



Bristol Public Schools
Office of Teaching & Learning

Department	Music
Department Philosophy	<p>Music is a vital component in developing the whole child. Music education offers a unique learning opportunity to explore individual creativity, artistic expression and in-depth understanding of past and present cultures in our diverse world.</p> <p>A comprehensive music education will enable students to develop their musical abilities through self-discipline and focus, leading to increased confidence in learning across the entire curriculum.</p> <p>We believe that all students should have a comprehensive, balanced, and sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music will develop the lifelong learning abilities and aesthetic skills necessary to contribute to a more cultured, educated society.</p>
Course	Band
Course Description for Program of Studies	N/A
Grade Level	6
Pre-requisites	N/A
Credit (if applicable)	N/A

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Time Signature	Tempo	Rhythm	Identifying in the text	Scales	Rudiments	Intonation	Tonging/Stroke	Embouchure/Grip
Creating									
MU:Cr1.1 Generate and conceptualize artistic ideas and work.			S						
MU:Cr2.1 Organize and develop artistic ideas and work.			S						
MU:Cr3.1 Refine and complete artistic work.			S						
Performing									
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	P	P		P	P	P		S	P
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.			P						
MU:Pr6.1 Convey meaning through the presentation of artistic work.		S	P	S	S	S	P	P	
Responding									

UNIT 1: $\frac{3}{4}$ Time Signature

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	<ul style="list-style-type: none"> Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. 	X	Content Knowledge	Time Signature, measure, beat
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use $\frac{3}{4}$ time

Lesson Targets: I CAN

- Identify $\frac{3}{4}$ time
- Count basic rhythms in $\frac{3}{4}$ time
- Perform simple melodies in $\frac{3}{4}$ time

Learning Activities:

- Exercises from method book in $\frac{3}{4}$
- Differentiate between $\frac{3}{4}$ and $\frac{2}{4}$ and $\frac{4}{4}$ in examples
- Review what the top and bottom numbers of time signatures mean
- Learn and/or perform a band piece in $\frac{3}{4}$
- Write in the counting of a rhythm in $\frac{3}{4}$

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
That there is a fourth beat	Quarter note value, $\frac{2}{4}$, $\frac{4}{4}$

RESOURCES

- Lesson Book
- Rep in $\frac{3}{4}$
- Rhythm worksheets in $\frac{3}{4}$

UNIT 2: Basic Tuning

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	Flat, sharp, push in, pull out
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute basic tuning (pushing in and pulling out) while using a tuner

Lesson Targets: I CAN

- Explain the difference between sharp and flat in reference to the pitch on my instrument

- Pull out or push in based on whether I am flat or sharp
- Adjust my instrument accordingly.

Learning Activities:

- Exercises from method book (chords)
- Various exercises and games using a tuner
- Playing with a drone

RESOURCES

Chromatic tuners and/or tuner apps
Lesson books
Ensemble repertoire

UNIT 3: Multiple Measure Rest

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Rest, measure, time signature, beat,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use multi measure rests

Lesson Targets: I CAN

- Identify multi measure rests in music.
- Count multi measure rests in the context of the music.
- Perform multi measure rests in the context of the music.

Learning Activities:

- Exercises from method book or other sources with multi measure rests.
- Learn and/or perform a band piece with multi measure rests.
- Various exercises and games with multi measure rests

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Everything is in 4, only notes are part of music,	Whole rests, time signature
RESOURCES	
Lesson Book Rep with multi measure rests Rhythm worksheets with multi measure rests	

UNIT 4: Intro of dotted quarter and single eighth notes

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	Dotted quarter note, single eighth note, composition, composer, composing, to compose, subdivide
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
MU:Cr3.1	Refine and complete artistic work.		<input type="checkbox"/> Content Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Physical Skill <input checked="" type="checkbox"/> Product Development <input type="checkbox"/> Learning Behavior	
MU:Re9.1	Apply criteria to evaluate artistic work.		<input checked="" type="checkbox"/> Content Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Physical Skill <input type="checkbox"/> Product Development <input type="checkbox"/> Learning Behavior	
MU:Cn10.0	Synthesize and relate knowledge and personal experiences to make art.		<input type="checkbox"/> Content Knowledge <input type="checkbox"/> Skill <input type="checkbox"/> Physical Skill <input type="checkbox"/> Product Development <input checked="" type="checkbox"/> Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- When is creative work ready to share?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute dotted quarter eighth note rhythms

Lesson Targets: I CAN

- Identify dotted quarter and single eighth notes in the music
- Count dotted quarter and single eighth note rhythms
- Perform dotted quarter and single eighth note rhythms

Learning Activities:

- Exercises from method book
- Various exercises and games using this rhythm (variations on familiar tunes, counting sheets with this rhythm, sight reading exercises with this rhythm)
- Learn and/or perform a band piece with dotted quarter and single eighth notes

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Just 2 quarter notes, the dot doesn't exist, the eighth is a pick up,

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Ability to dissect the beat (subdivision), quarter notes, eighth notes, dotted half notes,

RESOURCES

Lesson books
Ensemble repertoire

UNIT 5: Intro of Ritardando and Accelerando

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary	Academic Vocabulary
MU:Pr4.2. E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Ritardando, accelerando,, tempo, beat, gradual, conductor,	gradual
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
		X	Product Development		
			Learning Behavior		
MU:Pr4.3. E	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.(P)	X	Content Knowledge		
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)		
			Physical Skill		
			Product Development		
			Learning Behavior		

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute tempo changes appropriately

Lesson Targets: I CAN

- Identify ritardando (“rit”) in the music
- Define ritardando
- Identify accelerando (“accel”) in the music
- Define accelerando
- Perform tempo changes by following a conductor

Learning Activities:

- Exercises from method book
- Various exercises and games following the conductor through tempo changes (internal pulse, follow conductor, variations on familiar tunes)
- Marking the text (glasses, arrows)
- Learn and/or perform a band piece with rit. and/or accel.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
You don't need to watch your conductor, lack of knowledge about conductor's purpose, ignore musical directions,	Tempo meanings, feeling the beat,
RESOURCES	
Lesson Book Ensemble repertoire	

UNIT 6: Music Literacy - Rudiments

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Rudiments, sticking, stroke, 9 stroke roll,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use the 9 stroke rolls.

Lesson Targets: I CAN

- Identify 9 stroke rolls
- Read 9 stroke rolls
- Perform 9 stroke rolls in the context of the music.

Learning Activities:

- Exercises from method book or other sources with 9 stroke rolls.
- Learn and/or perform with the 9 stroke rolls
- Various exercises and games with the 9 stroke rolls.

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
Hit it hard and fast,	Subdivision of beat,
RESOURCES	
Lesson Book Rep with 9 stroke rolls Worksheets with 9 stroke rolls	

UNIT 7: F Major Scale and Arpeggio

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E.	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Scale, arpeggio, key signature, major, ascending, descending,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and use the F Major Concert Scale

Lesson Targets: I CAN

- Identify the F Major Concert Scale.
- Read the F Major Concert Scale.
- Perform the F Major Concert Scale one octave ascending and descending.

Learning Activities:

- Exercises from method book or other sources with the F Major Concert Scale.
- Learn and/or perform with the F Major Concert Scale.
- Various exercises and games with the F Major Concert Scale

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

Playing 'the scale',

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Pitches in F Major,

RESOURCES

Lesson Book
Rep with the F Major Concert Scale
Worksheets with the F Major Concert Scale

UNIT 8: Instrument Technique - Grip

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.2.E	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	X	Content Knowledge	Grip, timpani, mallet,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
MU:Re7.2.E	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How does understanding the structure and context of musical works inform performance?
- How does understanding the structure and context of the music influence a response?

UNIT ENDURING UNDERSTANDING

- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute correct timpani mallet grip

Lesson Targets: I CAN

- Identify timpani mallets
- Compare and contrast timpani grip to matched stick grip
- Demonstrate correct timpani grip on the mallets

Learning Activities:

- Exercises from method book
- Various exercises and games using timpani
- Learn and/or perform a band piece on the timpani

ADDITIONAL CONSIDERATIONS	
COMMON MISCONCEPTIONS	PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT
All grip is the same,	Correct snare grip,
RESOURCES	
Various sheet music Lesson books Fundamentals Studies for Timpani by Garwood Whaley	

UNIT 9: Articulation

UNWRAPPED STANDARDS

Standard		Type of Standard	Concepts and Disciplinary-Specific Vocabulary
MU:Pr6.1.E	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.		Legato, staccato, accent, slur
		X	
MU:Pr4.1.E	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.	X	
MU:Re7.2.E	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Content Knowledge <input type="checkbox"/> Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) <input checked="" type="checkbox"/> Physical Skill <input type="checkbox"/> Product Development <input type="checkbox"/> Learning Behavior 	

UNIT ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How does understanding the structure and context of the music influence a response?

UNIT ENDURING UNDERSTANDING

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

UNIT DESCRIPTION

Unit Objectives: Students will demonstrate their ability to...

- Understand and execute basic articulation (legato, staccato, accent and slur)

Lesson Targets: I CAN

- Identify basic articulation notation (legato, staccato, accent and slur)
- Explain basic articulation notation (legato, staccato, accent and slur)
- Demonstrate basic articulation on my instrument (legato, staccato, accent and slur)

Learning Activities:

- Exercises from method book
- Various exercises and games using these articulations (variations on familiar tunes, sight reading and other exercises with these articulations)

- Learn and/or perform a band piece with these articulations

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS

PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT

Ties and slurs are the same, ignore the symbols,

What is a tie? How to tongue.

RESOURCES

Various sheet music
Lesson books

Ensemble repertoire

Suggested pieces:

Shine by Rob Grice