

The following Instrumental Music Performance Objectives are integrated throughout the entire course:

INSTRUMENTAL MUSIC SKILLS

Strand 1: Create

- **Concept 1:** Singing, alone and with others, music from various genres and diverse cultures.
- **Concept 2:** Playing instruments, alone and with others, music from various genres and diverse cultures.
- **Concept 3:** Improvising rhythms, melodies, variations, and accompaniments.
- **Concept 5:** Reading and notating music.

Strand 2: Relate

- **Concept 1:** Understanding the relationships among music, the arts, and other disciplines outside the arts.
- **Concept 2:** Understanding music in relation to history and culture.
- **Concept 3:** Understanding music in relation to self and universal themes.

Strand 3: Evaluate

- **Concept 1:** Listening to, analyzing, and describing music.
- **Concept 2:** Evaluating music and music performances.

The following Reading and Writing Performance Objectives may be used throughout the course:

LANGUAGE ARTS CONNECTION

Reading

S1, S2, S3 Vocabulary Acquire and use new vocabulary in relevant contexts to identify the intended meaning of unfamiliar words and identify the meaning and pronunciations of words by using a variety of reference aids.

S1, S2, S3 Comprehension Strategies Employ strategies to comprehend music terminology using prior knowledge, text features, and reading techniques.

Writing

S3C2 Expository Expository writing includes non-fiction writing that describes, explains, informs, or summarizes the ideas and content. The writing supports a thesis based on research, observation and/or experience.

S2C3 Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

MATH CONNECTION

S1C1 Number Sense Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

S3C1 Patterns Identify patterns and apply pattern recognition to reason mathematically.

S3C4 Analysis of Change Analyze change in a variable over time and in various contexts.

HISTORY AND CULTURAL CONNECTIONS

** History and cultural connections to the music will be determined by the repertoire selected for the class by the teacher.

For example:

- *Specific historical or cultural influences on the composer.*
- *Background information of the composer or arranger.*

Elementary Band – Grade 6 - Suggested Teaching Timeline					
	<i>First Semester</i>				
	August	September	October	November	December
Rhythm and Meter (Identify and Perform)	Review of fifth grade rhythms	—————→			
Pitch and Scales (Demonstrate)	Bb Concert Scale (Review)	—————→	Concert Pitch: E	Concert Pitch: Eb Low	—————→
Percussion only (Demonstrate)	Review of fifth grade skills	—————→	Eighth/sixteenth note combinations, Rim shot	One measure repeat Two measure repeat	—————→
Music Fundamentals (Identify and label)	D.C. al Fine	Phrase	Measure number	Enharmonics	Maestoso
Dynamics (Identify and Demonstrate)	Review of fifth grade dynamics	—————→			
Articulation (Identify and Demonstrate)	Review of fifth grade articulations	—————→			

Elementary Band – Grade 6 - Suggested Teaching Timeline					
	Second Semester				
	January	February	March	April	May
Rhythm and Meter (Identify and Perform)	_____→				
Pitch and Scales (Demonstrate)	Concert Pitches: Ab (low and high) Eb Concert Scale	_____→			
Percussion only (Demonstrate)	5-stroke roll	_____→	7 stroke roll	_____→	
Music Fundamentals (Identify and label)	Various tempo markings	_____→			
Dynamics (Identify and Demonstrate)	_____→		Forte Piano	_____→	
Articulation (Identify and Demonstrate)	Marcato	_____→			

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 102 Demonstrating proper care and maintenance of their instrument.</p>	<p>PO 101 Properly assembling and identifying the various parts of their instruments.</p>	<p>Vocabulary unique to each instrument</p>	
<p>S1C1-PO 101 Singing their own instrumental parts within an ensemble.</p>	<p>PO 102 Singing their own instrumental parts in tune with appropriate articulation, phrasing (and dynamics).</p> <p>PO 103 Singing rhythmic patterns of different meters.</p> <p>PO 104 Singing their own instrumental parts with good posture and with proper breath support (with characteristic tone).</p>	<ul style="list-style-type: none"> • Articulation • Phrasing • Dynamics • Meter • Rhythm • Posture • Support 	<p>Suggested Method Books:</p> <ul style="list-style-type: none"> • Standards of Excellence • Accent on Achievement • Essential Elements 2000 • Do It! • Mesa Public Schools Starter Packet • Mesa Public Schools Learning Packets <p>*One or more of these method books to be used throughout the course.</p>
<p>S1C2-PO 116 Playing together as an ensemble (e.g., tempo and balance).</p>	<p>PO 112 Sight-reading repertoire accurately and expressively at one level below performance level.</p>	<ul style="list-style-type: none"> • Expressive • Genre • Interval • Melody 	

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 116 (cont.)</p>	<p>PO 113 Playing a varied repertoire from different genres at appropriate level (in unison, two-part, or full band arrangement e.g., traditional, military, popular, folk).</p> <p>PO 117 Playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.</p> <p>PO 118 Moving in a synchronized manner with music (e.g., hand clapping, foot tapping, marching).</p>		
<p>S1C2-PO 108 Playing, on pitch, in rhythm, with appropriate articulation, dynamics, and tempo.</p>	<p>PO 104 Identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.</p> <p>PO 105 Playing the Concert Bb and Eb major scales one octave on wind and mallet percussion instruments.</p>	<ul style="list-style-type: none"> • Major Scale • Octave • Music symbols • Embouchure • Tone • Intonation 	<p><i>Enrichment:</i> Concert F Major scale</p>

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 108 (cont.)</p>	<p>PO 106 Identifying and playing articulations and symbols as they occur in the repertoire.</p> <p>PO 107 Demonstrating the basic embouchure, posture, and hand/stick/mallet position appropriate for characteristic tone production on their instrument.</p> <p>PO 110 Playing notated music at grade level .5-1.5 on a scale of 1-6.</p> <p>PO 111 Playing repertoire accurately and with good breath control, tone quality, and technique at grade level .5-1.5 on a scale of 1-6.</p> <p>PO 114 Responding to basic conductor's cues (e.g., entrances, releases, tempo and dynamics).</p> <p>PO 115 Playing independent parts while others play contrasting parts within an ensemble at grade level .5-1.5 on a scale of 1-6.</p>		

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 108 (cont.)</p>	<p>PO 119 Additionally for percussionists: playing the appropriate percussion rudiments (e.g., long, 5-stroke, 7-stroke rolls, paradiddles, flams).</p> <p>PO 120 Recognizing when their instruments are in tune by listening to a given pitch.</p>		
<p>S1C3-PO 101 Playing improvised melodies for a minimum of 4 measures within teacher specified guidelines (e.g., using a limited pitch set).</p>	<p>PO 102 Playing improvised melodic and rhythmic accompaniments for a minimum of 4 measures within teacher specified guidelines.</p>		<p>S1C3-PO 101, 102 May be used as enrichment activities.</p>
<p>S1C5-PO 108 Describing and playing simple musical forms as encountered in the repertoire.</p>	<p>PO 101 Identifying the key of their instrument in relation to concert pitch.</p> <p>PO104 Playing expressively, on pitch and in rhythm, dynamic, phrasing, tempo markings, encountered in the repertoire.</p> <p>PO 106 Identifying steps, skips, and repeated notes encountered in the repertoire.</p>	<ul style="list-style-type: none"> • Key Signature • Concert pitch • Accidentals 	

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
S1C5-PO 108 (cont.)	PO 107 Explaining the function of the key signatures and accidentals.		
S1C5-PO 103 Explaining and applying the terms encountered in the repertoire.	PO 102 Explaining the function of the following time signatures: 4/4, 3/4, and 2/4. PO 105 Using appropriate terminology to describe and explain music encountered in the repertoire.	<ul style="list-style-type: none"> • Time Signature 	<i>Enrichment:</i> 6/8 Time
S2C1-PO 105 Recognizing the connections between music and other content areas as encountered in the repertoire.	PO 101 Recognizing the relationship between music and various functions/events (e.g., specific to content area). PO 103 Recognizing composers' motivations for creating the music being performed by the students. PO 104 Recognizing and applying the relationship between rhythm and mathematics as it occurs in the repertoire.	<ul style="list-style-type: none"> • Repertoire • Relationship 	

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S2C1-PO 107 Describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings).</p>	<p>PO 108 Analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.</p>	<ul style="list-style-type: none"> Analyze 	
<p>S2C2-PO 102 Identifying the roles and impact music plays in their lives and the lives of others.</p>	<p>PO 107 Identifying the musical characteristics that make a piece of music appropriate for a specific event or function.</p>		
<p>S2C3-PO 103 Playing/singing a varied repertoire of music utilizing appropriate stylistic elements reflective of history and culture.</p>	<p>PO 104 Identifying and explaining music preferences (I like it because.....)</p>	<ul style="list-style-type: none"> Origins Reflective Evaluate Describe 	<p>MPS Performance Evaluation Student Critique Sheets</p> <p><i>Enrichment:</i> PO 102 Identifying and comparing a varied repertoire of music from diverse genres and musical styles.</p>
<p>S3C1-PO 112 Listening to musical examples.</p>	<p>PO 103 Identifying the sounds of the instruments/voices specific to their ensemble.</p> <p>PO 104 Identifying instruments/voices by family/voice type.</p>	<ul style="list-style-type: none"> Harmony Texture 	<ul style="list-style-type: none"> Play music as students walk in. Have students walk the beat. Ask if students can hear their instrument.

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S3C1-PO 112 (cont.)</p>	<p>PO 109 Identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.</p> <p>PO 110 Identifying whether an instrument/voice is in tune by listening to a pitch reference.</p>		<ul style="list-style-type: none"> Listen to music during breathing exercises.
<p>S3C1- PO 101 Listening to music from various cultures and genres.</p>	<p>PO 102 Identifying the musical characteristics that make a piece of music appropriate for a specific event.</p> <p>PO 107 Identifying the elements of music in the repertoire.</p> <p>PO 111 Identifying the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato of music).</p>	<ul style="list-style-type: none"> Musical Characteristics Elements 	<p><i>Enrichment:</i> Vibrato for those students with characteristic mature tone.</p>
<p>S3C1- PO 106 Using appropriate terminology to describe and explain music.</p>		<p>Terminology unique to repertoire selected by the teacher.</p>	

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S3C2- PO 102 Using teacher specified criteria to evaluate a musical performance.</p>	<p>PO 101 Identifying the characteristics that evoke a temperament or mood in a piece of music.</p> <p>PO 103 Showing respect for personal work and the work of others through appropriate critique.</p> <p>PO 104 Evaluating the effect of audience and performers' behavior on the performance.</p> <p>PO 105 Reflecting on the experience(s) of their performance and the performance of others.</p>		<p>MPS Performance Evaluation Student Critique Sheets</p>