

MUSICAL MASTERY

Scope and Sequence Curriculum Guide Based On TEKS For Grade 6

6.1.1	ACTIVITIES
<p>A. Demonstrates characteristic sound with resonance, purity, & accuracy using correct posture & breath control within one octave for brass & oboe and two octaves for woodwinds & percussion</p>	<p>MUSICAL MASTERY: Daily Teaching Elements</p> <ul style="list-style-type: none"> Instrument specific tonal exercises approximately pp,7-30 Breathing, p. 5 Instrument posture & hand position/keys of the instrument pages Vibrato pages Harmonics, register slurs, & octave slur pages <p>Scales</p> <ul style="list-style-type: none"> Tetra-Chord Titans & Scale Masters one octave and full range Scales in 3rd's Champions Arpeggio Olympians
<p>B. Use standard terminology in explaining intervals, music notation, musical instruments, & musical performances</p> <ul style="list-style-type: none"> Use a system for writing/reading the diatonic scales Use rhythm syllables and/or counting system Identify the components of printed music including staff, clef, key, and time signatures Identify the components of tempo, dynamics, articulation & style markings Composer/arranger listings Instrument parts or groupings Label unison, whole steps, half steps, octaves 	<p>MUSICAL MASTERY: Music writing, staff attributes, and theory comprehension</p> <ul style="list-style-type: none"> Music Theory pages Add activity with staff paper or music writing program to notate one-octave scales <p>Tetra-Chord Titans</p> <ul style="list-style-type: none"> Method of teaching scales in 4 note increments <p>Rhythm Rockers</p> <ul style="list-style-type: none"> Establish counting system Begin line pass offs after explanation; use verbal and performance on the instrument to pass off rhythms <p>Musical Terms</p> <ul style="list-style-type: none"> Create a musical terms assessment on Quizziz or other method Identify terms in the music on which students are working <ul style="list-style-type: none"> Write definitions on the music Identify the function of each instrument within a given composition <ul style="list-style-type: none"> Teach the art of blending unisons & balancing musical lines <p>Composer/Arranger</p> <ul style="list-style-type: none"> Identify composer/arranger <ul style="list-style-type: none"> As a class do a quick internet search and list key points on the music for later assessment <p>Intervals</p> <ul style="list-style-type: none"> Ear training <ul style="list-style-type: none"> Identify unison, major 3rd, minor 3rd, 5th, and octave Circle these intervals within a given piece of music Create an assessment on Quizziz
<p>C. Identify music forms aurally & through notation</p> <ul style="list-style-type: none"> Identify musical forms (theme and variations, AB, ABA, etc.) Identify phrase forms (same & different, questions & answer, melodic sequence, etc.) 	<p>Music Forms</p> <ul style="list-style-type: none"> Use music currently working on to identify various musical forms Student should be able to explain what these forms are. Demonstrate call & response, sequences, etc. and identify them in the music the students are playing

6.2.1	ACTIVITIES
<p>A. Perform independently with accurate intonation, good fundamental skills, and basic performance techniques</p> <ul style="list-style-type: none"> Demonstrate correct posture at all times: sit or stand tall with head erect, shoulders back but relaxed, & both feet flat on the floor Maintain correct hand position & orientation of the instrument to the body Use diaphragmatic breathing as a habitual part of playing Set & maintain the proper embouchure when playing Recognize "in tune" & "out of tune" in playing and be able to adjust appropriately Perform standard articulation & legato articulation using proper tongue placement Demonstrate rhythmic accuracy & internalized pulse 	<p>MUSICAL MASTERY: Posture</p> <ul style="list-style-type: none"> Teaching instrument posture pages Teaching hand position pages Breathing Chant page Instrument Embouchure pages Small instrument playing pages to match given pitch Articulation pages <p>Rhythm</p> <ul style="list-style-type: none"> Rhythm Rockers All tonal pages Instrument technique pages Finger Wiggles Finger Ninjas
<p>B. Perform expressively from memory and notation, a varied repertoire representing styles from diverse cultures</p> <ul style="list-style-type: none"> Perform music of various styles & diverse cultures using appropriate stylistic techniques (note & phrase length/stress) & expression (dynamic contrast) 	<p>Expressive Performance</p> <ul style="list-style-type: none"> Memorized scales, 3rd's, & arpeggios <p>Identify 'teaching lines' in song method book; use these to apply knowledge and skills from MUSICAL MASTERY</p> <p>Select instrument specific solo's and ensembles representing a variety of styles and cultures and apply skills learned from MUSICAL MASTERY</p> <ul style="list-style-type: none"> Select full band literature representing a variety of styles and cultures and apply skills learned from MUSICAL MASTERY

	<ul style="list-style-type: none"> ○ Identify articulation style & tempo ○ Notate phrases, instrument functions within the music, who to balance to and who to blend with ○ Demonstrate how to shape a phrase and play through and between the notes ○ Identify the dynamic markings and demonstrate how they should be played within the context of instrument part function within the ensemble.
<p>C. Demonstrate appropriate small & large ensemble performance techniques during formal & informal concerts</p> <ul style="list-style-type: none"> ● Demonstrate balance, blend, & intonation within section & between sections. ● Perform with note/pitch accuracy, rhythmic accuracy & stability, appropriate style, accurate phrasing, with dynamic contrast. ● Play or sing independent part within the ensemble ● Respond to the conductor's gestures ● Dress appropriately & demonstrate proper stage etiquette in concert settings 	<p>Ensemble Performance</p> <ul style="list-style-type: none"> ● Select individual solos from instrument repertoire for each student <ul style="list-style-type: none"> ○ Have a chamber performance and/or evaluation ○ Solos should require the student to demonstrate style, phrasing, dynamics, etc. with the correct notes and rhythms ● Select small ensembles from instrument specific repertoire <ul style="list-style-type: none"> ○ Have a formal or informal chamber concert ○ Ensembles should require the student to demonstrate style, phrasing, dynamics, blend, balance, etc. with the correct notes and rhythms ● Begin using conducting gestures during class <ul style="list-style-type: none"> ○ Teach students the basic patterns ○ Let the students take turns conducting ○ Have students count aloud while the teacher conducts ○ Conduct when playing down the line for informal assessments ○ Conduct when playing as a class ○ Practice breathing with the conductor ○ Practice cutting off with conductor ● Students should be required to dress appropriately <ul style="list-style-type: none"> ○ Artist black ○ Sunday best ○ Nice school clothes ● Set expectations for audience members <ul style="list-style-type: none"> ○ Go over both audience and performer etiquette with students; create a handout with etiquette pointers ○ Have students teach their parents concert etiquette

6.2.3	ACTIVITIES
<p>A. Create rhythmic and melodic phrases</p> <ul style="list-style-type: none"> ● Write or improvise simple four-measure melodies using eighth, quarter, half, & whole notes with corresponding rests starting and ending on tonic 	<p>Composition</p> <ul style="list-style-type: none"> ● On staff paper or a music writing program, have students compose their own 4 measure melody based on what they have learned about music, scales, & rhythms <ul style="list-style-type: none"> ○ Give them the key signature and the time signature ○ Give parameters regarding beginning and ending with the tonic ○ Tell them what rhythms (from Rhythm Rockers) they can use ○ Have them notate dynamics and tempo
<p>B. Arrange rhythmic and melodic phrases</p> <ul style="list-style-type: none"> ● Arrange simple four-measure melodies using eighth, quarter, half, & whole notes & rests starting and ending on tonic. 	<p>Arranging</p> <ul style="list-style-type: none"> ● Provide a simple melody; perhaps the one they wrote from the previous thread ● Give them parameters in regards to 'recreating' the melody <ul style="list-style-type: none"> ○ Perhaps write it in a different key ○ Perhaps write a variation ○ Perhaps change the time signature for a different feel

6.3.1	ACTIVITIES
<p>A. Describe aurally-presented music representing diverse styles, periods, & cultures</p> <ul style="list-style-type: none"> ● Compare & contrast music of at least two diverse styles, periods, & cultures 	<p>Musical Styles</p> <ul style="list-style-type: none"> ● Use two contrasting pieces of music that you are currently working on <ul style="list-style-type: none"> ○ Students should write a brief description of each piece ○ Students should compare the two pieces and note the differences and the likes between the two ○ Students should be able to identify the musical styles and culture from which the music was derived
<p>B. Describe music related vocations & avocations</p> <ul style="list-style-type: none"> ● Describe amateur & professional music vocations & avocations including music educator, singer, instrumentalist, composer, conductor, audio & video engineer, marketing & public relations, & other music careers 	<p>Career Day</p> <ul style="list-style-type: none"> ● Use career day at your school to invite people in the music industry to speak to your classes
<p>C. Perform music representative of diverse cultures, including American & Texas heritage</p> <ul style="list-style-type: none"> ● Perform music from various historical periods &/or cultures. ● Explore & discuss the significance & background of that music 	<p>Cross-Curricular Texas Heritage Month</p> <ul style="list-style-type: none"> ● Take this opportunity to compile music that reflects the Texas heritage ● Have students relate the music to what was going on in history during that period of time <p>American Heritage</p> <ul style="list-style-type: none"> ● Veterans day is a great opportunity to not only honor our veterans but also to study the music of their day. ● Perform at the Veterans day program and choose music from a variety of moments in American History
<p>D. Relate the other fine arts to music concepts</p> <ul style="list-style-type: none"> ● Identify common themes or concepts between music & other arts disciplines using a variety of media 	<p>Cross-Curricular</p> <ul style="list-style-type: none"> ● Using the music that you are playing, take time to explore the internet to find out what was going on in the visual arts during a given time period. A short paragraph from each student would be appropriate.