Chardon Local Schools Curriculum

MUSIC - Grade 6 Band

Curriculum Description / Overview
In 6th Grade Band, students continue their study of a chosen musical instrument for a second year. Through performance of this instrument students learn musical vocabulary, theory, history, and proper performance technique allowing them to perform as a soloist or in an ensemble.

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MUSIC - Grade 6 Band Curriculum Map

Strand	PERCEIVING / KNOWING / CREATING (CE)
Power Objective #1	
Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods	Vocabulary: canon/round
	Perform songs that incorporate various forms
	Assessment: performance during class in correct style and balance
	Materials: Accent on Achievement Book 2 and various pieces of music chosen to highlight skills learned--vary each year
Power Objective #2	
Supporting Indicators Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.	Vocabulary: cut time, allegretto, a tempo, maestoso, f-p, andantino, molto ritard, adagio, pp, ff, sforzando
	Define and demonstrate tempo and dynamic markings
	Assessment: playing test and performances
	Materials: Accent on Achievement Book 2 and various pieces of music chosen to highlight skills learned--vary each year
Strand	**PRODUCING / PERFORMING (PR)**
Power Objective #1	
Supporting Indicators Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo	Vocabulary: cut time, allegretto, a tempo, maestoso, f-p, tenuto
	Correctly incorporate style and articulation markings in performance, demonstrate dynamic contrast with appropriate technique
	Assessment: playing test and performances
	Materials: Accent on Achievement Book 2 and various pieces of music chosen to highlight skills learned--vary each year

Power Objective #2	
Supporting Indicators Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.	Vocabulary: timpani, tambourine roll, 17 stroke roll, 16t notes, drag, 8th/2 16th patterns, double paradiddle, triple paradiddle, 2 16th/8th patterns, dotted 8th/16th pattern, after beat, key signature, half step, whole step, flam paradiddle, flam accent, 8th notes triplet, grace note, ratamacue, flamacue, enharmonics, DC al coda, DS al coda, 2 measure repeat
	play with appropriate posture and breath control, identify half and whole steps in music, perform increasingly difficult rhythmic patterns, recognize and apply key signatures, perform increasingly difficult rhythmic patterns, take appropriate action on repeat symbols, recognize and apply key signatures, chromatic
	Assessment: playing test and performances
	Materials: Accent on Achievement Book 2 and various pieces of music chosen to highlight skills learned--vary each year
Power Objective #3	
Supporting Indicators Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.	Vocabulary: cut time, 2/4, 3/4, 4/4, 3/8, 6/8
	Correctly count and play in various meters
	Assessment: playing test and performances
	Materials: Accent on Achievement Book 2 and various pieces of music chosen to highlight skills learned--vary each year
Strand	**RESPONDING / REFLECTING (RE)**
Power Objective #1	
Supporting Indicators Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.	Vocabulary: balance, blend
	Critique a musical performance using musical vocabulary
	Assessment: concert Critique/Listening Assignments/Daily reflection on group performance
	Materials: Accent on Achievement Book 2 and various pieces of music chosen to highlight skills learned--vary each year
Power Objective #2	
Supporting Indicators	Vocabulary: all previously learned

Reflect on a variety of live or recorded music performances.	Critique a musical performance using musical vocabulary, listen to recordings of professionals playing their songs and reflect on how to improve their own performance
	Assessment: Class Discussions
	Materials: Accent on Achievement Book 2 and various pieces of music chosen to highlight skills learned--vary each year