Students with 504 Plans	<ul style="list-style-type: none"> ● Use audio materials when necessary ● Restate, reword, clarify directions ● Provide educational breaks as necessary ● Chunking content into digestible pieces ● Shorten assignments to focus on mastery concept ● Assessment modification based on individual needs ● Mnemonic devices

Assessments

Formative	<ul style="list-style-type: none">• Lesson quick checks• Playing/recording checks• Teacher observation
Summative	<ul style="list-style-type: none">• End of unit common assessment• Performance and Concert Evaluations
Benchmark	<ul style="list-style-type: none">• Performance challenges
Alternative	<ul style="list-style-type: none">• Performance tasks• Projects• Recordings

Interdisciplinary Connections

- Connection to Mathematics - time signature, note duration, beat, rhythm, timing
- Connections to Science - sound production, quality of sound, tuning and frequency
- Connections to Social Studies - background of music, language/musical vernacular, styles of music being performed
- Connections to Language Arts - structures of music and composition
- Connections to Physical Education - breath control, muscle endurance, fine motor skill development