

WESTSIDE CURRICULUM MAP

Westside Middle School

Teacher: Garland

Grade: 6

Content: Beginning Band

Revised Date:

Unit Goal: (August) Improve sight-reading skills both individually and as an ensemble. Continue to work on developing characteristic tone quality. Develop and refine performance skills.

Frameworks / CCSS	Content	Skills	
<p>P.4.BBII.1 Play basic music, alone and with others, in contrasting <i>styles</i></p> <p>P.4.BBII.2 <i>Sight-read</i> basic music</p> <p>P.5.BBII.1 Read complex articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte, mezzo-forte, mezzo-piano)</p> <p>P.5.BBII.2 Demonstrate characteristic tone quality using proper elements</p> <ul style="list-style-type: none"> ● breath support ● embouchure ● hand position ● posture <p>P.5.BBII.6* Practice <i>rudiments</i> (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle) *SLE applies to percussionists only</p> <p>P.5.BBII.8 Demonstrate proper warm-up procedure (e.g. breathing techniques, long-tones, flexibility skills such as lip slurs for brass, octaves, arpeggios, thirds, percussion-specific techniques)</p> <p>R.6.BBII.1 Follow basic conducting patterns and gestures</p> <p>P.6.BBII.3 Demonstrate aspects of characteristic ensemble sound</p>	<p>Basic sight-reading</p> <p>Dynamics</p> <p>Articulations</p> <p>Characteristic tone quality</p> <p>Rudiments</p> <p>Warm-up procedures</p> <p>Conducting patterns</p> <p>Ensemble sound</p>	<p><i>The student will....</i></p> <p>Perform music alone and with others in differing styles.</p> <p>Sight-read basic music in a variety of time and key signatures.</p> <p>Read and perform staccato, tenuto, and accents.</p> <p>Read and perform piano, mezzo-piano, mezzo-forte, and forte dynamic levels.</p> <p>Play with a characteristic tone quality.</p> <p>*Play rudiments accurately.</p> <p>Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument.</p> <p>Follow the conductor and react accordingly to all gestures.</p> <p>Play with a characteristic ensemble sound.</p> <p>Understand basic concepts of a characteristic ensemble sound (blend, balance).</p>	
Activities		Assessments	Resources
<p>Daily warm-ups to include long tones.</p> <p>Articulation exercises.</p> <p>Transition from final exercises in Book #1 to Book #2</p>			<p>Method book</p> <p>Video demonstrations</p>

Unit Goal: (September) Continue to increase complexity of music performed with a goal of students taking ownership of sight-reading skills step by step. Students will tap their feet to keep tempo in an increasingly varied set of time signatures. Continued emphasis on tone quality in both individual and ensemble settings. Tongue and slur articulations where notated without reminders. Evaluate their own performance skills on a weekly basis.

Frameworks / CCSS	Content	Skills
<p>CR.2.BBII.2 Apply basic movement to maintain a steady tempo</p> <p>P.4.BBII.1 Play basic music, alone and with others, in contrasting styles</p> <p>P.4.BBII.2 Sight-read basic music</p> <p>P.5.BBII.2 Demonstrate characteristic tone quality using proper elements</p> <ul style="list-style-type: none"> • breath support • embouchure • hand position • posture <p>P.5.BBII.4 Play written articulation patterns (e.g. tts, tstt, tsss)</p> <p>P.5.BBII.5 Apply knowledge of rhythm and meter</p> <ul style="list-style-type: none"> • time signatures: 4/4, 3/4, 2/4, cut time, common time, 6/8, and 3/8 • whole, half, quarter, eighth, and sixteenth notes • dotted quarter-eighth and eighth-sixteenth patterns <p>P.5.BBII.6* Practice <i>rudiments</i> (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle) *SLE applies to percussionists only</p> <p>P.5.BBII.8 Demonstrate proper warm-up procedure (e.g. breathing techniques, long-tones, flexibility skills such as lip slurs for brass, octaves, arpeggios, thirds, percussion-specific techniques)</p> <p>P.5.BBII.9 Demonstrate correct practice procedures (e.g., warm-up, troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)</p>		<p><i>The student will....</i></p>

R.6.BBII.1 Follow basic conducting patterns and gestures P.6.BBII.3 Demonstrate aspects of characteristic ensemble sound			
Activities		Assessments	Resources

Unit Goal: (October) Create a brief composition to perform based on a set of standards. Apply more depth in sight-reading skills by performing more written articulations and dynamics on the first reading. Begin looking at concert repertoire for the holiday concert at the end of the month, applying all previous lessons to this point.		
Frameworks / CCSS	Content	Skills
CR.2.BBII.1 Compose a simple four-measure phrase with prescribed notation CR.2.BBII.2 P.4.BBII.1 P.4.BBII.2 P.5.BBII.1 Read complex articulation symbols		<i>The student will....</i>

<p>and dynamic symbols (e.g., accents, staccato, piano, forte, mezzo-forte, mezzo-piano)</p> <p>P.5.BBII.2 P.5.BBII.4 P.5.BBII.5 P.5.BBII.6* (applies to percussionists only) P.5.BBII.8 P.5.BBII.9 R.6.BBII.1 P.6.BBII.2</p> <p>Demonstrate appropriate dynamics through more complex repertoire</p>			
Activities		Assessments	Resources

Unit Goal: (November) Introduce concepts of intonation in ensemble playing in preparation for the holiday concert. Continued improvement on characteristic tone quality. Continued improvement on home practice habits.

Frameworks / CCSS	Content	Skills	
CR.2.BBII.2 P.4.BBII.1 P.4.BBII.2 P.5.BBII.1 P.5.BBII.2 P.5.BBII.3 Demonstrate proper intonation P.5.BBII.4 P.5.BBII.5 P.5.BBII.6* P.5.BBII.8 P.5.BBII.9 R.6.BBII.1 P.6.BBII.2 P.6.BBII.3 R.7.BBII.1 Recognize musical form <ul style="list-style-type: none"> • ABA • theme and variations 		<i>The student will....</i>	
Activities		Assessments	Resources

Unit Goal: (December)		
Frameworks / CCSS	Content	Skills
CR.2.BBII.2 P.4.BBII.1 P.4.BBII.2 P.5.BBII.1 P.5.BBII.2 P.5.BBII.3 P.5.BBII.4 P.5.BBII.5 P.5.BBII.6* P.5.BBII.8 P.5.BBII.9 R.6.BBII.1 P.6.BBII.2 P.6.BBII.3 P.6.BBII.4 Demonstrate aspects of appropriate rehearsal, performance, and audience etiquette R.7.BBII.1 CN.10.BBII.1 Describe the effect of one's personal experiences on performance		<i>The student will....</i>
Activities	Assessments	Resources

Unit Goal: (January)			
Frameworks / CCSS	Content	Skills	
CR.2.BBII.2 CR.3.BBII.1 Share personally-developed motifs that demonstrate understanding of the elements of music as an ensemble P.4.BBII.1 P.4.BBII.2 P.5.BBII.1 P.5.BBII.2 P.5.BBII.3 P.5.BBII.4 P.5.BBII.5 P.5.BBII.6* P.5.BBII.8 P.5.BBII.9 R.6.BBII.1 P.6.BBII.2 P.6.BBII.3 R.7.BBII.2 Identify musical timbre <ul style="list-style-type: none"> ● brass ● electronic ● percussion ● string ● woodwind ● vocal R.9.BBII.1 Identify characteristics of exemplary instrumental performances		<i>The student will....</i>	
Activities		Assessments	Resources

Unit Goal: (February)		
Frameworks / CCSS	Content	Skills
P.5.BBII.7 Play scales in <i>concert pitch</i> <ul style="list-style-type: none"> • Bb major • g natural minor • Eb major • c natural minor • F major • d natural minor • chromatic (one octave, quarter notes) 		<i>The student will....</i>
Activities	Assessments	Resources

Unit Goal:			
Frameworks / CCSS	Content (Noun)	Skills (Verb)	
		<i>The student will....</i>	
Activities		Assessments	Resources

Unit Goal:		
Frameworks / CCSS	Content (Noun)	Skills (Verb)
		<i>The student will....</i>
Activities		Assessments
		Resources

Unit Goal:		
Frameworks / CCSS	Content (Noun)	Skills (Verb)
		<i>The student will....</i>
Activities		Assessments
		Resources