

WESTSIDE MIDDLE SCHOOL 6TH GRADE BEGINNING BAND II CURRICULUM MAP

Teacher: Garland

Unit Goal: (August) Review material from the previous year and gain an understanding of expectations for the second year of instrumental music study. 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>CR.2.BBII.2: Apply basic movement to maintain a steady tempo P.4.BBII.1: Play basic music, alone and with others, in contrasting styles P.4.BBII.2: Sight-read basic music 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 rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only 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.5.BBII.9: Demonstrate correct practice procedures (e.g., warm-up, troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level) R.6.BBII.1: Follow basic conducting patterns and gestures</p> <p>CCRA.SL.1, 4 CCRA.R.1, 4, 5 CCRA.L.6</p>	<p>Basic sight-reading Dynamics Articulations Characteristic tone quality Rudiments Warm-up procedures Conducting patterns</p>	<p><i>The student will...</i> Perform music alone and with others in differing styles. Sight-read basic music in a variety of time and key signatures. Play with a characteristic tone quality. *Play rudiments accurately. (percussion only) Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument. Practice properly independently of regular class activities. Follow the conductor and react accordingly to all gestures. Perform basic dynamic changes.</p>	
Activities		Assessments	Resources

Daily warm-ups to include long tones. Articulation exercises.	Self-evaluations of practice habits Peer evaluation (based on listening)	Method book (separate supplemental resources for percussion) Video demonstrations
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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
CR.2.BBII.2: Apply basic movement to maintain a steady tempo P.4.BBII.1: Play basic music, alone and with others, in contrasting styles P.4.BBII.2: Sight-read basic music P.5.BBII.2: Demonstrate characteristic tone quality using proper elements: <ul style="list-style-type: none"> • breath support • embouchure • hand position • posture P.5.BBII.3: Demonstrate proper intonation P.5.BBII.4: Play written articulation patterns (e.g., ttts, tstt, tsss) P.5.BBII.6*: Practice rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only 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.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.6.BBII.2: Demonstrate appropriate	Basic sight-reading Dynamics Articulations Characteristic tone quality Rudiments Warm-up procedures Conducting patterns Blend and balance Intonation Range	<i>The student will....</i> Perform music alone and with others in differing styles. Sight-read basic music in a variety of time and key signatures. Play with a characteristic tone quality. *Play rudiments accurately. (percussion only) Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument. Practice properly independently of regular class activities. Follow the conductor and react accordingly to all gestures. Perform more complex dynamic changes. Perform exercises to train the ear to hear proper blend, balance, and intonation at a developmentally-appropriate level. Perform more complex articulations. Add notes to the student vocabulary, increasing the range.

dynamics through more complex repertoire P.6.BBII.3: Demonstrate aspects of characteristic ensemble sound R.6.BBII.1: Follow basic conducting patterns and gestures CCRA.SL.1, 4 CCRA.R.1, 4, 5 CCRA.L.6		
Activities	Assessments	Resources
Daily warm-ups to include long tones. Articulation exercises. Method book lines*****	Self-evaluations of practice habits Peer evaluation (based on listening) Playing tests based on rubric	

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. Evaluate their own performance skills on a weekly basis. Learn concepts of blend, balance, and intonation within the ensemble.		
Frameworks / CCSS	Content	Skills
CR.1.BBII.1: Students will continue to improvise rhythmic variations during subsequent years of Beginning Band. CR.2.BBII.1: Compose a simple four-measure phrase with prescribed notation. CR.2.BBII.2: Apply basic movement to maintain a steady tempo P.4.BBII.1: Play basic music, alone and with others, in contrasting styles P.4.BBII.2: Sight-read basic music P.5.BBII.1: Read complex articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte, mezzo-forte, mezzo-piano) P.5.BBII.2: Demonstrate characteristic	Basic sight-reading Dynamics Articulations Characteristic tone quality Rudiments Warm-up procedures Practice habits Conducting patterns Blend and balance Intonation Range Improvise Variations	<i>The student will...</i> Perform music alone and with others in differing styles. Sight-read basic music in a variety of time and key signatures. Play with a characteristic tone quality. *Play rudiments accurately. (percussion only) Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument. Practice properly independently of regular class activities. Follow the conductor and react accordingly to all gestures. Perform more complex dynamic changes. Perform exercises to train the ear to hear proper blend, balance, and intonation at a developmentally-appropriate level. Perform more complex articulations. Add notes to the student vocabulary, increasing the range. Compose and perform a four-measure tune on their instrument.

tone quality using proper elements:

- breath support
- embouchure
- hand position
- posture

P.5.BBII.3: Demonstrate proper intonation

P.5.BBII.4: Play written articulation patterns (e.g., ttts, tstt, tsss)

P.5.BBII.6*: Practice rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only

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.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.6.BBII.2: Demonstrate appropriate dynamics through more complex repertoire

P.6.BBII.3: Demonstrate aspects of characteristic ensemble sound

R.6.BBII.1: Follow basic conducting patterns and gestures

CCRA.SL.1, 4
 CCRA.R.1, 4, 5
 CCRA.L.6
 CCRA.W.4, 5

Activities	Assessments	Resources
	Self-evaluations of practice habits Peer evaluation (based on listening) Playing tests based on rubric	

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Unit Goal: (November) Continued application of concepts of intonation, blend and balance in ensemble playing in preparation for the holiday concert. Continued improvement on characteristic tone quality. Continued improvement on home practice habits. Introduction of more complex articulations and emphasis on performing in different key and time signatures without reminders. Recognition of musical form as it applies to tunes the ensemble will be performing.

Frameworks / CCSS	Content	Skills
CR.1.BBII.1: Students will continue to improvise rhythmic variations during subsequent years of Beginning Band. CR.2.BBII.1: Compose a simple four-measure phrase with prescribed notation. CR.2.BBII.2: Apply basic movement to maintain a steady tempo P.4.BBII.1: Play basic music, alone and with others, in contrasting styles P.4.BBII.2: Sight-read basic music P.5.BBII.1: Read complex articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte,	Basic sight-reading Dynamics Articulations Characteristic tone quality Rudiments Warm-up procedures Practice habits Conducting patterns Blend and balance Intonation Range Improvise Variations Form	<i>The student will...</i> Perform music alone and with others in differing styles. Sight-read basic music in a variety of time and key signatures. Play with a characteristic tone quality. *Play rudiments accurately. (percussion only) Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument. Practice properly independently of regular class activities. Follow the conductor and react accordingly to all gestures. Perform more complex dynamic changes. Perform exercises to train the ear to hear proper blend, balance, and intonation at a developmentally-appropriate level. Adjust tuning as necessary. Perform more complex articulations.

mezzo-forte, mezzo-piano)
P.5.BBII.2: Demonstrate characteristic tone quality using proper elements:

- breath support
- embouchure
- hand position
- posture

P.5.BBII.3: Demonstrate proper intonation
P.5.BBII.4: Play written articulation patterns (e.g., tts, tstt, tsss)
P.5.BBII.6*: Practice rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only
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.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.6.BBII.2: Demonstrate appropriate dynamics through more complex repertoire
P.6.BBII.3: Demonstrate aspects of characteristic ensemble sound
R.6.BBII.1: Follow basic conducting patterns and gestures
R.7.BBII.1: Recognize musical form:

- ABA
- theme and variations

CCRA.SL.1, 4
CCRA.R.1, 4, 5
CCRA.L.6
CCRA.W.4, 5

Add notes to the student vocabulary, increasing the range.

Activities	Assessments	Resources
	Self-evaluations of practice habits Peer evaluation (based on listening) Playing tests based on rubric	

Unit Goal: (December) Continued application of concepts of intonation, blend and balance in ensemble playing in preparation for the holiday concert. Continued improvement on characteristic tone quality. Continued improvement on home practice habits. Continued improvement of more complex articulations and emphasis on performing in different key and time signatures without reminders. Recognition of musical form as it applies to tunes the ensemble will be performing. Demonstration of proper performance etiquette and critical analysis of concert performance.

Frameworks / CCSS	Content	Skills
CR.2.BBII.2: Apply basic movement to maintain a steady tempo P.4.BBII.1: Play basic music, alone and with others, in contrasting styles P.4.BBII.2: Sight-read basic music P.5.BBII.1: Read complex articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte, mezzo-forte, mezzo-piano) P.5.BBII.2: Demonstrate characteristic tone quality using proper elements: <ul style="list-style-type: none"> • breath support • embouchure • hand position • posture P.5.BBII.3: Demonstrate proper	Basic sight-reading Dynamics Articulations Characteristic tone quality Rudiments Warm-up procedures Practice habits Conducting patterns Blend and balance Intonation Range Variations Form Concert etiquette	<i>The student will....</i> Perform music alone and with others in differing styles. Sight-read basic music in a variety of time and key signatures. Play with a characteristic tone quality. *Play rudiments accurately. (percussion only) Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument. Practice properly independently of regular class activities. Follow the conductor and react accordingly to all gestures. Perform more complex dynamic changes. Perform exercises to train the ear to hear proper blend, balance, and intonation at a developmentally-appropriate level. Adjust tuning as necessary. Perform more complex articulations. Add notes to the student vocabulary, increasing the range. Perform using proper concert etiquette and listen to subsequent performances

intonation
P.5.BBII.4: Play written articulation patterns (e.g., ttts, tstt, tsss)
P.5.BBII.6*: Practice rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only
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.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.6.BBII.2: Demonstrate appropriate dynamics through more complex repertoire
P.6.BBII.3: Demonstrate aspects of characteristic ensemble sound
P.6.BBII.4: Demonstrate aspects of appropriate rehearsal, performance, and audience etiquette
R.6.BBII.1: Follow basic conducting patterns and gestures
R.7.BBII.1: Recognize musical form:

- ABA
- theme and variations

R.9.BBII.1: Identify characteristics of exemplary instrumental performances
CN.10.BBII.1: Describe the effect of one's personal experiences on performance

CCRA.SL.1, 4
CCRA.R.1, 4, 5
CCRA.L.6
CCRA.W.4, 5

using proper audience etiquette.

Activities	Assessments	Resources
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	Self-evaluations of practice habits Peer evaluation (based on listening) Playing tests based on rubric Concert performance	
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Unit Goal: (January) Begin comprehensive scale study. Begin developing an understanding of and performing more complex time signatures and rhythms. Continued improvement on characteristic tone quality. Continued improvement on home practice habits. Continued improvement of more complex articulations and emphasis on performing in different key and time signatures without reminders. Compose small tunes to perform by section for the class.

Frameworks / CCSS	Content	Skills
CR.2.BBII.2: Apply basic movement to maintain a steady tempo CR.2.BBII.1: Compose a simple four-measure phrase with prescribed notation CR.3.BBII.1: Share personally-developed motifs that demonstrate understanding of the elements of music as an ensemble P.4.BBII.1: Play basic music, alone and with others, in contrasting styles P.4.BBII.2: Sight-read basic music P.5.BBII.1: Read complex articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte, mezzo-forte, mezzo-piano) P.5.BBII.2: Demonstrate characteristic tone quality using proper elements: <ul style="list-style-type: none"> • breath support • embouchure • hand position • posture P.5.BBII.3: Demonstrate proper intonation	Basic sight-reading Dynamics Articulations Characteristic tone quality Rudiments Warm-up procedures Practice habits Conducting patterns Blend and balance Intonation Range Variations Form Cut time Common time Scales Relative minors Motif	<i>The student will...</i> Perform music alone and with others in differing styles. Sight-read basic music in a variety of time and key signatures. Play with a characteristic tone quality. *Play rudiments accurately. (percussion only) Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument. Practice properly independently of regular class activities. Follow the conductor and react accordingly to all gestures. Perform more complex dynamic changes. Perform exercises to train the ear to hear proper blend, balance, and intonation at a developmentally-appropriate level. Adjust tuning as necessary. Perform more complex articulations. Perform more complex rhythms in more complex time signatures. Add notes to the student vocabulary, increasing the range. Perform scales in scale pattern. Compose and perform small tunes (motifs) to perform by section for the class.

<p>P.5.BBII.4: Play written articulation patterns (e.g., ttts, 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 rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only</p> <p>P.5.BBII.7: Play scales in concert pitch:</p> <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) <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>P.6.BBII.2: Demonstrate appropriate dynamics through more complex repertoire</p> <p>P.6.BBII.3: Demonstrate aspects of characteristic ensemble sound</p> <p>R.6.BBII.1: Follow basic conducting patterns and gestures</p>		
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CCRA.SL.1, 4 CCRA.R.1, 4, 5 CCRA.L.6 CCRA.W.4, 5		
Activities	Assessments	Resources
	Self-evaluations of practice habits Peer evaluation (based on listening) Playing tests based on rubric	

Unit Goal: (February) Continue comprehensive scale study, with students able to identify the relative minor of the major scale they are presented. Proficiently perform Bb, F, Eb, g, d, c, and chromatic (one octave, beginning on Concert Bb) scales by exam before the end of the month. Perform and more accurately sight-read more complex time signatures and rhythms in varying articulations. Expand dynamic range. Continued improvement on characteristic tone quality. Continued improvement on home practice habits. Continued improvement of more complex articulations and emphasis on performing in different key and time signatures without reminders. Introduction of counting in 6/8 and 3/8 time signatures.

Frameworks / CCSS	Content	Skills
CR.2.BBII.2: Apply basic movement to maintain a steady tempo P.4.BBII.1: Play basic music, alone and with others, in contrasting styles P.4.BBII.2: Sight-read basic music P.5.BBII.1: Read complex articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte, mezzo-forte, mezzo-piano) P.5.BBII.2: Demonstrate characteristic tone quality using proper elements: <ul style="list-style-type: none"> • breath support • embouchure • hand position • posture P.5.BBII.3: Demonstrate proper intonation	Basic sight-reading Dynamics Articulations Characteristic tone quality Rudiments Warm-up procedures Practice habits Conducting patterns Blend and balance Intonation Range Variations Form Cut time Common time Scales Relative minors	<i>The student will...</i> Perform music alone and with others in differing styles. Sight-read basic music in a variety of time and key signatures. Play with a characteristic tone quality. *Play rudiments accurately. (percussion only) Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument. Practice properly independently of regular class activities. Follow the conductor and react accordingly to all gestures. Perform more complex dynamic changes. Perform exercises to train the ear to hear proper blend, balance, and intonation at a developmentally-appropriate level. Adjust tuning as necessary. Identify the characteristics of a balanced ensemble sound. Identify the characteristics of an ensemble playing with good intonation. Perform more complex articulations. Perform more complex rhythms in more complex time signatures.

<p>P.5.BBII.4: Play written articulation patterns (e.g., ttts, 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 rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only</p> <p>P.5.BBII.7: Play scales in concert pitch:</p> <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) <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>P.6.BBII.2: Demonstrate appropriate dynamics through more complex repertoire</p> <p>P.6.BBII.3: Demonstrate aspects of characteristic ensemble sound</p> <p>R.6.BBII.1: Follow basic conducting patterns and gestures</p>	<p>6/8 and 3/8 time signatures</p>	<p>Add notes to the student vocabulary, increasing the range.</p> <p>Perform scales in scale pattern.</p> <p>Use alternate fingerings when applicable.</p> <p>Accurately count and perform in 6/8 and 3/8 time signatures.</p>
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CCRA.SL.1, 4 CCRA.R.1, 4, 5 CCRA.L.6 CCRA.W.4, 5		
Activities	Assessments	Resources

Unit Goal: (March) Continue comprehensive scale study, with students able to identify the relative minor of the major scale they are presented. Perform and more accurately sight-read more complex time signatures and rhythms in varying articulations. Expand dynamic range. Continued improvement on characteristic tone quality. Continued improvement on home practice habits. Continued improvement of more complex articulations and emphasis on performing in different key and time signatures (including 6/8 and 3/8) without reminders. Begin reading spring concert music towards the end of the month, applying all skills learned during the year. Introduce solo literature to students in preparation for Solo and Ensemble competition in April.

Frameworks / CCSS	Content (Noun)	Skills (Verb)
CR.2.BBII.2: Apply basic movement to maintain a steady tempo P.4.BBII.1: Play basic music, alone	Basic sight-reading Dynamics Articulations	<i>The student will....</i> Perform music alone and with others in differing styles. Sight-read basic music in a variety of time and key signatures.

<p>and with others, in contrasting styles</p> <p>P.4.BBII.2: Sight-read 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.3: Demonstrate proper intonation</p> <p>P.5.BBII.4: Play written articulation patterns (e.g., ttts, 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 rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only</p> <p>P.5.BBII.7: Play scales in concert pitch:</p> <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) <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>Characteristic tone quality</p> <p>Rudiments</p> <p>Warm-up procedures</p> <p>Practice habits</p> <p>Conducting patterns</p> <p>Blend and balance</p> <p>Intonation</p> <p>Range</p> <p>Variations</p> <p>Form</p> <p>Cut time</p> <p>Common time</p> <p>Scales</p> <p>Relative minors</p> <p>6/8 and 3/8 time signatures</p>	<p>Play with a characteristic tone quality.</p> <p>*Play rudiments accurately. (percussion only)</p> <p>Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument.</p> <p>Practice properly independently of regular class activities.</p> <p>Follow the conductor and react accordingly to all gestures.</p> <p>Perform more complex dynamic changes.</p> <p>Perform exercises to train the ear to hear proper blend, balance, and intonation at a developmentally-appropriate level.</p> <p>Adjust tuning as necessary.</p> <p>Identify the characteristics of a balanced ensemble sound.</p> <p>Identify the characteristics of an ensemble playing with good intonation.</p> <p>Perform more complex articulations.</p> <p>Perform more complex rhythms in more complex time signatures.</p> <p>Add notes to the student vocabulary, increasing the range.</p> <p>Perform scales in scale pattern.</p> <p>Use alternate fingerings when applicable.</p> <p>Accurately count and perform in 6/8 and 3/8 time signatures.</p>
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<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>P.6.BBII.2: Demonstrate appropriate dynamics through more complex repertoire</p> <p>P.6.BBII.3: Demonstrate aspects of characteristic ensemble sound</p> <p>R.6.BBII.1: Follow basic conducting patterns and gestures</p> <p>CCRA.SL.1, 4 CCRA.R.1, 4, 5 CCRA.L.6 CCRA.W.4, 5</p>			
Activities		Assessments	Resources
Solo and Ensemble repertoire preparation Method book lines Scales Sight-reading		Playing tests (with rubric)	Smart Music

<p>Unit Goal: (April) Scale study will be ongoing. Perform and more accurately sight-read more complex time and key signatures and rhythms in varying articulations. Expand dynamic range. Continued improvement on characteristic tone quality. Continued improvement on home practice habits. Continued improvement of more complex articulations and emphasis on performing in different key and time signatures (including 6/8 and 3/8) without reminders. Improvement of concert music for upcoming spring concert, applying all skills learned during the year. Perform solo literature for region Solo and Ensemble competition at the end of the month. Begin reading All-Region music for next year.</p>		
Frameworks / CCSS	Content (Noun)	Skills (Verb)
CR.2.BBII.2: Apply basic movement to maintain a steady tempo P.4.BBII.1: Play basic music, alone and with others, in contrasting styles	Complex sight-reading Dynamics Articulations Characteristic tone quality	<i>The student will....</i> Perform music alone and with others in differing styles. Sight-read basic music in a variety of time and key signatures. Play with a characteristic tone quality.

<p>P.4.BBII.2: Sight-read 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.3: Demonstrate proper intonation</p> <p>P.5.BBII.4: Play written articulation patterns (e.g., ttts, 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 rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only</p> <p>P.5.BBII.7: Play scales in concert pitch:</p> <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) <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</p>	<p>Rudiments</p> <p>Warm-up procedures</p> <p>Practice habits</p> <p>Conducting patterns</p> <p>Blend and balance</p> <p>Intonation</p> <p>Range</p> <p>Variations</p> <p>Form</p> <p>Cut time</p> <p>Common time</p> <p>Scales</p> <p>Relative minors</p> <p>6/8 and 3/8 time signatures</p>	<p>*Play rudiments accurately. (percussion only)</p> <p>Warm up properly by using breathing techniques, long-tones, lip slurs, and other techniques specific to the instrument.</p> <p>Practice properly independently of regular class activities.</p> <p>Follow the conductor and react accordingly to all gestures.</p> <p>Perform more complex dynamic changes.</p> <p>Perform exercises to train the ear to hear proper blend, balance, and intonation at a developmentally-appropriate level.</p> <p>Adjust tuning as necessary.</p> <p>Identify the characteristics of a balanced ensemble sound.</p> <p>Identify the characteristics of an ensemble playing with good intonation.</p> <p>Perform more complex articulations.</p> <p>Perform more complex rhythms in more complex time signatures.</p> <p>Add notes to the student vocabulary, increasing the range.</p> <p>Perform scales in scale pattern.</p> <p>Use alternate fingerings when applicable.</p> <p>Accurately count and perform in 6/8 and 3/8 time signatures.</p>
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<p>practice procedures (e.g., warm-up, troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)</p> <p>P.6.BBII.2: Demonstrate appropriate dynamics through more complex repertoire</p> <p>P.6.BBII.3: Demonstrate aspects of characteristic ensemble sound</p> <p>R.6.BBII.1: Follow basic conducting patterns and gestures</p> <p>CCRA.SL.1, 4</p> <p>CCRA.R.1, 4, 5</p> <p>CCRA.L.6</p> <p>CCRA.W.4, 5</p>		
Activities	Assessments	Resources
Solo and Ensemble performances—in class and in competition	Playing tests (with rubric) Self-evaluation	

<p>Unit Goal: (May) Scale study will be ongoing, including expanding range to meet All-Region requirements. Perform and more accurately sight-read more complex time and key signatures and rhythms in varying articulations. Continue expanding dynamic range. Continued improvement on characteristic tone quality. Continued improvement on home practice habits. Continued improvement of more complex articulations and emphasis on performing in different key and time signatures (including 6/8 and 3/8) without reminders. Perform spring concert. More comprehensive study of All-Region music for next year and camp audition music for those choosing to attend. Listen and identify sections by timbre, and identify different types of music through listening exercises. Discuss connections to the other fine arts and disciplines outside the fine arts.</p>		
Frameworks / CCSS	Content (Noun)	Skills (Verb)
<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>Complex sight-reading</p> <p>Dynamics</p> <p>Articulations</p> <p>Characteristic tone quality</p> <p>Rudiments</p> <p>Warm-up procedures</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>Play with a characteristic tone quality.</p> <p>*Play rudiments accurately. (percussion only)</p> <p>Warm up properly by using breathing techniques, long-tones, lip slurs, and</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.3: Demonstrate proper intonation</p> <p>P.5.BBII.4: Play written articulation patterns (e.g., ttts, 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 rudiments (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)--perc. only</p> <p>P.5.BBII.7: Play scales in concert pitch:</p> <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) <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,</p>	<p>Practice habits</p> <p>Conducting patterns</p> <p>Blend and balance</p> <p>Intonation</p> <p>Range</p> <p>Form</p> <p>Cut time</p> <p>Common time</p> <p>Scales</p> <p>Relative minors</p> <p>6/8 and 3/8 time signatures</p> <p>Timbre</p>	<p>other techniques specific to the instrument.</p> <p>Practice properly independently of regular class activities.</p> <p>Follow the conductor and react accordingly to all gestures.</p> <p>Perform more complex dynamic changes.</p> <p>Perform exercises to train the ear to hear proper blend, balance, and intonation at a developmentally-appropriate level.</p> <p>Adjust tuning as necessary.</p> <p>Identify the characteristics of a balanced ensemble sound.</p> <p>Identify the characteristics of an ensemble playing with good intonation.</p> <p>Perform more complex articulations.</p> <p>Perform more complex rhythms in more complex time signatures.</p> <p>Add notes to the student vocabulary, increasing the range.</p> <p>Perform scales in scale pattern.</p> <p>Increase range of scales.</p> <p>Use alternate fingerings when applicable.</p> <p>Accurately count and perform in 6/8 and 3/8 time signatures.</p>
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<p>troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)</p> <p>P.6.BBII.2: Demonstrate appropriate dynamics through more complex repertoire</p> <p>P.6.BBII.3: Demonstrate aspects of characteristic ensemble sound</p> <p>P.6.BBII.4: Demonstrate aspects of appropriate rehearsal, performance, and audience etiquette</p> <p>R.6.BBII.1: Follow basic conducting patterns and gestures</p> <p>R.7.BBII.2: Identify musical timbre:</p> <ul style="list-style-type: none"> ● brass ● electronic ● percussion ● string ● woodwind ● vocal <p>R.9.BBII.1: Identify characteristics of exemplary instrumental performances subsequent years of Beginning Band.</p> <p>CN.10.BBII.1: Describe the effect of one's personal experiences on performance</p> <p>CN.11.BBII.1: Identify music from various cultures, historical periods, and/or events:</p> <ul style="list-style-type: none"> ● classical ● folk music ● jazz ● popular <p>CN.11.BBII.2: Identify connections at a more complex level:</p> <ul style="list-style-type: none"> ● between music and the other fine arts ● between music and disciplines outside the arts <p>CCRA.SL.1, 4</p> <p>CCRA.R.1, 4, 5</p> <p>CCRA.L.6</p> <p>CCRA.W.4, 5, 7, 8</p>		
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Activities	Assessments	Resources