

# Beginner Band 6 (8133) Course Overview Curriculum Document

## Course Description

Beginner Band is for 6th grade students with less than one year of study on their chosen band instrument. Beginning Band is a performing group requiring students to perform in public at school concerts during the year. Students are expected to practice on their own outside of school.

Credits	Prerequisites
NA	None
Board Approved	Revised
1/22/24	

## Required Assessments

District-wide, standards-based common summative assessments

## Textbooks/Resources

Published and public domain band music will be the primary content of band classes 7-8

Course Essential Understandings	Course Relevance Questions
<p>As a result of successfully completing this course, students will understand that:</p> <ul style="list-style-type: none"> <li>Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>Musicians judge performance based on criteria that vary across time, place, and cultures.</li> <li>The context and how a work is presented influence the audience response.</li> <li>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>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</li> <li>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.</li> <li>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> <li>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</li> <li>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>	<p><b>What does it mean to be part of a Band?</b></p> <ul style="list-style-type: none"> <li>What is my role in this ensemble?</li> <li>What can I contribute to the work of this ensemble?</li> </ul> <p><b>How do musicians improve the quality of their performance?</b></p> <ul style="list-style-type: none"> <li>When is a musical performance technically accurate?</li> <li>How do we discern the musical creators' and performers' expressive intent?</li> </ul> <p><b>How do we judge the quality of musical work(s) and performance(s)?</b></p> <ul style="list-style-type: none"> <li>How do we describe musical performance?</li> <li>When is a performance judged ready to present?</li> </ul>

## Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1- Rhythm/Tempo	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of rhythm and tempo in music, understand how rhythmic notation is used in a composition, and evaluate rhythmic accuracy in their own and others' playing.	<ul style="list-style-type: none"> <li>What is the terminology needed to describe musical events related to rhythm &amp; tempo?</li> <li>When is a musical performance rhythmically accurate?</li> <li>How do I recognize and solve my own rhythmic &amp; tempo inaccuracies?</li> </ul>	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 2-Pitch/Tone	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of tone and pitch in music, understand how pitch is used in a composition, and evaluate tone quality and pitch accuracy in their own and others' playing.	<ul style="list-style-type: none"> <li>What is the terminology needed to describe musical events related to pitch and tone?</li> <li>How do I identify a musical performance that uses quality tone and accurate pitch?</li> <li>How do I recognize and solve my own tone and pitch inaccuracies?</li> </ul>	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 3-Musical Expression	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of musical expression in music, understand how musical expression is used to convey composers' intent, and is an effective communication tool in an ensemble.	<ul style="list-style-type: none"> <li>What is the terminology needed to describe elements of musical expression?</li> <li>When is a musical work being played expressively?</li> <li>How do musicians use different articulations to communicate a composer's expressive intent?</li> </ul>	MP2.P.18.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.18.m MP3.R.9.m

		<ul style="list-style-type: none"> <li>• How do musicians use different dynamics to communicate a composer's expressive intent?</li> <li>• How do musicians use phrasing and tempo changes to communicate a composer's expressive intent?</li> </ul>		
Unit 4- Ensemble Skills and Rehearsal/Performance Etiquette	In this unit, students will identify, define, demonstrate, discuss ensemble skills and rehearsal/performance etiquette in an ensemble. Students will learn how their individual performance, rehearsal, and ensemble skills contribute to the success of the band as a whole and how etiquette is an important component of an effective ensemble.	<ul style="list-style-type: none"> <li>• What does it mean to be part of an ensemble? <ul style="list-style-type: none"> <li>■ How do I demonstrate appropriate rehearsal etiquette?</li> </ul> </li> <li>• What's my role in the ensemble and how do I contribute to the success of the group?</li> <li>• How do I show appropriate etiquette as a performer?</li> <li>• How do I demonstrate appropriate etiquette as an audience member?</li> </ul>	MP2.P22.m MP3.R.12.m	MP2.P22.m MP3.R.12.m