

6th Grade Curriculum Map 2019-2020

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Performing Technique	Musicianship	Listening	Musical Elements & Notation (Tonality, Rhythm, Timbre, Form, Harmony, & Dynamics)	History/Culture/Style	Creating (Improvisation & Composition)
<p>Posture: musician position (feet flat, sitting up straight), instrument position, rest position</p> <p>Ensemble: rhythmic and melodic patterns in concert Bb & Eb</p> <p>Articulation: tonguing, slurring</p> <p>Perform long tones</p> <p>Brass: beginning lip slurs</p> <p>Embouchure refinement</p> <p>Instrument care: maintain and clean (oil, grease, swab, mouthpiece, etc.)</p> <p>Breath support required for instrument performance and phrasing</p> <p>Continue to develop characteristic tone</p>	<p>Start and end together in ensemble</p> <p>Respond to the conductor</p> <p>4/4, 3/4 and 2/4 time signature</p> <p>Lesson/ensemble etiquette</p> <p>Self-awareness and evaluation of technique (posture, pitch, tone, etc.)</p> <p>Maintain a basic practice routine</p> <p>Independent part playing (3–4 part) within ensemble</p> <p>Perform Very Easy – NYSSMA Level I</p> <p>Introduce musical phrasing in relation to language</p> <p>Write in music (using pencil) regarding performance & improvements</p>	<p>Echo musical patterns</p> <p>Good versus poor tone discrimination</p> <p>Self assessment: using musical terminology</p> <p>Perform with consideration of balance between melody and accompaniment</p> <p>Lesson book recordings (where available)</p> <p>Teacher modeling</p> <p>Listen to band recordings and professional soloists in performance</p> <p>Tune instrument w/ teacher assistance</p> <p>Under teacher guidance, adjust intonation to blend with section</p>	<p>Tonality: Bb / Eb concert scales</p> <p>Rhythm: steady beat 2/4, 3/4, & 4/4 (or common time), Dotted quarter note, Single eighth note,</p> <p>Tempo: Moderato, Allegro, Largo, Andante, Ritardando, & Accelerando</p> <p>Snare Drum: 1/8 + two 1/16th note rhythm Two 1/16 + 1/8 note rhythm Triplet rhythm</p> <p>Count using beat and sub-divisions</p> <p>Timbre: expanded use of percussion accessories (suspended cym, triangle, tambourine), as required by lit.</p> <p>Form: rounds, D.C., coda, fine, D.S., theme & variations</p> <p>Harmony: duets and/or trios, increased rhythmic independence</p> <p>Dynamics: mezzo piano, mezzo forte, crescendo, decrescendo</p> <p>Notation: single measure repeats accent, staccato, slur vs. tie</p>	<p>Perform with characteristic style of music</p> <p>Compare and contrast various characteristics of performance literature</p> <p>Historical / geographical / cultural connections of repertoire</p>	<p>Creating: Short patterns, using level appropriate rhythms and scales</p>