

LTSD Instrumental Education Curriculum Map

Grade 6

6th Grade Band

Strand: Mechanics

Key Vocabulary: Instrument components, posture, embouchure, intonation, tuning

Competencies (Key Skills)	Artistic Processes	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment
Assembly and Care	Perform: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Sound Innovations, Student Modeling	Identify instrument components, Assemble instrument correctly	Teacher modeling	Peer review, teacher observation
Assembly and Care	Connecting: 10	MU:Cn10	9.2	How do musicians make meaningful connections to creating, performing, and responding?	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Valve oil, slide grease, cork grease, reed case, pencil, sanitation spray, mouthpiece pad, labeling sticks, instrument cleaning videos	Instrument maintenance, cleaning, storage	Group instrument maintenance, private lessons, practice maintenance	Student demonstration
Posture	Connecting: 11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Teacher modeling, Sound Innovations Book, Student Modeling	Feet placement, back position, knee placement	Student demonstration, Posture 1 and Posture 2	Podium Drills, Performance presence
Breathing	Connecting: 11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Teacher modeling and Breathing Gym	Mouth breathing, vowel shape, increased lung capacity, controlled release of air	Breathing Gym, long tone competition, air glue, bucket paying	Long tone competitions
Position	Perform: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Sound Innovations, Student Modeling	Rest position, hand position, finger placement, playing position	Student demonstration	Peer review, Student demonstration
Embouchure	Perform: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Sound Innovations, Student Modeling, pneumo pro, mirror (iPad)	Lip shape, vowel shape, teeth positioning, mouthpiece placement, muscle development	Student demonstration	Student Demonstration: Visually and aurally
Intonation	Perform: Rehearse, Evaluate, and Refine	MU:Pr5	9.1	How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Tuner, Drone	Gross tuning, fine tuning, ear training, tuner	Listening, Pass the Bb, Pass the F, Group tuning, Individual tuning	Teacher assessment, student self-assessment

Strand: Technique

Key Vocabulary: Articulation: legato, staccato, accent, marcato, slur; Fingering systems (ex. 1,2,3; bip, bop, tip, bop, lip, lop); Dynamics: piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, fortissimo, balance; Style: Fanfare, Lyrical, Swing; Extended Technique: Rudiments

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment
Articulation	Perform: Interpret, Perform: Present	MU:Pr4, MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Sound Innovations Book 1, Concert Repertoire, iPad	Syllable, vowel shake, legato, staccato, accent, marcato, slur	Student demonstration, listening	Student demonstration, Flipgrid, Kahoot! Informal quiz
Fingering	Performing: Analyze	MU:Pr4	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Teacher demonstration, Sound Innovations Fingering Chart, iPad, Music Note Racer	All: 1 Octave Bb, Eb, F and Ab Major scale	Student demonstration, Instrument Racer game, Concerts, Smart Music	Student demonstration: Informal and formal, Smart Music, Instrument Racer App, Student self-reflection post concert
Percussion sticking	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Vic Firth Website, Teacher modeling, Sound Innovation, iPad (Slow mo camera), practice pad	Rudiments Review: Flam, Single Paradiddle, Double Paradiddle, Multiple Bounce Roll	Daily warmup routine	Student Demonstration, Smart Music
Percussion sticking	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Vic Firth Website, Teacher modeling, Sound Innovation, iPad (Slow mo camera), practice pad	Flam-tap, 9 stroke roll, 5 stroke roll, drag	Daily warmup routine	Student Demonstration, Smart Music
Percussion sticking	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher Modeling, Concert Repertoire	Bass Drum, crash cymbal, suspended cymbal, mallet, chime, gong, tambourine, triangle, and wind chime technique	Concert repertoire rehearsal	Student Demonstration, Concert summative assessments
Dynamic Control	Responding: Interpret	MU:Re8	9.3, 9.4	How do we discern the musical creators' and performers' expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent	Teacher modeling, recording app (showing amplitude of sound waves)	p, mp, mf, f; crescendo, decrescendo	Balance Exercise, Recording individuals and groups	Student demonstration, self-assessment
Dynamic Control	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher Modeling, Concert Repertoire	p, mp, mf, f; crescendo, decrescendo; Ensemble Balance	Balance Exercise, Recording individuals and groups, Class Rehearsal	Concert Performance
Style	Responding: Interpret	MU:Re8	9.3, 9.4	How do we discern the musical creators' and performers' expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent	Teacher Modeling, recordings, Concert repertoire	Articulation, Dynamics	Guided listening, Concert repertoire rehearsal	Student demonstration, Concert summative assessments
Style	Responding: Analyze	MU:Re7	9.3, 9.4	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music	Teacher Modeling, recordings, Concert repertoire	Phrasing, Fanfare, Lyrical, Swing	Guided listening, Concert repertoire rehearsal	Student demonstration, Concert summative assessments

Extended Techniques	Creating: Imagine	MU:Cr1	9.1	How do musicians generate creative ideas?	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	Teacher Demonstration, YouTube Video Tutorials, Master classes with formally trained percussionists	Drum Set Playing	Individual practice, performing with an ensemble	Student demonstration
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Strand: Tone

Key Vocabulary: Pitch, Blend

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessments
Tone Production	Performing: Rehearse, Evaluate, and Refine	MU:Pr5	9.1	How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Instrument components	Mouthpieces only, Mouthpiece and connecting pieces	Long tones, echo patterns, rhythm reading	Student demonstration, long tone challenges
Tone Production	Performing: Rehearse, Evaluate, and Refine	MU:Pr5	9.1	How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Teacher modeling, professional recording examples	Characteristic tone	Guided listening examples, Concert reflection	Concert summative assessment
Tone Production	Performing: Rehearse, Evaluate, and Refine; Responding: Interpret	MU:Pr5; MU:Re8	9.1; 9.3; 9.4	How do musicians improve the quality of their performance? How do we discern the musical creators' and performers' expressive intent?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Pyramid of sound, recording examples, High school student examples	Ensemble Blend	Chord balance, Chorales, Concert Repertoire, recording the ensemble	Student decisions (what sounds best), recordings; Concert Summative assessment
Pitch Accuracy	Performing: Analyze	MU:Pr4; MU:Pr6	9.1; 9.1	How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling	Ear Training	Echoes (on mouthpiece and full instrument); Echoes (4 beats, 8 beats, 16 beats, entire melodies)	Student demonstration
Pitch Accuracy	Performing: Rehearse, Evaluate, and Refine; Responding: Evaluate	MU:Pr5; MU:Re9	9.1; 9.3; 9.4	How do musicians improve the quality of their performance? How do we judge the quality of musical work(s) and performance(s)?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	iPad, Racer App, Sound Innovation Books, Smart Music	Bb, Eb, F, and Ab Major Scale	Note racer competition, Sound Innovations Book 1, Pg. 43 & 44	Note Racer, Individual assessment, student self-assessment
Characteristic Tone	Connecting: 10	MU:Cn10	9.2	How do musicians make meaningful connections to creating, performing, and responding?	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	YouTube Playlists, Teacher Modeling, Master classes	Listening examples	Active listening, self-analysis	Student Self-assessment

Strand: Time

Key Vocabulary: Macro beat, micro beat, subdivision, Allegro, Adagio, Andante, Moderato; Beats per minute (BPM)

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessments
Pulse	Connecting: 11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	Contemporary Music, Metronome	Steady beat	Connecting pulse of student's prior knowledge to performance on instruments	Student Demonstration
Pulse	Performing: Analyze Performing: Present	MU:Pr4; MU:Pr6	9.1.	How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.; Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teaching Rhythm Logically Book/Workbook, Finale Rhythm Sheets, Sound Innovation Book 1, Concert Repertoire	Macro beat, micro beat, subdivision	Counting System, Counting Drills	Student Demonstration
Meter	Performing: Analyze	MU:Pr4	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Book 1, Concert Repertoire	4/4, Common Time, 2/4, 3/4, 6/8 time	Sight Reading, Short-term rehearsal, long-term rehearsal	Formal formative assessment (quiz), Summative Concert Assessment
Meter	Performing: Interpret	MU:Pr4	9.1	How do performers interpret musical works?	Performers make interpretive decisions based on their understanding of context and expressive intent.	Teacher demonstration, Conducting patterns	Interpret conducting patterns	Student practicing conductor patterns, Tini Says (Simon Says), Out-of-time conducting	Tini Says competition, Concert Repertoire (out of time)
Tempo	Responding: Interpret	MU:Re8	9.3, 9.4	How do we discern the musical creators' and performers' expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent	Sound Innovations Book 1, Concert Repertoire, Metronome	Allegro, Adagio, Moderato, Andante, Tempo Marking	Kahoot!, Quizlet, Solo playing	Formal formative playing assessment
Tempo	Connecting: 11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	Metronome and/or Metronome app	Metronome Usage	Teacher demonstration	Metronome use quiz

Strand: Literacy

Key Vocabulary: Rhythm, Measure, Lines, Spaces, Treble and Bass Clef, Musical Alphabet, Sharp, Flat, Natural, Accidental; Note and rest durations: Whole, half, quarter, eighth, sixteenth, dotted, ties; Multi-measure rest, Anacrusis (pick up), Time Signature, Key Signature, Major, Minor, Melody, Harmony, Divisi, Repeat, Fermata, 1st and 2nd Ending, D.S., D.C., Fine, Coda, Ledger Lines, Rit., Rall., Accel., and trill									
Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment
Rhythmic	Responding: Analyze	MU:Re7	9.3	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	Teaching Rhythm Logically Series, Sound Innovations Book 1, Concert Repertoire	Counting system and Time Signature	Group counting	Daily informal assessments, Counting Quizzes
Rhythmic	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Concert Repertoire, Sound Innovations Book 1, Smart Music	Whole, half, quarter, eighth, sixteenth, dotted, and ties notes and rests	Student demonstration (Group and individual), Daily rehearsals	Daily informal formative assessment, Concert Assessment, playing quiz
Rhythmic	Performing: Analyze	MU:Re7	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Book 1, Concert Repertoire	Anacrusis	Daily Rehearsal	Student demonstration
Rhythmic	Connecting: 11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Concert Repertoire	Multi-measure rests	Rhythm mathematics	Student demonstration
Melodic	Performing: Analyze	MU:Re7	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Book 1, Concert Repertoire, iPad	Clef, Lines and Spaces, Note names, Flat Signs, Sharp signs, Natural sign, Accidental rule, note names (expanded range)	Kahoot, Daily rehearsal, Small group instruction	Student demonstration, Quizlet
Melodic	Performing: Analyze	MU:Re7	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Book 1, Concert Repertoire, iPad	Steps, skips, Octave	Sight reading, Echoes, Page 43 #190, 191	Student demonstration
Melodic	Performing: Analyze	MU:Re7	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Book 1, Concert Repertoire, iPad	Major, Minor, Keys Signature	Sound Innovations Book 1 Page 43, 44, Concert repertoire rehearsal	Informal student demonstration (group and individual), playing assessment, Smart Music
Melodic	Responding: Interpret	MU:Re8	9.4	How do we discern the musical creators' and performers' expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Concert Repertoire, Sound Innovations Book 1	Melody, Harmony, Rhythm	Identification challenge, Solo, Duet	Ensemble Identification
Symbol	Performing Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Concert Repertoire, Sound Innovations Book 1	Accidentals, fermata, Coda, Ledger lines, trill	Student demonstration (group and individual)	Summative playing assessment, Concert Assessment
Symbol	Performing Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Concert Repertoire, Sound Innovations Book 1	Repeated sign, 1st and 2nd Ending, Dal Segno, Da capo, Fine, Coda	Student demonstration (group and individual)	Summative playing assessment, Concert Assessment
Symbol	Performing Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Concert Repertoire, Sound Innovations Book 1	Ritardando, rallentando, accelerando	Student demonstration (group and individual)	Summative playing assessment, Concert Assessment