

6th Grade Band including Beginning Band

6th grade Concert Band is a full year class. The full ensemble will rehearse a minimum of twice per week. Students electing Band/Chorus will rehearse during the two full ensemble rehearsals. Students electing band only will rehearse one additional time for a total of three rehearsals per week. Beginning Band will rehearse three days per week. In addition all band students will receive a small group homogeneous lesson once each week. Lessons will take place during the school day with the band director or qualified lesson instructor in groups no larger than five students. These lessons will occur on a rotating pull-out basis.

This course is offered to all students who desire training in instrumental techniques, ensemble rehearsal and performance techniques, and music reading. Adherence to the **Contract of Success** and the performance dress code is required. Participation in the winter and spring evening curricular concerts is expected and integral for successful completion of this class. Homework for this class includes daily practice on assigned lesson and ensemble music.

Course Overview

Course Goals

Ensemble Goals:

- After 6th grade concert band, students will successfully perform and study selected literature from the repertoire map.
- After 6th grade concert band, students will be able to perform within an ensemble setting with appropriate balance, blend, and follow a conductor's non-verbal directions.

Small Group Lesson Goals:

- After 6th grade concert band, students will master skill level II objectives and beginning band students will complete a minimum of skill level II.
- After 6th grade concert band, students will successfully perform an appropriate level solo and scales in their lesson that represent their individual progress.

Instruction Guide

- I.** All students in the Fairfield band program progress through Skill Levels. These skill levels are a continuation from the elementary school curriculum. Most students in the Concert band program will complete Skill Level II by the end of their 6th grade year. Most Beginning Band students will complete level II by the end of their 6th grade year.
- II.** All students in the 6th grade concert band will study common musical genres as identified in the repertoire map.
- III.** During ensemble rehearsal, skills learned in lessons will be applied and ensemble techniques such as rhythmic accuracy, musical interpretation, balance and blend, intonation, sight reading, music analysis and evaluation will be developed.
- IV.** Instruction in lessons will focus on unique skills and techniques needed for specific instruments.
- V.** All students in the 6th grade band program will complete a series of tasks designed to meet state standards.

Assessments

Common Assessments

- Ensemble Performances
- Small Group Performances

Skill Assessments

- Skill Level I - Mastery
- Skill Level II – Mastery

Small Group Lesson Assessments Level I & Level II

Includes (Regardless of Instrument):

- Enumerate
- Play and read time signatures
- Identify symbols and define terms

Plus instrument specific assessments related to instrument specific techniques.

<u>Content Outline</u>	<u>Standards</u>	<u>Summary Objectives</u>
<p>I. Summary Objective 1</p> <p>II. Summary Objective 2</p> <p>III. Summary Objective 3</p> <p>IV. Summary Objective 4</p> <p>V. Summary Objective 5</p> <p>VI. Summary Objective 6</p>	<p>Connecticut SDE Arts Curriculum Framework</p> <p>Connecticut State Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Instrumental</i> • <i>Notation</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>History and Cultures</i> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Play their instruments in tune with a characteristic tone, repertoire from the recommended 6th grade band repertoire list and designated lesson materials with expression and technical accuracy, both in lessons and within their ensembles. • Enumerate rhythms designated in skill levels I & II. • Play rhythmic patterns in various time signatures designated in skill levels I & II. • Listen to, analyze, and describe performances, using music terminology designated in skill levels I & II. • Evaluate their own performances and compare and contrast them to performances of others, both individually and within an ensemble. • Describe distinguishing characteristics of representative music genres from selections contained in the repertoire map.

Fairfield Music Department Curriculum

Middle School Band Repertoire Map

Repertoire selected for each block will reflect the skill level represented in each ensemble:
Fairfield skill levels I - V



Ensemble Materials/Resources

Used in all Summary Objectives

A variety of skill level appropriate band music representing various styles and genres.

Theory Time Packets – 1 A&B, 2A&B, 3 A&B
Supplemental Materials

- Including but not limited to:
 - Reference copies lesson books
 - Small ensemble books

Contemporary Band Literature

Posture Chairs to accommodate enrollment

Manhasset style Music Stands to accommodate enrollment

Lockable Storage cabinets to accommodate instruments

Percussion Equipment

- Timpani (set of three)
- Concert Bass Drum and Stand
- Concert Snare Drums (three) and stands
- Parade Snare Drums and Carriers to accommodate needs of ensemble (minimum of 10)
- Marching Bass Drum and Carrier
- Drum Set with appropriate stands
- Concert Cymbals (18")
- Suspended Cymbal with stand (19")
- Chimes with mallets
- Concert Bells with stand
- 3 ½ Octave Xylophone
- 2 Bell Kits
- 3 Drum Pads with stands
- Bongos with stand
- Temple Blocks with Stand
- Assorted Latin Percussion as needed for curricular repertoire map
- Sleigh Bells

Small Group Lesson Materials/Resources

Used in all Summary Objectives

Grade level and instrument appropriate band method book(s).

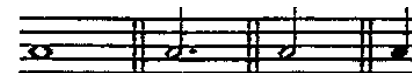
Instrument Recommendations**Skill Objectives**

Used in all Summary Objectives for all students regardless of instrument

LEVELS I & II

Students will:

- Enumerate



and their corresponding rests.

- Play and read in 4/4, 2/4, ¾ time signatures.
- Identify symbols and define terms: treble clef, bass clef, barline, measure, repeat sign, slur, unison, divisi, single measure repeat, solo, soli, tutti, sharp, flat, natural, andante, moderato, allegro, dynamics, pp, p, mp, mf, f, ff, crescendo, decrescendo, ritard, time signature, key signature, breath support, embouchure, articulation, accent.

<ul style="list-style-type: none">• Assorted mallets Conductors Podium		
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Summary Objective 1 [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.

Unit Objectives

Students will be able to:

- play their instruments in tune with a characteristic tone, repertoire from the recommended 6th grade band repertoire list and designated lesson materials with expression and technical accuracy, both in lessons and within their ensembles.

Tasks

Ensemble

- Group performance of scales from Skill levels I and II.
- Group performance of band literature from recommended 6th grade repertoire list. Use appropriate balance and blend while following a conductor's non-verbal directions.

Small Group Lesson

- Individual performance of designated lesson material with a characteristic tone, phrasing and articulation from Skill levels I and II.

Assessments

[Ensemble Performances](#)

Small Group Lesson Assessments as appropriate

Level I - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)
- [Tuba/Euphonium/Baritone](#)
- [Mallet Percussion](#)
- [Battery Percussion](#)

Level I & II - Mastery

- [Oboe](#)
- [Bassoon](#)

Level II - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)

		<ul style="list-style-type: none"> • Tuba/Euphonium/Baritone • Mallet Percussion • Battery Percussion
<u>Ensemble Materials/ Resources</u> See above	<u>Small Group Lesson Materials/Resources</u> See above	<u>Skill Objectives</u> See above
<u>Technology Resources</u> <ul style="list-style-type: none"> • Tuner • Metronomes • CD Recorder • Microphones • Microphone Stands • Computers • Stereo • Laptop Mac (digital recording) and ipod – needed to implement curriculum standard for self-evaluation • Digital video camera (concert recording) - needed to implement curriculum standard for self-evaluation • Keyboards for each teaching space (including practice rooms) • Bass Amplifier combo • Guitar Amplifier combo • Maintain Current District Music Software 	<u>Differentiated Instruction</u> Small group lessons	<u>Enrichment/ELL</u> Participation for those who qualify: <ul style="list-style-type: none"> • Western Regional Music Festival • Fairfield’s 6th Grade Honors Band • Individual school’s Jazz Band

Summary Objective 2 [top](#)

Standards

Notation

Students will read and notate music.

Students will:

- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Unit Objectives

Students will be able to:

- enumerate rhythms designated in skill levels I & II.

Tasks

Ensemble

- Enumerate musical notation verbally and in writing band literature from 6th grade repertoire map

Small Group Lesson

- Enumerate musical notation verbally and in writing designated lesson material

Assessments

Ensemble Performances

Written Theory Assessment

Small Group Lesson Assessments

Level I - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)
- [Tuba/Euphonium/Baritone](#)
- [Mallet Percussion](#)
- [Battery Percussion](#)

Level I & II - Mastery

- [Oboe](#)
- [Bassoon](#)

Level II - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)

		<ul style="list-style-type: none"> • Tuba/Euphonium/Baritone • Mallet Percussion • Battery Percussion
<u>Ensemble Materials/ Resources</u> See above	<u>Small Group Lesson Materials/Resources</u> See above	<u>Skill Objectives</u> See above
<u>Technology Resources</u> <ul style="list-style-type: none"> • Tuner • Metronomes • CD Recorder • Microphones • Microphone Stands • Computers • Stereo • Laptop Mac (digital recording) and ipod – needed to implement curriculum standard for self-evaluation • Digital video camera (concert recording) - needed to implement curriculum standard for self-evaluation • Keyboards for each teaching space (including practice rooms) • Bass Amplifier combo • Guitar Amplifier combo • Maintain Current District Music Software 	<u>Differentiated Instruction</u> Small group lessons	<u>Enrichment/ELL</u>

Summary Objective 3 [top](#)

Standards

Notation

Students will read and notate music.

Students will:

- read at sight simple melodies in both the treble and bass clefs.
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Unit Objectives

Students will be able to:

- play rhythmic patterns in various time signatures designated in skill levels I & II.

Tasks

Ensemble

- Play musical notation in band literature from 6th grade repertoire map with appropriate balance and blend while following a conductor's non-verbal direction.

Small Group Lesson

- Play musical notation from designated lesson material

Assessments

Ensemble Performances

Small Group Lesson Assessments

Level I - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)
- [Tuba/Euphonium/Baritone](#)
- [Mallet Percussion](#)
- [Battery Percussion](#)

Level I & II - Mastery

- [Oboe](#)
- [Bassoon](#)

Level II - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)
- [Tuba/Euphonium/Baritone](#)
- [Mallet Percussion](#)

		<ul style="list-style-type: none"> • Battery Percussion
<u>Ensemble Materials/ Resources</u> See above	<u>Small Group Lesson Materials/Resources</u> See above	<u>Skill Objectives</u> See above
<u>Technology Resources</u> <ul style="list-style-type: none"> • Tuner • Metronomes • CD Recorder • Microphones • Microphone Stands • Computers • Stereo • Laptop Mac (digital recording) and ipod – needed to implement curriculum standard for self-evaluation • Digital video camera (concert recording) - needed to implement curriculum standard for self-evaluation • Keyboards for each teaching space (including practice rooms) • Bass Amplifier combo • Guitar Amplifier combo • Maintain Current District Music Software 	<u>Differentiated Instruction</u> Small group lessons	<u>Enrichment/ELL</u>

Summary Objective 4 [top](#)

Standards

Analysis

Students will listen to, describe and analyze music.

Students will:

- describe specific music events in a given aural example, using appropriate terminology.
- analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Unit Objectives

Students will be able to:

- listen to, analyze, and describe performances, using music terminology designated in skill levels I & II.

Tasks

Ensemble

- Develop criteria for analyzing the quality and effectiveness of music performances using appropriate terminology
- Use the criteria to analyze the quality and effectiveness of their own curricular concerts using appropriate terminology
- Use the criteria to analyze the quality and effectiveness of others' performances using appropriate terminology

Small Group Lesson

- Demonstrate through performance and discussion the application of criteria developed in the ensemble to analyze their own individual performance
- Demonstration of applied analytic skills in daily, at home practice, to predict successful lesson performance

Assessments

Ensemble Performances

Small Group Lesson Assessments

Level I - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)
- [Tuba/Euphonium/Baritone](#)
- [Mallet Percussion](#)
- [Battery Percussion](#)

Level I & II - Mastery

- [Oboe](#)
- [Bassoon](#)

Level II - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)
- [Tuba/Euphonium/Baritone](#)
- [Mallet Percussion](#)

		<ul style="list-style-type: none"> • Battery Percussion Plus informal individual and group assessment
<u>Ensemble Materials/ Resources</u> See above	<u>Small Group Lesson Materials/Resources</u> See above	<u>Skill Objectives</u> See above
<u>Technology Resources</u> <ul style="list-style-type: none"> • Tuner • Metronomes • CD Recorder • Microphones • Microphone Stands • Computers • Stereo • Laptop Mac (digital recording) and ipod – needed to implement curriculum standard for self-evaluation • Digital video camera (concert recording) - needed to implement curriculum standard for self-evaluation • Keyboards for each teaching space (including practice rooms) • Bass Amplifier combo • Guitar Amplifier combo • Maintain Current District Music Software 	<u>Differentiated Instruction</u> Small group lessons	<u>Enrichment/ELL</u>

Summary Objective 5 [top](#)

Standards

Evaluation

Students will evaluate music and music performances.

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

Unit Objectives

Students will be able to:

- evaluate their own curricular concert performances and compare and contrast them to performances of others, both individually and within an ensemble.

Tasks

Ensemble

- Develop criteria for evaluating the quality and effectiveness of music performances with attention to balance and blend.
- Demonstrate through performance and discussion the application of the criteria to evaluate the quality and effectiveness of their own and others' performances with attention to balance and blend
- Offer constructive suggestions for improvement of individual, section and ensemble

Small Group Lessons

- Demonstrate through performance and discussion the application of criteria developed in the ensemble to analyze their own individual performance
- Demonstration of applied analytic skills in daily, at home practice, to predict successful lesson performance

Assessments

Ensemble Performances; Winter and Spring Concerts and written evaluation of individual and group performances of each concert

Small Group Lesson Assessments

Level I - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)
- [Tuba/Euphonium/Baritone](#)
- [Mallet Percussion](#)
- [Battery Percussion](#)

Level I & II - Mastery

- [Oboe](#)
- [Bassoon](#)

Level II - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)

		<ul style="list-style-type: none"> • Tuba/Euphonium/Baritone • Mallet Percussion • Battery Percussion
<u>Ensemble Materials/ Resources</u> See above	<u>Small Group Lesson Materials/Resources</u> See above	<u>Skill Objectives</u> See above
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Summary Objective 6 [top](#)

Standards

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

Unit Objectives

Students will be able to:

- describe distinguishing characteristics of overture and programmatic music as identified in the repertoire map.

Tasks

Ensemble

Group study and performance of:

[Overture](#)

- Intended purpose
- Typical form
- Variations of form

[Programmatic](#)

- Compositional techniques
- Musical themes
- Unique use of instruments

Small Group Lesson

- Describe distinctive characteristics to given musical examples from designated lesson material/literature.

Assessments

Ensemble Performances and district-wide written assessment.

Small Group Lesson Assessments

Level I - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)
- [Tuba/Euphonium/Baritone](#)
- [Mallet Percussion](#)
- [Battery Percussion](#)

Level I & II - Mastery

- [Oboe](#)
- [Bassoon](#)

Level II - Mastery

- [Flute](#)
- [Clarinet](#)
- [Saxophone](#)
- [Trumpet](#)
- [French Horn](#)
- [Trombone](#)
- [Tuba/Euphonium/Baritone](#)
- [Mallet Percussion](#)

		<ul style="list-style-type: none"> • Battery Percussion
<u>Ensemble Materials/ Resources</u> See above	<u>Small Group Lesson Materials/Resources</u> See above	<u>Skill Objectives</u> See above
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