

Curriculum Map: Band

Grade: 6

Unit/Student Outcomes	Resources/ materials	Assessments	Illinois Learning Standards	Length of unit
<p>Students will be able to:</p> <ul style="list-style-type: none"> ◆ Play the concert Bb scale from memory at the tempo marking of $\underline{\quad} = 120$ on the metronome ◆ Play all the concert Bb exercises on page 40 of EE2000 book ◆ Play chromatic scale from memory at the tempo marking of $\underline{\quad} = 132$ on the metronome ◆ Write out the counting and perform Chart 11 in the Rhythm Vocabulary book at the tempo of $\underline{\quad} = 120$ on the metronome ◆ Recognize, by ear, all ascending intervals of the concert Bb major scale (unison, 2nd, 3rd, 4th, 5th, 6th, 7th, octave) ◆ Harvestfest 	<ul style="list-style-type: none"> ◆ Essential Elements 2000 ◆ Rhythm Vocabulary Charts by Ed Sueta ◆ Away We Go Book ◆ Various Band Arrangements 	<ul style="list-style-type: none"> ◆ Rehearsal ◆ SmartMusic exercises or playing exams <p>Performances:</p> <ul style="list-style-type: none"> ◆ MPA Harvestfest ◆ Winter Concert ◆ Written Semester Exam 	<p><u>STATE GOAL 25</u> 25.A.1c Identify differences in elements and expressive qualities (i.e., between fast and slow tempos; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat). 25.A.2c Identify elements and expressive qualities such as tone color, harmony, melody, form, rhythm/meter and dynamics in a variety of musical styles. 25.A.3c Identify and describe changes in elements and expressive qualities (e.g., crescendos, Ritardando, fermata, meter, sforzando).</p> <p><u>STATE GOAL 26</u> 26.A.1c Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds). 26.A.1d Relate symbol systems (e.g., icons, numbers and letters) to</p>	<p>First Semester</p>

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<ul style="list-style-type: none"> • Song from the <i>Away We Go</i> Book ◆ Winter Concert • Star Spangled Banner • Grandma Got Run Over By A Reindeer • Two other pieces to be decided 			<p>musical sounds.</p> <p>26.A.2c Classify musical sound sources into groups (e.g., instrumental families, instrumental ranges, soli/tutti)</p> <p>26.A.2d Read and interpret traditional notation of note values and letter names.</p> <p>26.A.3c Identify and describe changes in elements and expressive qualities (e.g., crescendo, Ritardando, fermata, meter, sforzando).</p> <p>26.A.3d Read and interpret traditional notation in a varied repertoire.</p> <p>26.B.3c Play on band instruments a variety of music representing diverse cultures and styles.</p> <p><u>STATE GOAL 27</u></p> <p>27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.</p>	
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Unit/Student Outcomes	Resources/ materials	Assessments	Illinois Learning Standards	Length of unit
<p>Students will be able to:</p> <ul style="list-style-type: none"> ◆ Play the concert Bb scale from memory at the tempo marking of $\underline{\quad}$ = 120 on the metronome ◆ Play all the concert Eb, F, and Ab exercises on page 40-41 of EE2000 book ◆ Play chromatic scale from memory at the tempo marking of $\underline{\quad}$ = 132 on the metronome ◆ Write out the counting and perform Chart 16-17 in the Rhythm Vocabulary book at the tempo of $\underline{\quad}$ = 120 on the metronome ◆ Recognize, by ear, all descending intervals of the concert Bb major scale (unison, 2nd, 3rd, 4th, 5th, 6th, 7th, octave) 	<ul style="list-style-type: none"> ◆ Essential Elements 2000 ◆ Rhythm Vocabulary Charts by Ed Sueta ◆ Various Band Arrangements ◆ Band Director Handouts 	<ul style="list-style-type: none"> ◆ Rehearsal critiques ◆ SmartMusic exercises or playing exams <p>Performances:</p> <ul style="list-style-type: none"> ◆ Solo/Ensemble Contest ◆ Band Contest ◆ Finale Concert ◆ Written Semester Exam 	<p><u>STATE GOAL 25</u> 25.A.1c Identify differences in elements and expressive qualities (i.e., between fast and slow tempos; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat). 25.A.2c Identify elements and expressive qualities such as tone color, harmony, melody, form, rhythm/meter and dynamics in a variety of musical styles. 25.A.3c Identify and describe changes in elements and expressive qualities (e.g., crescendos, Ritardando, fermata, meter, sforzando).</p> <p><u>STATE GOAL 26</u> 26.A.1c Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds). 26.A.1d Relate symbol systems (e.g., icons, numbers and letters) to musical sounds. 26.A.2c</p>	<p>Second Semester</p>

<ul style="list-style-type: none"> ◆ Solo/Ensemble Contest <ul style="list-style-type: none"> • Solo Literature grade 1.5+ • Optional small ensemble literature- ◆ Band Contest <ul style="list-style-type: none"> • Various band literature grade 1.5 – 2 ◆ Finale Concert <ul style="list-style-type: none"> • Star Spangled Banner (by memory) • Various Movie and Popular Music arrangements grade 1.5+ ◆ Marching Music for 7th grade 			<p>Classify musical sound sources into groups (e.g., instrumental families, instrumental ranges, soli/tutti)</p> <p>26.A.2d Read and interpret traditional notation of note values and letter names.</p> <p>26.A.3c Identify and describe changes in elements and expressive qualities (e.g., crescendo, Ritardando, fermata, meter, sforzando).</p> <p>26.A.3d Read and interpret traditional notation in a varied repertoire.</p> <p>26.B.3c Play on band instruments a variety of music representing diverse cultures and styles.</p> <p><u>STATE GOAL 27</u></p> <p>27.A.1b Identify how the arts contribute to communication, celebrations, occupations and recreation.</p>	
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