Newport Public Schools  
Curriculum Framework  

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<th>Subject: Band</th>
<th>Grade Level 6</th>
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<td>Standard: Performing on instruments, alone and with others, a varied repertoire of music</td>
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<td><strong>Benchmarks</strong></td>
<td><strong>Suggested Resources/Instructional Strategies</strong></td>
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| Students will:  
  • Perform on their instrument accurately and independently, with proper posture, playing position, correct fingerings or slide positions, breath control, or mallet/stick control.  
  • Perform with expression and technical accuracy a repertoire of instrumental literature with a level of difficulty up to 2 on a scale of 1 to 6.  
  • Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.  
  In order to demonstrate the above, students will be able to accurately do the following:  
  • Perform all benchmarks from the elementary level. | Students will meet as an ensemble at least three times in a 6-day cycle for no less than 50 minutes per meeting. During these lessons students will:  
  • Learn a repertoire of music representing various cultures and genres using several texts and methods  
  • Develop ensemble skills (follow conductor’s cues, follow dynamics for balance and blend within the ensemble, develop rhythmic precision, develop intonation within an ensemble, form and style appropriate repertoire, historical and stylistic concepts)  
  • Play in the intermediate range of the instrument.  
  • Play required scales in soli/solo order.  
  • Have the opportunity to challenge their section partners for chair position.  
  Students will be encouraged to seek weekly private instruction on their instrument.  
  Students will practice at home at least 3 hours per week to develop technical skills.  
  Strategies for instruction will include:  
  • Performing a varied repertoire representing diverse cultures and genres with a difficulty level of 1 to 2 on a scale of 1-6.  
  • Teacher demonstration | Student skills and knowledge will be assessed through the following:  
  • Practice Logs.  
  • Listen to students play independently.  
  • Develop instrumental checklist.  
  • Performances, concerts, recitals, workshops, festivals, etc.  
  • Teacher observation  
  • Student classroom performances  
  • Student Self-Evaluation Forms  
  • Recordings of student performances  
  • Student progress reports |
- Perform the following articulations: staccato, legato, marcato, slurs, and tenuto.
- Play one-octave scales in the following concert keys: C, G, D, F, Bb, and Eb.
- Flutes will also play 2 octave scales in the keys of C, D, Eb.
- Clarinets will also play 2 octaves in the keys of F, Bb, and G.
- Saxophones will also play 2 octave scales in the keys of C, D, and Bb.
- French Horns will also play a 2 octave scale in the key of G.
- Low Brass will also play a 2 octave scale in the key of F.
- Keyboard percussion will also play all “white key” major scales throughout the range of the instrument.
- Snare drummers will play the following rudiments: long roll, 5 and 7 stroke rolls, paradiddle, flams, flamadiddle, and flamacues.
- Play in the following meters: 4/4, 2/4, 3/4, and 6/8.

- Instrumental methods books
- Peer demonstration
- Software programs and web sites
- Public performances
- Participation in workshops, festivals, exchanges, etc.
- Attend performances of best practitioners.

Texts and resources may include but not be restricted to:
- Standard of Excellence, Volumes 1 and 2, Kjos
- Accent on Achievement, Volumes 1 and 2, Alfred
- Published repertoire representing diverse genres and cultures with a level of difficulty level of 1 to 2 on a scale of 1 to 6.
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| **Standard #3 – Improvising melodies, variations and accompaniments** | • Improvise simple harmonic accompaniments as directed by teacher.  
• Improvise rhythmic and melodic variations on given melodies and melodies in pentatonic and major keys.  
• Improvise introductions, interludes, and codas.  
• Improvise short melodies, unaccompanied or with accompaniment, each in a consistent style, meter, and tonality.  
• Experiment with variations in tempo, timbre, dynamics and phrasing for expressive purposes.  
• Improvise answers in the same style to given rhythmic and melodic phrases  
• Create melodies using given melodic materials  
• Improvise simple rhythmic and melodic ostinatı accompaniments. | • Students will perform aleaortic pieces in an appropriate manner  
• Follow the leader - Students will take turns answering a short phrase given by the teacher.  
• Build a tune – students will create a song by each adding a short segment of melody (1 or two measures), using melodic material provided by the instructor.  
• Round robin improvisation – students will take turns interpreting simple melodies, each adding a different variation.  
• Students will take turns adding melodic and rhythmic accompaniments to simple melodies through use of learned diatonic and pentatonic scales.  
• Students will improvise appropriately in a jazz setting using the blues scale over a blues progression. | Students will demonstrate the following through teacher directed performances of various improvisation exercises and games:  
• Create answers to simple phrases  
• Improvise simple accompaniments  
• Improvise an instrumental selection using the diatonic and pentatonic scale.  
• Create a variation on a familiar theme.  
• Perform a stylistically correct improvisation over a blues progression.  
The above will be assessed through the following:  
• Teacher observation of student improvisations  
• Recordings of student performances  
• Student self-evaluation |
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| **Standard #4 – Composing and arranging music within specified guidelines** | Notate compositions correctly and perform for others. Compose a melody and identify whether the ending gives a feeling of rest or unrest. Create, notate, and perform a melody using the pentatonic scale. Arrange and perform a given melody with traditional and nontraditional instruments. | Students will:  
• Working in small groups, create and perform compositions.  
• Identify traditional and nontraditional sounds played on musical instruments.  
• Create and notate sound sources.  
• Listen to examples of music using the pentatonic scale and create melodies.  
• Listen to music examples that demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance. Create introductions and endings to familiar songs | Assessments will be through:  
• Performances and discussions of student compositions  
• Recordings of student performances  
• Teacher observation  
Rubric based student/teacher evaluations of student compositions and arrangements |

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#### Grade Level 6

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| Standard #5 – Reading and notating music | Use symbols and music vocabulary. Identify and define standard notational symbols for pitch, rhythms, articulation, and dynamics. Read notational symbols for singing and playing. | Students will use a method book to develop skills of reading and writing music. Students will notate short songs and musical ideas using standard notation. Students will interpret written music from method books and standard repertoire at a level of difficulty of 1-2 on a scale of 1-6. Students will achieve the above through:  - Teacher demonstration  - Rote instruction  - Instructional methods books  - Performance of standard repertoire appropriate to this level  - Transcription of simple teacher and student generated melodies  - Students will compose and notate simple melodies using standard notation. | Students will:  - Accurately recognize and identify symbols, for pitch, rhythm, dynamics, tempo, articulation and expression.  - Accurately read whole, dotted half, half, quarter, eighth notes and equivalent rests, in duple and triple meter, in the range of one octave.  - Accurately notate simple melodies using standard notation.  - Accurately demonstrate reading skills using a counting system using subdivision.  - Explore computer programs and web pages designed to assist reading and notating music. Assessments:  - Teacher observation/evaluation of student interpretation of written music  - Students accurately recognize, define, and demonstrate an
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<th>Note:</th>
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<th>Published repertoire representing diverse genres and cultures with a level of difficulty of 1 to 2 on a scale of 1 to 6.</th>
<th>Understanding of the terms and symbols used in written music through performance of written music.</th>
<th>Student transcriptions and compositions</th>
<th>Student performances</th>
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<td>notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.</td>
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<td>Standard #6 - Listening to, analyzing and describing music</td>
<td>Demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music of various styles representing diverse cultures outside the United States. Use appropriate terminology to describe performances and vocal and instrumental music. Develop an awareness of representative composers, performers, and musical styles. Create a deeper understanding of musical styles, expression and interpretation.</td>
<td>Students will:  • view performances of a wide variety of music representing various genres, styles and cultures  • invite guest artists for performance and discussion  • perform for assembly programs and concerts  • attend workshops, clinics, exchange concerts and participate in festivals  • create videotapes and audiotapes of student performances for student self-assessment</td>
<td>Develop a list of criteria for evaluating music performances.  • Develop a list of criteria for evaluating music performances.  • Use appropriate musical terminology.  • Recognize musical examples of various individuals and diverse cultures.  • Listen to and perform a variety of musical styles.  • Attend concerts that reflect a variety of genres.  • Identifyaurally examples of the forms: AB, ABA, rondo, and blues.  To demonstrate the above:  • Using video or audio media, students should self-evaluate a performance of their section, the ensemble, and self.  • Student should identify strategies for improvement.  • Research criteria for performance models.  • Review live and taped performances using a checklist for ensemble performance</td>
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| **Standard #7 - Evaluating music and music performances** | Evaluate performances of others using musical terminology.  
Identify criteria related to melody, harmony, and expression.  
Students attend performances of professional ensembles.  
Develop list of evaluative criteria.  
By the end of Grade 6, a student should be able to do the following:  
• recognize the melodic and rhythmic accuracy of performance of self and others.  
• review and select appropriate terminology for describing music.  
• explore and develop criteria for evaluating performances and compositions.  
• express ideas about the various types of music. | Students will attend or participate in a variety of musical performances including instrumental concerts, vocal concerts, and ethnic performances of excellent quality.  
Students will view videotapes and live performances representing excellent examples of music performance.  
Students will attend and participate in concerts, recitals, workshops and festivals.  
Students will discuss performances of concerts in which they have attended or performed. | **STUDENT WORK**  
Identify personal strengths and weaknesses in performance.  
Listen to school ensemble and develop strategies for improvement.  
Apply list of evaluative criteria to their own performances and performances of school and professional ensembles.  
**CLASSROOM ASSESSMENTS**  
Review of concert performance, rehearsal, followed by discussion  
**TEACHER EVALUATION**  
After viewing a performance students will create a checklist of criteria indicating elements of a good and poor performance.  
After viewing a videotape of a recent student concert, students will:  
• discuss and create criteria for evaluating performances |
| • recognize characteristics of music of diverse cultures. | • create a rubric for assessing performances  
| • demonstrate an awareness of performance accuracy in self and others. | • use the above rubric for assessing performances  

Students will discuss performances by guest artists using above criteria.  

The above will be assessed through:  
• teacher observation  
• student devised rubrics  
• rubric based assessments
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| **Standard # 8 - Understanding relationships between music, the other arts and disciplines outside the arts** | Survey and list musical works involved in social change.  
Relate musical examples to the historical and cultural contexts in which they were created.  
Review and select appropriate terminology for describing music. | Students will attend or participate in a variety of musical performances including instrumental concerts, vocal concerts, and ethnic performances of excellent quality.  
Students will sample representative examples of art, literature and dance, noting similarities and differences between them.  
Identify examples of the uses of characteristic materials of music and the visual arts in the portrayal of common themes in a band transcription, musical and/or painting depicting cultural or historical events | Through guided discussions, students will describe criteria and themes which cross between the arts and other disciplines.  
After listening to a programmatic piece, students will discuss elements which may be interpreted musically and non-musically  
Students will participate in interdisciplinary projects which establish relationships between music, other arts and disciplines outside of the arts  
Discuss use of music in various multimedia productions (musicals, plays, movies, etc.)  
The above will be assessed through:  
• Review of concert performance, rehearsal, followed by discussion  
• Teacher observation and evaluation |
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Grade Level  6  

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| Standard # 9 - Understanding music as it relates to history and culture | Perform music of diverse cultures and genres.  
Understand the musical similarities and differences of various cultures.  
Identify aural examples of music from various historical periods and cultures.  
Describe in simple terms how elements of music are used in music examples from various cultures.  
Identify and describe the role of music in daily experiences.  
Develop an awareness of representative composers, performers, and musical styles. | Compare the role of musicians in several cultures.  
Compare instruments played today with those played two hundred years ago.  
Explore musical instruments used in other cultures.  
Use the internet to discover role of music in other cultures.  
Perform music that reflects different cultures. | CLASSROOM ASSESSMENTS  
• Discussion of cultural similarities and differences in musical instruments.  
• Create student projects demonstrating connections between musical styles.  
• Student compositions and performances reflecting cultures of interest. Perform a varied repertoire of music reflecting music of different cultures and stylistic periods  
• Compare instruments played today with those played two hundred years ago.  
• Explore musical instruments used in other cultures.  
• Perform music that reflects different cultures.  
Several times per semester students will:  
• perform music that reflects different cultures.  
• demonstrate knowledge, through class discussion, of similarities and differences in music of different cultures  
• demonstrate knowledge of development of modern instruments  
• demonstrate knowledge of role of music in daily life |
| | | | The above will be assessed through:  
• teacher observation  
• student performances |
|                |                | • class discussion
• student presentations |