HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT AUTEN ROAD INTERMEDIATE SCHOOL MUSIC CURRICULUM GRADE 6 BAND

AUGUST 2019

Grade 6 Band Course Overview

This full year pull-out elective performance class is the second year of the district-wide band program which originates in the 5th grade and culminates in the 12th grade. Student instruction is comprised of one instrument specific, small group lesson and one large ensemble rehearsal during a 5-day week. Students will receive approximately 32 small group lessons and 29 ensemble lessons. Small group instruction is devoted to individualized, instrument-specific performance technique. Ensemble instruction focuses on the application of individual skills in a cooperative learning setting to meet the performance goal of basic band literature levels 1 - 1.5 The performance-based class requires that students attend and perform in every performance scheduled for the ensemble. Student achievement is directly related to the amount of instructional time; therefore all efforts must be made to avoid interruption of scheduled instructional time. Students will be expected to meet or exceed proficiency levels in common performance assessments. Above and beyond the times listed here for the classroom, there is an expectation that students will commit to additional personal practice time in order to reinforce learned skills.

The 5th Grade Band Curriculum aligns the following **New Jersey Core Curriculum Content Standards**:

- 1.1 The Creative Process/ Creating
- 1.2 History of the Arts and Culture/ Connecting
- 1.3 Performance/ Performing
- 1.4 Aesthetic Responses and Critique Methodologies/ Responding

as well as the **National Arts Standards**:

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Refine and complete artistic work.
- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6: Convey meaning through the presentation of artistic work.
- Anchor Standard 7: Perceive and analyze artistic work
- Anchor Standard 8: Interpret intent and meaning in artistic work.
- Anchor Standard 9: Apply criteria to evaluate artistic work.
- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

All standards are addressed through the performance of instructional material and band literature selected specifically to develop the students' skills and understanding of music in compositional elements, history and culture, individual musicianship, ensemble performance, critique and evaluation.

2019 HTPS Performing Arts Curriculum Map – Grade 6 Band

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Elements of	Visited	1.1 The Creative	Why is it	Instrumental	Continue to	Accurate	Know and apply	CRP1. Act as a
Music:	throughout	Process	important to	performance is	increase their	identification of	grade-level	responsible and
Rhythm,	Grade 6	1.1.5.B.1 Identify the	understand the	mental and	understanding	the elements of	phonics and word	contributing
Melody,		elements of music in	elements of	physical as well	and fluency of	music within	analysis skills in	citizen and
Harmony,		response to aural	music?	as academic,	the skills	the context of	decoding words.	employee.
Form,		prompts and printed		aesthetic and	learned in	listening and		
Articulation,		music notational	How and why	creative.	Grade 5.	reading scores	Read with	CRP2. Apply
Dynamics,		systems. (Including	is music			and individual	sufficient	appropriate
Tempo		texture, harmony,	notated?	Music has a	Identify and	parts.	accuracy and	academic and
		melody and rhythm.)		structure.	perform basic		fluency to	technical skills.
			How were		enharmonic	Accuracy of	support	
		1.1.5.B.2 Demonstrate	musical	The elements of	tones.	note and	comprehension.	CRP4.
		the basic concepts of	symbols	music are		rhythm		Communicate
		meter, rhythm tonality,	derived and	combined in	Perform music	identification	Determine or	clearly and
		intervals, chords, and	what are their	unlimited and	containing	on written and	clarify the	effectively and
		melodic and harmonic	functions?	various ways to	accidentals.	performed	meaning of	with reason.
		progressions, and		express meaning		examples	unknown and	G
		differentiate basic	How can	and emotion.	Perform music		multiple-meaning	CRP6.
		structures.	primary		containing Da	Accuracy of	words and	Demonstrate
		110511	counting skills	Musicians use	Capo, Dal	rhythmic	phrases based on	creativity and
		1.1.8.B.1 Analyze the	increase	the elements of	Segno, Coda	counting	grade 5 reading	innovation.
		application of the	rhythmic	music to	and Fine.	exercises.	and content,	CDD0 IIII
		elements of music in	accuracy?	effectively	D	7D 1	choosing flexibly	CRP8. Utilize
		diverse Western and	XX71 :- :4	decode the	Demonstrate	Teacher	from a range of	critical thinking
		non-Western musical	Why is it	process of	how to perform	evaluation of in	strategies.	to make sense
		works from different	important to	performing	musical	class and/or	A	of problems
		historical eras using	identify mathematical	music.	phrases in a melodic	video	Acquire and use	and persevere
		active listening and by	correlations in	Musicians'		performances.	accurately grade-	in solving them.
		reading and	rhythmic	creative choices	example.	Self-evaluation	appropriate general academic	uieiii.
		interpreting written	patterns?	are influenced	Perform music	of in class	and domain-	CRP10. Plan
		scores.	patterns?	by their	containing	and/or video	specific words	education and
		1.1.8.B.2 Compare and	What tools do	expertise,	various	performances.	and phrases,	career paths
		contrast the use of	composers use	context, and	articulation.	performances.	including those	aligned to
		structural forms and	to	expressive	articulation.	Class	that signal	personal goals.
		the manipulation of the	communicate	intent.		discussion in	contrast, addition,	personal goals.
		the manipulation of the	Communicate	ment.		discussion in	contrast, addition,	

elements of	music in to the	he	Identify and	which students	and other logical	CRP11. Use
diverse style	es and audience?	lience? Effecti		are able to	relationships.	technology to
genres of m			, listeners chromatic	explore the	1	enhance
composition			formers passages.	elements of	Explain	productivity.
	different time			music guided	equivalence of	
1.2 History	of the signatures	natures knowle	dge of basic key	by essential	fractions in	CRP12. Work
Arts and C	<u> </u>			questions.	special cases and	productively in
1.2.5.A.2 Re	<u> </u>	C	U		compare fractions	teams while
common art					by reasoning	using cultural
elements that	at define music?			evaluation of	about their size.	global
distinctive a	art genres in	judgme	ents. keys of	benchmark		competence.
dance, musi	•	3 0	Concert Bb,	assessments	Explain concepts	1
and visual a		guage of	Eb, F and Ab	using aligned	of force and	
	music		Major.	rubrics.	motion and	
1.3 Perforn	nance transcend	nscend			demonstrate	
1.3.5.B.1 Si	ing or play cultures?	tures?	Use a tuner to)	control while	
music from			accurately		modifying force,	
notation, usi	ing How does	w does	adjust		flow, time, space,	
notation sys	stems in technology	hnology	instrument's		and relationships	
treble and b		ist in the	intonation.		in interactive	
mixed meter	er, and writing and	ting and			dynamic	
compound r	meter. recording of	ording of	Use a		environments.	
	music?	sic?	metronome to)		
1.3.5.B.3 In	nprovise		ensure		Use self-	
and score si	imple Why do	ıy do	exercises are		evaluation and	
melodies ov	ver given composers	nposers	performed wi	th	external feedback	
harmonic st			a steady beat.		to detect and	
using traditi	ional forms to create	ms to create			correct errors in	
instruments			Identify and		one's movement	
computer pr	rograms. music?	sic?	perform musi	c	performance.	
			containing			
1.3.5.B.4 De			syncopation.		Demonstrate	
the elements	*				comprehension of	
are used to a			Analyze and		simple, oral and	
unity and va			perform		written	
tension and		•	rhythms		directions,	
and balance	1 /	_	containing		command in a	
composition	•		dotted quarte		foreign language.	
	phrasing?	asing?	and eighth no			
1.3.5.B.2 Si			combinations	•	Select and use	
and harmon	izing parts,				appropriate tools	

		TT 1	• • • • • • • • • • • • • • • • • • •	1 1
and digital	Properly	How does	independently and in	
resources to	perform	articulation add	groups, adjusting to the	
accomplish a	crescendos,	to the character	range and timbre of the	
variety of tasks	decrescendos,	of a piece of	developing voice.	
and to solve	and	music?		
problems.	diminuendos		1.3.8.B.1 Perform	
	within	How do	instrumental or vocal	
	increasingly	musicians	compositions using	
			complex standard and	
			•	
			-	
	Create more		5 5	
			1 3 8 B 3 Apply	
	performances.			
			stair.	
			and social values and is	
			inspired by an	
			individual's	
			imagination and frame	
			of reference (e.g.,	
			personal, social,	
			_	
			,	
			1.4.8.A.7 Analyze the	
	challenging musical examples. Create more complex harmony through duet and trio performances.	generate creative ideas?	non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 1.4 Aesthetic Responses and Critique Methodologies 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g.,	

craftsn origina	anship, and ity of
_	ntative works of
dance,	music, theatre,
and vis	ıal art.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
History	Visited	1.1 The Creative	Perform	Verbal and	Perform	Verbal and	Determine the	CRP1. Act as a
and	throughout	Process	exercises and	written	exercises and	written	meaning of	responsible and
Culture	Grade 6.	1.1.8.B.2 Compare and	concert	evaluations of	concert	evaluations of	general academic	contributing
		contrast the use of	literature from	listening	literature from	listening	and domain-	citizen and
		structural forms and the	varying cultures	example origins.	varying	example	specific words	employee.
		manipulation of the	and time		cultures and	origins.	and phrases in a	
		elements of music in	periods.	Participation in	time periods.		text relevant to a	CRP4.
		diverse styles and genres		class discussions		Participation in	grade 5 topic or	Communicate
		of musical compositions.	Compare and	and interactive	Compare and	class	subject area	clearly and
			contrast music	activities.	contrast music	discussions and		effectively and
		1.2 History of the Arts	from different		from different	interactive	Compare and	with reason.
		and Culture	genres and time	Class discussion	genres and time	activities.	contrast the	
		1.2.5.A.1 Recognize	periods.	in which	periods.		overall structure	CRP5.
		works of dance, music,		students are able		Class	(e.g., chronology,	Consider the
		theatre, and visual art as	Perform music	to explore the	Perform music	discussion in	comparison,	environmental,
		a reflection of societal	appropriate for	elements of	appropriate for	which students	cause/effect,	social and
		values and beliefs.	various cultural	music guided by	various cultural	are able to	problem/solution)	economic
			celebrations.	essential	celebrations.	explore the	of events, ideas,	impacts of
		1.2.5.A.2 Relate common		questions.		elements of	concepts, or	decisions.
		artistic elements that	Participate in		Participate in	music guided	information in	
		define distinctive art	classroom	Formative	classroom	by essential	two or more	CRP12. Work
		genres in dance, music,	discussions	evaluation of	discussions	questions.	texts.	productively in
		theatre, and visual art.	focused on the	benchmark	focused on the			teams while
			historical	assessments	historical	Formative	Recognize some	using cultural
		1.2.5.A.3 Determine the	relevance of	using aligned	relevance of	evaluation of	common gestures	global
		impact of significant	music in	rubrics.	music in	benchmark	and cultural	competence.
		contributions of	various		various	assessments	practices	
		individual artists in	cultures.		cultures.	using aligned	associated with	
		dance, music, theatre,				rubrics.	the target	
		and visual art from	Relate		Relate		culture(s).	
		diverse cultures	composers to		composers to		All students will	
		throughout history.	appropriate		appropriate		acquire the	
			musical time		musical time		knowledge and	
		1.2.8.A.1 Map historical	period.		period.		skills to think	
		innovations in dance,					analytically about	
		music, theatre, and visual					how past and	

01	art that were caused by	Locate origins	Locate origins	present
	he creation of new	of individual	of individual	interactions of
	echnologies.	pieces of music	pieces of music	people, cultures,
		on an	on an	and the
	1.2.8.A.2 Differentiate	interactive map.	interactive map.	environment
	past and contemporary			shape the
	*	Listen to	Listen to	American
I I	•	professional	professional	heritage. Such
		performances	performances	knowledge and
	ssues, and events that are	of music from	of music from	skills enable
cl	chronicled in the histories	varying	varying	students to make
0.	of diverse cultures.	cultures.	cultures.	informed
				decisions that
	1.4 Aesthetic Responses			reflect
a	and Critique			fundamental
N	Methodologies			rights and core
	1.4.5.A.2 Make informed			democratic
a	nesthetic responses to			values as
	artworks based on			productive
st	structural arrangement			citizens in local,
	and personal, cultural,			national, and
	and historical points of			global
I I	view.			communities.
	. 10 11.1			
	1.4.8.A.1 Generate			All students will
	observational and			acquire the
	emotional responses to			knowledge and
	diverse culturally and			skills to think
	nistorically specific			analytically and
	works of dance, music,			systematically
	heatre, and visual art.			about how past
	moune, and visual art.			interactions of
	1.4.8.A.3 Distinguish			people, cultures,
	among artistic styles,			and the
	rends, and movements in			environment
				affect issues
	dance, music, theatre,			
	and visual art within			across time and
	diverse cultures and			cultures. Such
h	nistorical eras.			knowledge and
				skills enable
				students to make

1.4.8.B.3 Compare and	informed	
contrast examples of	decisions	as
archetypal subject matter	socially a	nd
in works of art from	ethically	
diverse cultural contexts	responsib	le world
and historical eras by	citizens in	n the
writing critical essays.	21st centr	ıry.
	Gather ar	nd
	analyze f	indings
	using data	a
	collection	ı
	technolog	gy to
	produce a	ı
	possible s	solution
	for a cont	ent-
	related or	real-
	world pro	blem.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Individual	Visited	1.1 The Creative Process	How does	Instrumental	Exhibit proper	Teacher	Explain and	CRP1. Act as a
Performance	throughout	1.1.5.B.1 Identify the	technique	performance is	playing	evaluation of in	perform	responsible
Skills	Grade 6.	elements of music in	affect	mental and	posture in a	class and/or	movement skills	and
		response to aural prompts	performance	physical as well	variety of	video	that combine	contributing
		and printed music	quality?	as academic,	environments.	performances.	mechanically	citizen and
		notational systems.		aesthetic and			correct	employee.
			How does	creative.	Explain the	Self-evaluation	movement in	
		1.1.5.B.2 Demonstrate the	proper posture,		relationship	of in class	smooth flowing	CRP2. Apply
		basic concepts of meter,	breath, and	Developing	between good	and/or video	sequences in	appropriate
		rhythm, tonality, intervals,	playing	musicianship	posture and	performances.	isolated settings	academic and
		chords, and melodic and	position	skills requires	performance	C1	(i.e., skill	technical
		harmonic progressions, and	contribute to	ongoing self-	quality.	Class	practice) and	skills.
		differentiate basic	creating a	reflection and	T.T	discussion in	applied settings	CDD4
		structures.	characteristic	critique.	Use proper hand	which students	(i.e., games,	CRP4.
		1 1 9 D 2 Commons and	tone?	The elements of	placement for	are able to	sports, dance, and recreational	Communicate clearly and
		1.1.8.B.2 Compare and contrast the use of structural	How does	music are	*	explore the elements of	activities).	effectively and
		forms and the manipulation	repetition	combined in	optimal fluency	music guided	activities).	with reason.
		of the elements of music in	increase	unlimited and	between notes.	by essential	Use self-	with reason.
		diverse styles and genres of	performance	various ways to	between notes.	questions.	evaluation and	CRP8. Utilize
		musical compositions.	ability?	express meaning	Identify parts	questions.	external feedback	critical
		musical compositions.	aomity:	and emotion.	of an	Formative	to detect and	thinking to
		1.3 Performance	How does	and emotion.	instrument	evaluation of	correct errors in	make sense of
		1.3.5.B.1 Sing or play	personal	Every individual	using	benchmark	one's movement	problems and
		music from complex	practice	contributes to	appropriate	assessments	performance.	persevere in
		notation, using notation	benefit	the quality of an	terminology.	using aligned	porrormano	solving them.
		systems in treble and bass	ensemble	ensemble		rubrics.	All students will	8
		clef, mixed meter, and	performance?	performance.	Explain and		understand that	CRP11. Use
		compound meter.	•	•	demonstrate	Evaluation of	physical science	technology to
		•	Why is sight	Technology	proper care of	instrument care	principles,	enhance
		1.3.8.B.1 Perform	reading an	impacts the	instrument.	and	including	productivity.
		instrumental or vocal	important skill	creation and		maintenance.	fundamental	-
		compositions using	for musicians	performance of	Explain and		ideas about	
		complex standard and non-	to acquire?	music.	demonstrate		matter, energy,	
		standard Western, non-			the usage of		and motion, are	
					expanded		powerful	

Western and arout conde	How does the	Performers'	:		
Western, and avant-garde			instrument	conceptual tools	
notation.	anatomy of an	interest in and	care	for making sense	
	instrument	knowledge of	accessories.	of phenomena in	
1.3.8.B.2 Perform	determine its	musical works,		physical, living,	
independently and in	sound?	understanding of	Demonstrate	and Earth	
groups with expressive		their own	the ability to	systems science.	
qualities appropriately	What fine and	technical skill,	properly		
aligned with the stylistic	gross motor	and the context	articulate		
characteristics of the genre.	skills are	for a	notes.		
	necessary to	performance			
1.3.8.B.3 Apply theoretical	play an	influence the	Exhibit the		
understanding of expressive	instrument?	selection of	ability to		
and dynamic music		repertoire.	identify and		
terminology to the	How does	.	perform slurs.		
performance of written	instrument	Analyzing	r		
scores in the grand staff.	care affect	creators' context	Demonstrate		
scores in the grand starr.	personal	and how they	correlations		
1.4 Aesthetic Responses	personal performance?	manipulate	between		
and Critique	performance:	elements of	melodic notes		
Methodologies	How do	music provides	and finger		
1.4.5.B.4 Define technical	performers	insight into their	placement.		
	select	_	pracement.		
proficiency, using the		intent and	D C 1		
elements of the arts and	repertoire?	informs	Perform long		
principles of design.	TT 1	performance.	tone and scale/		
	How does		arpeggio		
	understanding	Performers	based warm		
	the structure	make	up exercises in		
	and context of	interpretive	concert Bb,		
	musical works	decisions based	Eb, F and Ab.		
	inform	on their			
	performance?	understanding of	Demonstrate		
		context and	the breath or		
	How do	expressive	hand changes		
	performers	intent.	needed to		
	interpret		change		
	musical	To express their	dynamics.		
	works?	musical ideas,			
		musicians	Become		
	How do	analyze,	comfortable		
	musicians	evaluate, and	performing		
	improve the	refine their	individually in		

1'. 6.1 '	C	1 1/	
quality of their	performance	class and/ or	
performance?	over time	on video	
	through	recordings.	
	openness to new		
	ideas,	Demonstrate	
	persistence, and	the ability to	
	the application	transfer basic	
	of application		
	of appropriate	musicianship	
	criteria.	skills to sight-	
		reading given	
		examples.	
		Increase	
		performance	
		stamina to	
		include longer	
		repertoire.	
		Expand range	
		through ?	
		through 2	
		octave scales.	
		Explore and	
		implement	
		alternate	
		fingerings	
		when	
		necessary.	
		11000001	
		Begin to	
		explore	
		making	
		personal	
		dynamic and	
		phrasing	
		choices when	
		performing.	
		Understand	
		instrument	
		specific	
		relationships	

		to concert pitch and transposition.		
		Appropriately respond to the performances		
		of others.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Ensemble	Visited	1.1 The Creative	Why is playing	There are many	Perform	Written and	Know and apply	CRP1. Act as a
Performance	throughout	Process	with accurate	different reasons	standard band	aural	grade-level	responsible and
Skills	Grade 6.	1.1.5.B.1 Identify the	pitch an	why music is	literature	evaluations of	phonics and word	contributing
		elements of music in	important skill	written and	defined as	live and	analysis skills in	citizen and
		response to aural	when playing in	performed.	instructional	recorded	decoding words.	employee.
		prompts and printed	an ensemble?		levels 1 - 1.5.	performances.		
		music notational		Instrumental			Read with	CRP2. Apply
		systems.	What is the role	performance is	Identify pitch	Teacher and	sufficient	appropriate
			of the	mental and	and volume	student	accuracy and	academic and
		1.1.5.B.2 Demonstrate	conductor in an	physical as well	tendencies of	observation of	fluency to	technical skills.
		the basic concepts of	ensemble?	as academic,	instruments	correct	support	
		meter, rhythm, tonality,		aesthetic and	included in a	performance	comprehension.	CRP5.
		intervals, chords, and	How can	creative.	wind ensemble.	technique.		Consider the
		melodic and harmonic	instrument				Engage	environmental,
		progressions, and	specific skills	Developing	Utilize	Self-assessment	effectively in a	social and
		differentiate basic	be combined to	musicianship	individual	of individual	range of	economic
		structures.	produce a	skills requires	tuning skills	and ensemble	collaborative	impacts of
			musical	ongoing self-	while tuning as	intonation,	discussions (one-	decisions.
		1.1.8.B.2 Compare and	performance?	reflection and	an ensemble.	balance, blend	on-one, in	
		contrast the use of		critique.		and phrasing.	groups, and	CRP6.
		structural forms and the	What is tuning		Identify and		teacher-led) with	Demonstrate
		manipulation of the	and why is it	Music is	perform the	Teacher	diverse partners	creativity and
		elements of music in	important?	embedded in the	conducted beat	evaluation of in	on grade 5 topics	innovation.
		diverse styles and genres		celebrations and	patterns in 2/4,	class and	and texts,	
		of musical	What is	storytelling of	3/4, and 4/4	concert	building on	CRP12. Work
		compositions.	balance/ blend	all cultures.	time signatures.	performances.	others' ideas and	productively in
		125 0	and why is it	36 1	D 6	Student	expressing their	teams while
		1.3 Performance	important?	Music has	Perform	reflection of in	own clearly.	using cultural
		1.3.8.B.1 Perform	** 1	structure.	literature of	class and	Acquire and use	global
		instrumental or vocal	How does	701 1 · · · ·	varying tempi.	concert	accurately grade-	competence.
		compositions using	personal	The elements of	I into a C	performances.	appropriate	
		complex standard and	practice benefit	music are	Listen for		general academic	
		non-standard Western,	ensemble	combined in	tuning, balance		and domain-	
		non-Western, and avant-	performance?	unlimited and	and blend while		specific words	
		garde notation.		various ways to	playing and		and phrases,	
					make		including those	

120 D 2 Df.	XX71 ': -1-4	·		1.1	1	
1.3.8.B.2 Perform	Why is sight	express meaning	appropriate		hat signal	
independently and in	reading an	and emotion.	adjustments.		contrast, addition,	
groups with expressive	important skill	Ecc	D C		and other logical	
qualities appropriately	for musicians to	Effective	Perform	re	elationships.	
aligned with the stylistic	acquire?	writers,	literature in the		Durate and	
characteristics of the	XX71 1	listeners, and	keys of concert		Create and	
genre.	What harmonic	performers of	Bb, Eb and F.		lemonstrate	
120001	possibilities	music use	5 1 1	*	olanned	
1.3.8.B.3 Apply	exist for	knowledge of	Develop the		novement	
theoretical	ensembles?	musical	ability to		equences,	
understanding of		language to	perform		ndividually and	
expressive and dynamic	What is proper	develop	melody,		with others,	
music terminology to	concert	informed	countermelody,		pased on tempo,	
the performance of	etiquette for	judgments.	harmony and		beat, rhythm, and	
written scores in the	performers and		ostinatos within		nusic (creative,	
grand staff.	audiences?	Historical	the context of		cultural, social,	
		periods can be	full band	a	and fitness	
1.4 Aesthetic	How do	defined by	arrangements.	d	lance).	
Responses and	performers	musical style				
Critique	select	and genre.	Identify and		Use self-	
Methodologies	repertoire?		follow	e	evaluation and	
1.4.5.B.2 Use evaluative		Every individual	expanded	e	external feedback	
tools, such as rubrics,	How does	contributes to	dynamic and	to	o detect and	
for self-assessment and	understanding	the quality of an	articulation	c	correct errors in	
to appraise the	the structure	ensemble	changes.	0	one's movement	
objectivity of critiques	and context of	performance.		p	performance.	
by peers.	musical works		Demonstrate			
	inform	Performers'	the ability to		Compare and	
1.4.8.A.1 Generate	performance?	interest in and	synthesize	c	contrast strategies	
observational and		knowledge of	musicianship	u	ised to impact	
emotional responses to	How do	musical works,	skills to sight-	iı	ndividual and	
diverse culturally and	musicians	understanding of	reading.	te	eam	
historically specific	improve the	their own		e	effectiveness and	
works of dance, music,	quality of their	technical skill,	Incorporate	n	nake	
theatre, and visual art.	performance?	and the context	ensemble	n	nodifications for	
	•	for a	literature into		mprovement.	
1.4.8.A.3 Distinguish	What	performance	weekly		^	
among artistic styles,	individual skills	influence the	personal		Demonstrate	
trends, and movements	are necessary	selection of	practice.		comprehension of	
in dance, music, theatre,	for successful	repertoire.	_		imple, oral and	
and visual art within		•			vritten	

diverse cultures and	ensemble	Analyzing	Critique		directions,	
historical eras.	performance?	creators' context	personal and		commands, and	
		and how they	ensemble	1	requests through	
1.4.8.A.4 Compare and		manipulate	aspects of all	;	appropriate	
contrast changes in the		elements of	performances.		physical	
accepted meanings of		music provides		1	response.	
known artworks over		insight into their	Demonstrate			
time, given shifts in		intent and	proper			
societal norms, beliefs,		informs	rehearsal			
or values.		performance.	etiquette and			
			appropriate			
1.4.8.A.5 Interpret		To express their	class			
symbolism and		musical ideas,	participation.			
metaphors embedded in		musicians				
works of dance, music,		analyze,	Understand			
theatre, and visual art.		evaluate, and	rehearsal			
		refine their	structure and			
		performance	weekly			
		over time	routines.			
		through				
		openness to new	Appropriately			
		ideas,	respond to the			
		persistence, and	performances			
		the application	of others.			
		of appropriate				
		criteria.				

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Critique /	Visited	1.4 Aesthetic Responses	What are the	There are many	Aurally identify	Written and	Analyze multiple	CRP1. Act as a
Evaluation	throughout	and Critique	criteria for a	different reasons	pitch and	aural	accounts of the	responsible and
	Grade 6	Methodologies	successful	why music is	rhythm	evaluations of	same event or	contributing
		1.4.5.B.2 Use evaluative	musical	written and	mistakes in	live and	topic, noting	citizen and
		tools, such as rubrics, for	performance?	performed.	recorded music	recorded	important	employee.
		self-assessment and to			or live	performances.	similarities and	
		appraise the objectivity of	What musical	Developing	performances		differences in the	CRP4.
		critiques by peers.	and non-musical	musicianship		Teacher and	point of view	Communicate
			elements	skills requires	Model	student	they represent.	clearly and
		1.4.5.B.3 Use discipline-	contribute to the	ongoing self-	constructive	observation of		effectively and
		specific arts terminology	perception of a	reflection and	criticism when	correct	Report on a topic	with reason.
		to evaluate the strengths	performance?	critique.	making	performance	or text or present	
		and weaknesses of works			judgments	technique.	an opinion,	CRP8. Utilize
		of dance, music, theatre,	In what ways	Music is	about music		sequencing ideas	critical thinking
		and visual art.	can musical	embedded in the	and	Self-assessment	logically and	to make sense
			work be	celebrations and	performances.	of individual	using appropriate	of problems and
		1.4.5.B.5 Distinguish	structurally	storytelling of		and ensemble	facts and	persevere in
		ways in which individuals	similar to a	all cultures.	Evaluate	intonation,	relevant,	solving them.
		may disagree about the	literary work?		concert	balance, blend	descriptive	
		relative merits and		The elements of	performances	and phrasing.	details to support	CRP12. Work
		effectiveness of artistic	How do	music are	based upon the		main ideas or	productively in
		choices in the creation	dynamics,	combined in	elements of	Teacher	themes; speak	teams while
		and performance of	tempo and	unlimited and	music.	evaluation of in	clearly at an	using cultural
		works of dance, music,	phrasing impact	various ways to		class, video,	understandable	global
		theatre, and visual art.	the way a	express meaning	Justify opinions	and concert	pace.	competence.
			listener	and emotion.	of	performances.		
		1.4.8.B.1 Evaluate the	experiences a	Effective	performances	G. 1	Acquire and use	
		effectiveness of a work of	performance?	writers, listeners	using	Student	accurately grade-	
		art by differentiating	****	and performers	appropriate	reflection of in	appropriate	
		between the artist's	What are the	of music use	music	class, video,	general academic	
		technical proficiency and	similarities and	knowledge of	terminology.	and concert	and domain-	
		the work's content or	differences	musical		performances.	specific words	
		form.	between modern	language to	Compare and		and phrases,	
		1.400.00:55	band literature	develop	contrast		including those	
		1.4.8.B.2 Differentiate	and popular	informed	original works		that signal	
		among basic formal	music?	judgments.	with correlating		contrast, addition,	

1, 1, 1, 1	TT		1 1	I	1 /1 1 . 1	
structures and technical	How can		band		and other logical	
proficiency of artists in	developing	Every individual	arrangement of		relationships.	
works of dance, music,	critical listening	contributes to	the same work.			
theatre, and visual art.	skills increase	the quality of an			Demonstrate	
	your enjoyment	ensemble	Evaluate how		understanding of	
1.4.8.A.1 Generate	of a	performance.	visual aspects		figurative	
observational and	performance?		of a		language, word	
emotional responses to		Individuals'	performance		relationships, and	
diverse culturally and	How can	selection of	can impact the		nuances in word	
historically specific	developing	musical works is	listener's		meanings.	
works of dance, music,	critical listening	influenced by	judgment.			
theatre, and visual art.	skills impact	their interests,			Determine how	
	your perception	experiences,	Appropriately		conflicting	
	of a musical	understandings,	respond to the		interests may	
	performance?	and purposes.	performances		influence one's	
			of others.		decisions.	
	How do	Response to				
	individuals	music is			Use self-	
	choose music to	informed by			evaluation and	
	experience?	analyzing			external feedback	
	1	context (social,			to detect and	
	How do we	cultural, and			correct errors in	
	judge the	historical) and			one's movement	
	quality of	how creators			performance.	
	musical work(s)	and performers			1	
	and	manipulate the			Use qualitative	
	performance(s)?	elements of			and quantitative	
		music.			evidence to	
	How do the				develop	
	other arts, other	The personal			evidence-based	
	disciplines,	evaluation of			arguments.	
	contexts, and	musical work(s)				
	daily life inform	and				
	creating,	performance(s)				
	performing, and	is informed by				
	responding to	analysis,				
	music?	interpretation,				
	music:	and established				
		criteria.				
		Cincila.				
	1					

		Understanding		
		connections to		
		varied contexts		
		and daily life		
		enhances		
		musicians'		
		creating,		
		performing, and		
		responding		

BIBLIOGRPAHY

Tim Lautzenheiser, John Higgins, Charels Menghini, Paul Lavender, Tom C. Rhodes, Don Bierschenk. *Essential Elements for Band Book 1*. Hal Leonard Corporation. 2004

Nowlin, Ryan & Bruce. Tradition of Excellence Book 1. Second Edition. KJOS Music Company. 2016.

Brian Balmages. Five Progressive Chorales for Developing Band. FJH Music Company. 2007.

Peter Boonshaft, Chris Bernotas. Sound Innovations, Ensemble Development for Young Concert Band. Alfred Music. 2016

John Moss, Michael Sweeney, Paul Lavender. Essential Elements, Film Favorites. Hal Leonard Publishing Co.2004.

Michael Sweeney. Essential Elements, Movie Favorites. Hal Leonard Publishing Co. 1996.

ARIS Band Library is available upon request.

Other auxiliary materials used by individual lesson teachers available upon request.

WEBLIOGRAPHY

Essential Elements Interactive https://www.essentialelementsinteractive.com/

Music Racer. https://www.musicracer.com/

The Rhythm Randomizer. http://www.rhythmrandomizer.com/

Go Bando. http://www.gobando.com

2019 HTPS Performing Arts Curriculum Map – Grade 6 Band

ASSOCIATED JOBS LIST BY UNIT

Unit 1	Professional Musician
Unit 2	Composer
Unit 3	Music Producer
Unit 4	Audio Technician
Unit 5	Music Editor
Unit 6	Music Technology Specialist
Unit 7	Conductor
Unit 8	Music Educator
Unit 9	Music Historian