

**Bemidji Schools Course Map:
Music Grade 6 Introductory Band (2016)**

Timeframe	Skills/Concepts	Benchmarks	Assessment Activities	Evaluation criteria
<i>1st Quarter</i>	Improvising rhythms and melodies	<p>I. Foundations:</p> <p>II. Create/Make: 1.1 (improvise)</p> <p>III. Perform/Present:</p> <p>IV. Respond/Critique:</p>	<p>Learning Goal: Students improvise rhythms in response to rhythm statements from teacher and peers.</p> <p>Assessment Rhythmic improvisation: You will improvise a rhythmic response to a phrase (call and response) given to you by your teacher or another student, or whole class. Your response will be one to two measures in 4/4 time and you may use quarter, half, whole, eighth notes and rests.</p> <p>Learning Activities:</p>	<p>Evaluation:</p> <ul style="list-style-type: none"> - Beat is steady - Rhythms are correct - Rhythms and notes are varied

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<p>Summative assessment 3rd quarter <i>(ongoing monthly assessment)</i></p>	<p>On-going for Band, Orchestra, Choir 6:</p> <ul style="list-style-type: none"> • Playing and performing a variety of music • Using correct instrumental technique – [posture, breathing, care of instruments] • Understanding music terminology • Music history – exposure experiences <p>Focus on: Elements (knowledge) Melody, rhythm, dynamics</p> <p>Reading music (knowledge, skill) Note reading and note values</p> <p>Key signature up to concert Bb, Eb, F and major key</p>	<p>I. Foundations: 1.1 - (rhythm, melody and dynamics) 2.2 - (read) 2.1 - (play alone & in group)</p> <p>II. Create/Make:</p> <p>III. Perform/Present:</p> <p>IV. Respond/Critique:</p>	<p>Learning Goal: Students perform excerpts of musical compositions by reading notation and analyzing the musical intent in teacher-selected portions from music being rehearsed or lesson books.</p> <p>Assessment Activity: You will individually play a portion of at least eight measures of a teacher-selected musical composition twice during the school year using the correct tone, technique, posture, articulation, key signatures, embouchure, and sticking skills.</p> <p>Learning Activities: TBD</p>	<p>Scoring Criteria:</p> <ul style="list-style-type: none"> - Notes are correct - Rhythms are correct - Articulations are correct - Technique is correct

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<p><i>3rd Quarter</i></p>	<p>Notating and Composing music (knowledge, skill) Notate and read key signatures Notation of simple rhythms in 2/4, 3/4, 4/4 meter</p>	<p>I. Foundations: 2.1 (Notate)</p> <p>II. Create/Make: 1.1 (Compose) 1.2 (Revise) 1.3 (Explain Artistic Intent)</p> <p>III. Perform/Present:</p> <p>IV. Respond/Critique:</p>	<p>Learning Goal: Students notate rhythms using traditional notation to complete a given musical phrase. Students will compose and revise music for a self-generated musical intent.</p> <p>Assessment Activity: You will demonstrate your understanding of musical notation by completing a rhythmic phrase of 4 to 8 measures, using traditional notation which may include 2/4, 3/4, 4/4 meters (values of whole, dotted half, half dotted quarter, quarter and eighth)</p> <p>Learning Activities: You will create a musical composition in the key of B flat, 4 to 6 measures in length in 4/4 time using whole, quarter, eighth and half notes and rests. You will explain your intention for your composition including a description of the feeling, emotion, and/or mood of the piece and how the piece highlights your virtuosity and skill level. You will reflect on your composition and will receive feedback from your peers and teacher. Based on your musical intent, describe how you responded to the feedback and how you used it to revise your composition.</p>	<p>Criteria for Notation: - Notation is correct</p> <p>Composition Includes: - A variety of notes and rhythms - Accurate rhythmic execution</p> <p>Statement of Intention: - Composition reflects intention</p> <p>Revision: - Revision is justified based on feedback and self-reflection in relation to intention</p>