

# 6-12 Band

Music

1 Credit  
Elective Course

## Course Description

6-12 Band is a seven-year program designed to develop a student's ability in instrumental music. Basic music reading skills are taught. The Band program includes flute, clarinet, oboe, saxophone, trumpet, French Horn, trombone, baritone, and percussion. Students learn correct posture for playing. Instrument care and proper rehearsal etiquette are practiced. There is a cost factor for use or rental of instruments and supplies. (Full year course)

## Scope and Sequence

Time Frame	Unit	Instructional Sequence
ONGOING	Pitches, Clefs and Staves	1. Pitches, Clefs and Staves
ONGOING	Note and Rest Values, Time Signatures, Measures and Counting	1. Note and Rest Values, Time Signatures, Measures and Counting
ONGOING	Sound Production and Tone Quality	1. Posture 2. Breath Support 3. Embouchure 4. Sound Production and Tone Quality for Percussion
ONGOING	Technique	1. Articulations/Rudiments 2. Tempo and Style 3. Dynamics
ONGOING	Chromatic and Major Scales	1. Chromatic and Major Scales
ONGOING	Cumulative Musical Application	1. Cumulative Musical Application

## Course Rationale

For all cultures, music gives voice to the thoughts, feelings and experiences of life. Music is a universal form of expression for the composer, performer and listener, which can be participated in and enjoyed throughout one's life. It is important that students learn to fully appreciate all aspects of music. The study of music involves acquisition of listening, vocal, instrumental, and/or movement skills. At the middle school level, specialization into vocal and band performance begins.

## Enduring Understandings

A communal respect for instruments, rehearsal facilities, fellow musicians and directors is required to create a successful musical ensemble.

Fundamental life skills including goal-setting, personalized learning, self-discipline and self-assessment, among others, are critical to long-term success in life

A strong background of musical knowledge and performance fundamentals improves musical appreciation and encourages continued participation in band.

**UNIT: Pitches, clefs and staves****Duration: Ongoing****Unit Overview**

During this unit, students will be introduced to the grand staff, individual staves and multiple musical clefs. Students will also learn how to recognize and notate pitches on a staff using an appropriate clef. (This unit will utilize music at the Grade Level 1)

**Enduring Understandings**

A knowledge of musical notation is necessary to perform written music

**Essential Questions**

Why is having a system of writing music important?

**Example of Assessment Items**

When shown a pitch on a musical staff, students will be able to correctly identify the corresponding letter name based on the clef being used.

**Academic Vocabulary**

Clef, staff, staves, A, B, C, D, E, F, G, treble clef, bass clef, percussion clef, line, space

**Topic:** Pitches, clefs and staves**Duration:** Ongoing**Learning Targets**

The student will recognize and apply the musical alphabet (including accidentals and enharmonic tones) and its relationship to a given clef on a staff.

The student will recognize the different characteristics of multiple clefs.

The student will understand the construction of five line staves and the relationship between various clefs.

**National Music Standards:** 2,5**UNIT: Note and Rest Values, Time Signatures, Measures and Counting****Duration:****Ongoing****Unit Overview**

The unit contains the identification and performance of rhythmic categories including whole, half, quarter, eighth, sixteenth notes and rests. The unit includes the recognition, counting and performance of rhythms using time signatures and measures. The unit requires participation in creative and call-and-response activities. (This unit will utilize music at the Grade 1 level)

**Enduring Understandings**

A knowledge of rhythmic notation is necessary to perform written music

**Essential Questions**

Why is having a system of rhythmic notation important?

**Example Assessment Items**

When shown rhythmic notation, students will be able to correctly identify and demonstrate this knowledge through music performance.

**Academic Vocabulary**

Note heads, stems, flags, beams, dots

Rhythm, subdivision, tempo, syncopation

Whole note, Half note, Quarter note, Eighth note, Sixteenth note

Whole rest, Half rest, Quarter rest, Eighth rest, Sixteenth rest

Time signature, bar lines, double bar lines, repeats and endings

**Topic:** Note and Rest Values, Time Signatures, Measures and Counting**Duration:** Ongoing**Learning Targets:**

The student will recognize and utilize the palette of note and rest values

The students will understand and demonstrate the application of time signature in standard rhythmic notation.

**National Music Standards: 2, 5**

**UNIT: Sound Production and Tone Quality** **Duration:**

**Ongoing**

**Unit Overview**

Investigate elements of sound production (breath support, embouchure, posture) and how each can affect tone quality and intonation. (This unit will utilize music and Grade level 1 and 2)

**Enduring Understandings**

- Instruments have various tone qualities
- Various factors contribute to an individual's tone quality.

**Essential Questions**

- How can you evaluate an instrument's tone quality?
- How can you change your tone while playing your instrument?

**Example of Assessment Items**

When performing an assigned line of music, student will be assessed by the teacher, peers, and/or themselves on tone quality.

Given two musical examples, which instrument has a better tone quality and why?

**Academic Vocabulary**

Tone, Timbre, Breath Support, Embouchure, Posture, Intonation

**Topic: Posture**-----t-----**Duration: Ongoing**

**Learning Targets**

The student will understand and demonstrate how posture affects sound production and tone quality on a band instrument.

**Topic: Breath Support**-----t-----**Duration: Ongoing**

**Learning Targets**

The student will understand how proper breath support affects sound production and tone quality on an instrument

**Topic: Embouchure**-----t-----**Duration:**

Ongoing

**Learning Targets**

The student will understand how a proper embouchure affects sound production and tone quality on an instrument

**Topic: Sound Production and Tone Quality for Percussion**-----t-----**Duration: Ongoing**

**Description**

This unit includes proper stick/mallet grip, stroke to produce a tone and correct choices for stick/mallet

**Learning Targets**

The percussion student will understand technique to create characteristic sound (grip, stroke, stick/mallet choice)

**National Music Standards: 2, 6, 7**

**Unit: Technique** **Duration: Ongoing**

**Unit Overview**

In this unit, students will recognize and perform various technical and stylistic markings found in music. Technique includes scales, fingerings/slide positions/percussion skills, tonguing/sticking, articulations/rudiments, dynamics, tempo markings and other fundamental skills. (This unit will utilize music at the Grade Level 1 and 2)

### **Enduring Understandings**

Various articulations and technical demands are required in music depending on the style, tempo, and context of the musical work.

Technique is an integral part of learning to play a musical instrument and must be practiced over time.

### **Essential Questions**

Why do different kinds of music require different articulations and technical demands?

Why do we practice technique lines?

### **Example Assessment Items**

Playing assessments given over a line of music with specific technical and musical markings

### **Academic Vocabulary**

Accent, Staccato, Legato, Tenuto, Tie, Slur

Paradiddle, Flam, Roll

Allegro, Andante, Moderato, Largo, March Style

Forte, Piano, Mezzo, Crescendo, Decrescendo

Ritardando, Rallentando, Accelerando, Fermata, Cesura

**Topic:** Articulations/Rudiments-----**Duration:** Ongoing

### **Learning Targets**

The student will perform a short musical excerpt with correct technical precision and articulations/rudiments

**Topic:** Tempo and Style-----**Duration:** Ongoing

### **Learning Targets**

The student will be able to perform a short musical excerpt with correct tempo and style as indicated by the markings on the music.

**Topic:** Dynamics-----**Duration:** Ongoing

### **Learning Targets**

The student will be able to perform a short musical excerpt with appropriate dynamics as indicated on the piece of music.

**National Music Standards: 2, 5,**

**Unit: Chromatic and Major Scales** **Duration: Ongoing**

### **Unit Overview**

During this unit students will be introduced to chromatic and major scales and the corresponding key signature. (this unit will utilize music at the Grade level 1 and 2)

### **Enduring Understandings**

The chromatic scale is the sequential tonal alphabet for all wind, brass, string and keyboard percussion instruments.

Major and minor scales are the fundamental building blocks for all tonal music.

### **Essential Questions**

How does practicing scales contribute to good musicianship?

Why do scales help with learning good intonation?

How do scales help sight-reading?

Why is there a relationship between scales and key signatures?

### **Example Assessment Items**

When shown a pattern of half and whole steps, students will be able to correctly identify the corresponding type of scale

When given a specific key signature, students will be able to name the corresponding major scale

### **Academic Vocabulary**

Major, Minor, Chromatic, Enharmonic  
Intervals, Whole Step, Half Step  
Key Signature, Sharp, Flat, Natural  
Double Sharp, Double Flat

**Topic:** Chromatic and Major Scales-----Duration: Ongoing

**Description**

Students will be introduced to chromatic and major scales.

**Learning Targets**

The student will learn to perform music written in major scales to include concert F, Bb, Eb, Ab  
The student will learn to perform a 2 octave chromatic scale

**National Music Standards: 2, 4, 5**

**Unit: Cumulative Musical Application**-----**Duration: Ongoing**

**Unit Overview**

Applying skills and knowledge in musical performance, critically analyzing the performance of band literature and a basic understanding of basic musical form. (This unit will utilize music at the grade level 1 and 2)

**Enduring Understandings**

Appropriate performance requires the incorporation of well-rehearsed musical skills  
Critical Analysis of musical performance is an essential part of a music education

**Essential Questions**

How do proper fundamental skills affect performance, complete a written critique worksheet  
Given a performance opportunity, the required learned skills can be demonstrated within a piece.

**Example Assessment Items**

Given a recording of a concert performance, complete a written critique worksheet.  
Given a performance opportunity, the required learned skills can be demonstrated within a piece.

**Academic Vocabulary**

Performance Etiquette, Posture, Intonation, Balance  
Blend, Ensemble, Introduction, March Form, Endings  
Da Capo, Dal Segno, Coda, Cadenza

**Topic:** Cumulative Musical Application-----Duration: Ongoing

**Learning Targets**

The student will analyze and make critical comments about the performance of the band  
The student will perform musical excerpts applying all skills and knowledge acquired during the course  
The student will demonstrate the knowledge of proper instrument maintenance and care

**National Music Standards: 2, 5, 6, 8, 9**