GRADE LEVEL: SIXTH--EIGHTH   SUBJECT: BEGINNING BAND   DATE: 2017-2018

GRADING PERIOD: QUARTER 1

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORMING MUSIC					
Playing an Instrument Alone and With Others • Posture • Tone • Intonation • Breath support • Hand position	**6.2.1** Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.	• Play with correct posture. • Play with correct tone quality. • Play with correct accurate tuning. • Play with correct intonation. • Play with correct, good breath. • Play with correct hand position.	• Teacher Observation • Rhythm Quiz 1 • Performing tests • Written lists	• Correct Posture • Tone Quality • Intonation • Breath support • Hand position	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Band instruments • Expression • Dynamic Contrast • Technique • Style	**6.2.2** Accompany selected authentic instruments with expression, dynamic contrast, and appropriate technique and style.	• Accompany selected authentic BAND instruments with expression. • Accompany selected BAND instruments with dynamic contrast. • Accompany selected BAND instruments with appropriate technique. • Accompany selected BAND instruments with style.	• Teacher Observation • Performance tests		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Pitch • Rhythm • Articulation • Tempo • Expression	**6.2.3** Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.	• Play musical selections with accurate pitch. • Play musical selection with appropriate articulation. • Play musical selections with rhythm. • Play musical selection with appropriate tempo. • Play musical selections with appropriate dynamics. • Play musical selections with balance.	• Teacher Observation • Quizzes • Performing tests • Written lists • Performing exams	• Tone Quality • Technique • Accurate Pitch • Rhythm • Articulation • Tempo	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY

• Repertoire
  – Solo
  – Large Ensemble
  – Small Ensemble
	6.2.4 Play an appropriate variety of repertoire, independently and in large and small ensembles.	• Play an appropriate variety of repertoire independently.
		• Play an appropriate variety of repertoire in large ensembles.
		• Play an appropriate variety of repertoire in small ensembles.
			• Teacher Observation
			• Quizzes
			• Performing tests
			• Written lists
			• Performing exams
					IMPORTANT

• Conductor directions	**6.2.5** Follow the directions of a conductor.	• Follow the directions of a conductor.	• Teacher Observation		IMPORTANT
• Instrument Cohesion	**6.2.6** Maintain an independent part on an instrument in a group while following the cues of a conductor	• Maintain an independent part on an instrument in a group while following the cues of a conductor.	• Performing tests • Performing exams		IMPORTANT
Creating Music • rhythmic solos	**6.3.1** Create improvised rhythmic solos on a single pitch.	• Create improvised rhythmic solos on a single pitch.			IMPORTANT
	6.3.2 Create improvised melodies within a limited note range.	• Create improvised melodies within a limited note range.			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Composing and arranging music within specified guidelines	**6.4.1** Independently create simple practice exercises to improve technique and tone production.	• Create simple practice exercises to improve technique. • Create simple practice exercises to improve tone production.	• Performing tests • Playing exams	• Tone Quality • Technique • Accurate Pitch • Rhythm • Articulation • Tempo	CRITICAL
• Melodic Patterns	**6.4.2** Compose and notate short melodic patterns for individual instruments within established guidelines.	• Compose short melodic patterns for individual instruments within established guidelines. • Notate short melodic patterns for individual instruments within established guidelines.	• Teacher Observation • Quizzes • Performing tests	• Tone Quality • Technique • Accurate Pitch	IMPORTANT

GRADE LEVEL: SIXTH--EIGHTH   **SUBJECT: BEGINNING BAND**   **DATE: 2017-2018**

GRADING PERIOD: QUARTER 2   **MASTER COPY 3-15-18**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					

Reading, notating, and interpreting music
 	
• Clefs
• Keys
	6.5.2 Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	• Sight-read music written in appropriate clefs using a consistent method.
		• Sight-read music written in appropriate major keys using a consistent method.
		   − Duple meter
		   − Triple meter
			• Perform music
			• Teacher Observation
				• Meters
				• Clefs
				• Keys
				• Expressive markings
				• Conductor
					ADDITIONAL

• Musical Symbols	**6.5.3** Identify and apply musical symbols found in scores.	• Identify musical symbols. • Apply musical symbols found in scores.	• Perform music on instrument • Teacher Observation		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Non-standard Notation	**6.5.4** Interpret and perform examples of non-standard notation in scores.	• Interpret examples of non-standard notation in scores. • Perform examples of non-standard notation in scores.	• Perform music on instrument • Teacher Observation	• Notation – Percussion – String – Brass – Woodwind	IMPORTANT
Listening to, analyzing, and describing music	**6.6.1** Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre	• Listen to recordings of instrumental ensembles playing appropriate repertoire. • Identify instrumentation, and basic musical form, style, and genre. • Describe instrumentation, and basic musical form, style, and genre.	• Perform music on instrument • Teacher Observation	• Genre • Style • Ability	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Instrumental Parts	**6.6.2** Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.	• Listen to the relationship of the instrumental parts in a work being rehearsed using appropriate terminology. • Describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.	• Perform music on instrument • Teacher Observation • Written Responses	• Genre • Style • Ability	IMPORTANT
• Musical Elements	**6.6.3** Identify musical elements in repertoire being studied that may convey a particular emotion or mood.	• Identify musical elements in repertoire being studied that may convey a particular emotion • Identify musical elements in repertoire being studied that may convey a particular mood.			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Evaluating music and music performances	**6.7.1** Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	• Use appropriate musical terminology in establishing criteria for a rubric for a performance • Use appropriate musical terms in creating a rubric for a performance	• Rubric	• Intonation • Articulation • Dynamics • Note accuracy • Rhythm accuracy • Interpretation • Emotional involvement • Other factors • Musicality	CRITICAL
	6.7.2 Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.	• Students will listen to live recordings • Student will be able to evaluate these performances • Students will apply standards to evaluate	• Rubric		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	6.7.3 Apply established criteria to evaluate performances of own ensemble.	• Student will be able to evaluate their own performance.	• Established Rubrics	• "WHAT" criteria • "HOW" criteria • Provide examples of other Rubrics used in other corporations	CRITICAL

GRADE LEVEL: SIXTH--EIGHTH   **SUBJECT: BEGINNING BAND**   **DATE: 2017-2018**

GRADING PERIOD: QUARTER 3   MASTER COPY 3-15-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					

Reading, notating, and interpreting music
 	
• Clefs
• Keys
	6.5.2 Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	• Sight-read music written in appropriate clefs using a consistent method.
		• Sight-read music written in appropriate major keys using a consistent method.
		  − Duple meter
		  − Triple meter
			• Perform music
			• Teacher Observation
				• Meters
				• Clefs
				• Keys
				• Expressive markings
				• Conductor
					ADDITIONAL

• Musical Symbols	**6.5.3** Identify and apply musical symbols found in scores.	• Identify musical symbols found in scores. • Apply musical symbols found in scores.	• Perform music on instrument • Teacher Observation		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Non-standard Notation	**6.5.4** Interpret and perform examples of non-standard notation in scores.	• Interpret examples of non-standard notation in scores. • Perform examples of non-standard notation in scores.	• Perform music on instrument • Teacher Observation	• Notation – Percussion – String – Brass – Woodwind	IMPORTANT
Listening to, analyzing, and describing music	**6.6.1** Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre	• Listen to recordings of instrumental ensembles playing appropriate repertoire. • Identify instrumentation, and basic musical form, style, and genre. • Describe instrumentation, and basic musical form, style, and genre.	• Perform music on instrument • Teacher Observation	• Genre • Style • Ability	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Instrumental Parts	**6.6.2** Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.	• Listen to the relationship of the instrumental parts in a work being rehearsed using appropriate terminology. • Describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.	• Perform music on instrument • Teacher Observation • Written Responses	• Genre • Style • Ability	IMPORTANT
• Musical Elements	**6.6.3** Identify musical elements in repertoire being studied that may convey a particular emotion or mood.	• Identify musical elements in repertoire being studied that may convey a particular emotion • Identify musical elements in repertoire being studied that may convey a particular mood.			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Evaluating music and music performances	**6.7.1** Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	• Use appropriate musical terminology in establishing criteria for a rubric for a performance. • Use appropriate musical terms in creating a rubric for a performance.	• Rubric	• Intonation • Articulation • Dynamics • Note accuracy • Rhythm accuracy • Interpretation • Emotional involvement • Other factors • Musicality	CRITICAL
• Recordings • Live Performances	**6.7.2** Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.	• Listen to recordings of instrumental ensembles playing appropriate repertoire. • Listen to live performances of instrumental ensembles playing appropriate repertoire. • Apply established criteria to evaluate the performances.	• Rubric		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	6.7.3 Apply established criteria to evaluate performances of own ensemble.	• Student will be able to evaluate their own performance.	• Established Rubrics	• "WHAT" criteria • "HOW" criteria	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PERFORMING MUSIC					
Band instruments • Expression • Dynamic Contrast • Technique • Style	**6.2.2** Accompany selected authentic instruments with expression, dynamic contrast, and appropriate technique and style.	• Accompany selected authentic BAND instruments with expression. • Accompany selected BAND instruments with dynamic contrast. • Accompany selected BAND instruments with appropriate technique. • Accompany selected BAND instruments with style.	• Teacher Observation • Performance tests		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
- Pitch - Rhythm - Articulation - Tempo - Expression	**6.2.3** Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.	- Play musical selections with accurate pitch. - Play musical selection with appropriate articulation. - Play musical selections with rhythm. - Play musical selection with appropriate tempo. - Play musical selections with appropriate dynamics. - Play musical selections with balance.	- Teacher Observation - Quizzes - Performing tests - Written lists - Performing exams	- Tone Quality - Technique - Accurate Pitch - Rhythm - Articulation - Tempo	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Mathematical Concepts	**6.8.1** Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.	• Understand relationships within music. • Understand relationships within the other arts and disciplines outside the arts. • Apply understanding and skills from other disciplines to performance of instrumental repertoire	• Perform music • Teacher Observation	• Genre	ADDITIONAL
• Written Response	**6.8.2** Keep a journal of written responses to musical examples heard in class.	• Keep a journal of written responses to musical examples heard in class.	• Listen to music for student's instrument • Teacher feedback		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					

• Body Posture
• Body Technique
	6.8.3 Understand the physiological basis for good playing posture and technique.	• Understand good playing posture
		• Understand good playing technique
			• Teacher Feedback	• Posture
				  − Proper
				  − Improper
				• Breath Support
					IMPORTANT

• Physical Properties of Sound	**6.8.4** Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.	• Understand the physical properties of sound as they relate to specific instrument families.
		  − Frequency
		  − Amplitude
		  − Wavelength
				• Frequency
				• Amplitude
				• Wavelengths
					IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Life Skills	**6.8.5** Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.	• Identify life skills developed in music studies that transfer to other disciplines and contexts. • Identify life skills developed in activities that transfer to other disciplines and contexts. − Cooperation − Effort − Perseverance • Respect the transfer of disciplines and		• Cooperation • Effort • Perseverance • Respect	IMPORTANT

GRADE LEVEL: SIXTH   **SUBJECT: BEGINNING BAND**   **DATE: 2017-2018**

GRADING PERIOD: QUARTER 4   **MASTER COPY 4-5-18**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PERFORMING MUSIC					
Playing an Instrument Alone and With Others • Posture • Tone • Intonation • Breath support • Hand position	**6.2.1** Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.	• Explain correct posture, tone quality, intonation, breath support, hand position. • Demonstrate correct posture, tone quality, intonation, breath support, hand position.	• Teacher Observation • Performance Test	• Posture • Tone • Intonation • Breath support • Hand position	CRITICAL
• Pitch • Rhythm • Articulation • Tempo • Expression	**6.2.3** Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.	• Explain how to produce accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance. • Implement the production of pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.	• Teacher Observation • Quiz • Performance Test • Written lists • Performing Exam • Rhythm Quiz 1	• Technique • Pitch • Rhythm • Articulation • Tempo	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC					

Reading, notating, and interpreting music in student part/director score	**6.5.2** Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	• Sight-read music written in appropriate clefs using a consistent method.
		 • Sight-read music written in appropriate major keys using a consistent method.
		     − Duple meter
		     − Triple meter
			• Performance Test
			 • Teacher Observation
				• Meters
				 • Clefs
				 • Keys
				 • Expressive markings
				 • Conductor
					ADDITIONAL

• Music Symbols • Music Scores	**6.5.3** Identify and apply musical symbols found in scores.	• Identify musical symbols found in scores. • Apply musical symbols found in scores.	• Student Performance		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Evaluating music and music performances • Terminology • Rubric Creation	**6.7.1** Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	• Use appropriate musical terminology in establishing criteria for assessment • Create a rubric to be used in evaluating the quality of instrumental performances.	• Rubric	• "WHAT" criteria • "HOW" criteria • Rubric	IMPORTANT
	6.7.3 Apply established criteria to evaluate performances of own ensemble.	• Apply established criteria to evaluate performances of own ensemble.			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
CREATING MUSIC					
Composing and arranging music within specified Guidelines.	**6.4.1** Independently create simple practice exercises to improve technique and tone production.	- Independently create simple practice exercises to improve technique. - Independently create simple practice exercises to improve tone production.	- Performance Test - Playing Exam		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC:					
Understanding relationships between music, the other arts, and disciplines outside the arts • Math Concepts • Rhythms • Repertoire	**6.8.1** Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.	• Apply mathematical concepts to the understanding of rhythms • Apply mathematical concepts to the understanding of	• Student Performance • Teacher Observation	• Transfer	IMPORTANT
	6.8.2 Keep a journal of written responses to musical examples heard in class.	• Keep a journal of written responses to musical examples heard in class.	• Teacher Observation	• Mood • Tonality	IMPORTANT
• Posture • Technique	**6.8.3** Understand the physiological basis for good playing posture and technique.	• Understand the physiological basis for good playing posture • Understand the physiological basis for good technique.	• Discussion • Teacher Observation		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Frequency • Amplitude, • Wavelength	**6.8.4** Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.	• Understand the physical properties of sound frequency as they relate to specific instrument families. • Understand the physical properties of sound amplitude as they relate to specific instrument families. • Understand the physical properties of sound wavelength as they relate to specific instrument families.	• Teacher Observation • Quizzes • Written lists • Performing Exam		IMPORTANT

• Cooperation
• Effort,
• Perseverance,
• Respect
	6.8.5 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.	• Identify life skills developed in music studies.
		• Identify life skills developed in music activities.
		  − Cooperation
		  − Effort
		  − Perseverance
		  − Respect that transfer to other disciplines
		  − Respect that transfer to other contexts.
			• Discussion
			• Teacher Observation
					IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONDING TO MUSIC:					

Understanding music in relation to history and culture. Students investigate the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental	**6.9.1** Explore the genre, style, composer, and historical background of repertoire being studied.	• Explore repertoire being studied.
		   − Genre
		   − Style
		   − Composer
		   − Background
		   − Culture
		• Understand repertoire being studied.
			• Performance Quiz
			• Music Rubric
			• Teacher Observation
				• Traditions
				   − Cultural
				   − Historic
					ADDITIONAL

• Cultural Origin • Evolution Origin	**6.9.2** Investigate the cultural origin and evolution of specific instruments.	• Investigate cultural origin of specific instrument. • Investigate evolution of specific instrument.	• Teacher Observation		IMPORTANT
	6.9.3 Perform instrumental repertoire in an authentic style that reflects the origin of the music	• Perform music in authentic style.	• Music rubric • Teacher Observation		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Community Ensembles • Ensemble Opportunities	**6.9.4** Discuss the roles of various instrumental ensembles in the community and opportunities for participation.	• Discuss the roles of various instrumental ensembles in the community. • Discuss the opportunities for participation.	• Discussion • Teacher Observation		IMPORTANT