

Greensburg Community School Corporation

Junior High Curriculum

6th Grade Band

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# Greensburg Community Schools

## Mission Statement

The mission of the Greensburg Community School Corporation is to provide and promote lifelong learning through its commitment to quality educational programs that prepare the students to be effective, successful, and responsible citizens. This is to be accomplished in a financially prudent manner.

## Greensburg Community Schools 6th Grade Band

### Narrative Description

#### Quality Music Education: A Description

Quality music education in the schools integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. As identified in the 1997 National Assessment for Educational Progress (NAEP) in music, the processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program. The first of these processes, **creating**, involves composing, arranging or improvising music. Through these activities students engage their aural skills and prior knowledge of music to create a personal and original musical idea. By including creative activities from the earliest grades onward, teachers enrich students' abilities to construct new ideas and find satisfying means of self-expression.

Since music is a form of communication, performing is a vital and natural aspect of music study. **Performing**, the second musical process identified, promotes a sense of personal accomplishment, shared goals, community, and the joy of experiencing a musical work from the unique perspective of performing it. **Responding** to music completes the trio of fundamental musical processes, and includes activities rich in mental, physical, and emotional complexity. As students learn to read and interpret musical symbols, they learn a new sign system and a different approach to the world around them. As they study the historical and cultural aspects of music, students discover that music is a universal human activity. And as music study is connected to other disciplines, students discover the ways that one subject area can reinforce and inform another. Finally, as students learn to evaluate musical works they learn to discriminate, think independently, and develop their own views of musical meaning and beauty.

The nine national standards for music education align closely with these processes. The musical process of creating is addressed in the national standards of improvising, composing, and arranging. Performing is described in the national standards of singing and playing an instrument. Responding to music is expressed through reading music, listening to and analyzing music, evaluating music, understanding music's historical or cultural context, and integrating musical studies with other subjects. These activities are thoroughly addressed in the national standards, and because they do, they merit adoption as the standards for musical excellence in Indiana.

**Course Concepts and Generalizations**  
**6<sup>th</sup> Grade Band**

- 1: Singing alone and with others
- 2: Playing an instrument alone and with others
- 3: Reading, notating, and interpreting music
- 4: Improvising melodies and accompaniments
- 5: Composing and arranging music within specified guidelines
- 6: Listening to, analyzing, and describing music
- 7: Understanding relationships between music, the other arts, and disciplines outside the arts
- 8: Understanding music in relation to history and culture
- 9: Evaluating music and music performances

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**Areas of Study**

	AREA OF STUDY	LENGTH OF TIME
1.	Basic Instrumental Skills	On-going
2.	Ensemble Skills	On-going
3.	Harmony	On-going
4.	Form	On-going
5.	Rhythm	On-going
6.	Melody	On-going
7.	Expression	On-going
8.	History	On-going
9.	Tone	On-going
10.	Creativity and Valuing	On-going

Unit numbers correspond to the Unit numbers on the State Standard Chart.

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### 1. Basic Instrumental Skills

#### Individual Learner Objectives

1. The student will learn basic instrumental skills specific to their instrument.
2. The student will demonstrate basic instrumental skills daily.

#### Subject Outline

1. Assembly and Maintenance of Instruments
2. Breathing and Posture
3. Basic Tone Production
4. Hand Position
5. Embouchure Formation
6. Articulation
  - a. "ta"
  - b. "da"
7. Performance Etiquette

#### Modifications

Modifications of instructional content in this course may include, but are not limited to, the following:

- Modified pace
- Other modifications as specified in a student's IEP
- Extra performance opportunities
- Private lessons

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#### **2. Ensemble Skills**

##### Individual Learner Objectives

1. The student will learn Ensemble Skills specific to instrumental music ensembles.
2. The student will demonstrate those ensemble skills on a daily basis

##### Subject Outline

1. Entrance and Release
2. Listening for Melody and Accompaniment
3. Balance and Blend
4. Rhythmic Pulse
5. Intonation

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### 3. Harmony

#### Individual Learner Objectives

1. The student will learn about general concepts of traditional harmony.
2. The student will relate what they perform on their instrument to what they learned.

#### Subject Outline

1. Tonality
  - a. Major
  - b. minor
2. Chords
  - a. Major
  - b. minor
3. Scale Systems
  - a. Major

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### 4. Form

#### Individual Learner Objectives

1. The student will learn concepts in order to help their understanding of music structure.
2. The student will demonstrate this knowledge.

#### Subject Outline

1. Compositional Structures
  - a. March
  - b. Canon / Round
  - c. Chorale
2. Compositional Devices
  - a. Repetition
  - b. Solo / Duet / Trio / Quartet / etc.

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#### 5. Rhythm

##### Individual Learner Objectives

1. The student will learn to read traditional rhythmic notation.
2. The student will use proper terminology when discussing rhythm.
3. The student will perform rhythmic concepts on their instrument.

##### Subject Outline

1. Time Signatures
  - a. 4/4
  - b. 2/4
  - c. 3/4
  - d. C
2. Tempo
  - a. Allegro
  - b. Moderato
  - c. Andante
3. Note / Rest Values
  - a. Whole
  - b. Quarter
  - c. Half
  - d. Eighth
  - e. Sixteenth (percussion)
  - f. Dotted Values
  - g. Ties
4. Syncopation

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### 6. Melody

#### Individual Learner Objectives

1. The student will learn the traditional pitch notation system.
2. The student will learn the basic construction of melodies including: keys, intervals, and phrasing.

#### Subject Outline

1. Pitch Notation
  - a. Staves
  - b. Clefs
  - c. Notes
  - d. Stems
  - e. Accidentals
2. Key Areas
  - a. Key Signatures
    - i. Bb
    - ii. Ab
    - iii. Eb
  - b. Scales
    - i. Bb
3. Intervals
  - a. Whole Step
  - b. Half step
  - c. Unison
  - d. 2<sup>nd</sup>
  - e. 3<sup>rd</sup>
  - f. 4<sup>th</sup>
  - g. 5<sup>th</sup>
  - h. 6<sup>th</sup>
  - i. 7<sup>th</sup>
  - j. octave
4. Phrasing
  - a. 2 bar
  - b. 4 bar

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### 7. Expression

#### Individual Learner Objectives

1. The student will learn techniques that add expressive characteristics to music.
2. The students will learn the appropriate terminology to discuss such techniques.

#### Subject Outline

1. Dynamics
  - a. Piano
  - b. Mezzo piano
  - c. Mezzo forte
  - d. Forte
  - e. Crescendo
  - f. Decrescendo/ diminuendo
2. Articulation
  - a. Accent
  - b. Slur
  - c. Legato
  - d. Staccato
  - e. Tenuto
3. Interpretive Devices
  - a. Ritardando
  - b. Accelerando

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### 8. History

#### Individual Learner Objectives

1. The student will learn basic elements of music history.
2. The student will perform music related to their knowledge of music history.

#### Subject Outline

1. Of instruments
2. Style Periods
  - a. Classical
  - b. Romantic
  - c. 20<sup>th</sup> Century
3. Composers
4. Styles
  - a. March
  - b. Jazz
  - c. Folk
  - d. Ethnic

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### 9. Tone

#### Individual Learner Objectives

1. The student will learn and perform characteristic tone on their instrument.
2. The student will learn techniques to produce tonal effects on their instruments.

#### Subject Outline

1. Characteristic Tone
  - a. Intonation
  - b. Breath support
  - c. Embouchure
  - d. Instrument maintenance
  - e. Posture
2. Effects
  - a. Vibrato
  - b. Mutes
  - c. Mouthpiece sounds

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### 10. Creativity and Valuing

#### Individual Learner Objectives

1. The student will create music within guidelines.
2. The student will learn the value of music by experiencing it.

#### Subject Outline

1. Creating
  - a. Composing
  - b. Arranging
2. Improvisation
  - a. Free
  - b. Aleatoric
3. Musical Nuance
  - a. Tension
  - b. Release
4. Expression / Emotion
5. Valuing
  - a. Critical thinking
  - b. Discrimination
  - c. Aesthetic Response
  - d. Constructive criticism

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State Standard	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9	Area 10
6.1 Singing alone and with others						X				
6.2 Playing and instrument alone and with others	X	X	X	X	X	X	X	X	X	X
6.3 Reading, notating, and interpreting music		X	X	X	X	X	X	X	X	X
6.4 Improvising melodies and accompaniments					X					X
6.5 Composing and arranging music within specified guidelines				X			X			X
6.6 Listening to, analyzing, and describing music		X	X	X	X		X	X	X	X
6.7 Understanding relationships between music, the other arts, and disciplines outside the arts								X		
6.8 Understanding music in relation to history and culture	X			X	X			X		
6.9 Evaluating music and music performances		X		X			X	X	X	X