



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
Course	6th Grade Modern Band
Course Description for Program of Studies	N/A
Grade Level	6
Pre-requisites	none
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	Guitar	Keyboard	Body Percussion
Creating			
MU:Cr1.1 Generate and conceptualize artistic ideas and work.			
MU:Cr2.1 Organize and develop artistic ideas and work.			
MU:Cr3.1 Refine and complete artistic work.			
Performing			
MU:Pr4.1 Select, analyze and interpret artistic work for presentation.	S	S	S
MU:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P	P
MU:Pr6.1 Convey meaning through the presentation of artistic work.	S	S	S

Respond			
MU:Re7.1 Perceive and analyze artistic work.			
MU:Re8.1 Interpret intent and meaning in artistic work.			
MU:Re9.1 Apply criteria to evaluate artistic work.	S	S	S
Connecting S			
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.			
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.			

UNIT ESSENTIAL QUESTIONS

- How do musicians improve the quality of their 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?
- How do we judge the quality of musical work(s) and performance(s)?
- How do performers interpret musical works?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

UNIT ENDURING UNDERSTANDING

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- 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.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- 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 1: Guitar

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.3	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	x	Content Knowledge	Guitar, body, neck, sound hole, fret, bridge, tuning pegs, chord, strum, major, minor
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr5.1	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1	a. 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	
MU:Re9.1	Identify and describe the effect of interest, experience, analysis,	x	Content Knowledge	

	and context on the evaluation of music.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	

Learning Targets

I can:

- Hold my guitar in proper play position with my thumb placed on the right spot of the neck
- Place my finger with the proper amount of pressure to make a sound
- Demonstrate how to make sound with my left hand by strumming all of the strings at once
- Read a chord chart and know where to place my fingers on the guitar in relation to the chord chart
- Perform chord patterns with one chord songs
- Read and perform a strum pattern
- Identify the difference between a C and a G chord
- Perform chord patterns with two chord songs
- Identify the difference between D Major, e minor and previously used chords.
- Perform using Full C Major and G Major chords
- Perform a song using three or more chords.

RESOURCES

- Little Kid Rock Materials

UNIT 2: Keyboard

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.3	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	x	Content Knowledge	Key, sharp, flat, natural, chord, major, minor, pressure, hand position, inversion, comping
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr5.1	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1	a. 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	
MU:Re9.1	Identify and describe the effect of interest, experience, analysis,	x	Content Knowledge	

	and context on the evaluation of music.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	

Learning Targets

I can:

- Demonstrate proper hand position when forming a chord.
- Explain how to build a chord
- Read and perform a basic comping pattern
- Define comping and apply the term properly
- Identify the C Major chord
- Perform the C Major chord in isolation and with a track
- Identify the G Major chord
- Perform using both the C Major and G Major chords
- Identify the a-minor chord
- Perform the a-minor chord
- Perform songs involving the a-minor, C and G major chords making proper position adjustments
- Identify the D-Major chord
- Perform the D-Major chord
- Collaborate with 1 or more students to perform a song using the 4 chords and comp/strum patterns

RESOURCES

- Little Kid Rock Materials

UNIT 3: Body Percussion

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
MU:Pr4.3	Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	x	Content Knowledge	Drum set notation, pattern, body percussion, tone, timbre, pitch
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr5.1	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
		x	Product Development	
			Learning Behavior	
MU:Pr6.1	a. 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	
MU:Re9.1	Identify and describe the effect of interest, experience, analysis,	x	Content Knowledge	

	and context on the evaluation of music.	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		x	Learning Behavior	

Learning Targets

I can:

- Read basic drum set notation
- Perform kinesthetic body movements that mimic the drum set
- Perform basic drum patterns using body percussion

RESOURCES

- Little Kid Rock Materials