

Hesperia Community Schools

Grade: 6th

Content Area: Computer Based Communications

Course: P.R. Class

ESSENTIAL QUESTIONS						
	1. What is a good characteristic sound on each instrument? 2. How do you produce a good characteristic sound on each instrument?		3. How can you communicate through music? 4. What roles does music play in the world? 5. How do composers come up with material for their compositions?		6. How can you predict what the music will sound like before you play it? 7. How does music enable you to be a more successful student?	
Month	Content	Skills	Standards/ Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>	<i>What do students have to be able to do connected to the Content?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
September	Topic: Compiling, posting, and distributing information <i>Effective Communicat or(Writing)</i> Effective Comm. Reading Identifies Melody and Harmony Recognizes accompaniment Identifies dynamics, key/time signature, tempo and rhythm	Vocabulary: - - - -Counting -Rhythm -Tempo -	Communicate information to the school community and beyond using computers and software. Mastery of identification National Standard #5 ART.I.M.M.1 ART.I.M.M.2 ART.I.M.M.8 ART.I.M.M.9 ART.I.M.M.10 ART.II.M.M.4 ART.II.M.M.6 ART.III.M.M.3	Quizzes Verbal exercises Note taking.	Handout on lines & spaces	Quiz 1 Terminology/Quiz 1-3

September	Instrument Assembly		Effective Communicator (Reading) Highlights main ideas. Underlines supporting details. Generates other notes/questions/charts/solutions	National Standard # 2 ART.I.M.M.2 ART.I.M.M.5 ART.I.M.M.7			Effective Comm. Reading and Effective Comm. Writing are assessed through daily playing and written quizzes	
	First Sounds		Put instrument together, safely, in a timely fashion.	National Standard # 5 ART.I.M.M.8				
	Posture		Form mouth/hand muscles (embouchure) properly. Sit up straight, stand while sitting.					
	Basics of Rhythm		Keep steady pulse. Clap rhythms. Self Directed Learner Shows initiative by developing a plan and beginning a task independently Assesses personal performance Produces quality work Demonstrates responsibility for one's own learning and behavior	National Standard # 2				
	Self-Directed Learner	Parts of their instruments			Demonstration Lecture			Quizzes, read checks, and consistent, monitoring
		Embouchure			Demonstrations Listening examples	Instruments greases, reads, and other accessories. Mouthpieces, CD's for listening		Performance evaluations, and echoing
		Posture		Small portions of instruments first, then add rest of horn. SCI. I.1.MS. 3 Matching demonstrated sounds. SCI. I.1. MS. 6 SCI. IV. 1. MS. 6 Constant. SCI. IV. 2. MS.1 SCI. IV. 4. MS. 2	Demonstration Consistent reminding.			Physical evidence of understanding
		Time, Pulse		Able to keep pulse individually.	Clapping Drumming Singing	Texts, handouts		Performance evaluation Self directed learner is assessed through performance evaluation

October	Topic: Warm-Up Techniques	Vocabulary: Soft, Slow, & Low	Create good tone, at a level that does not interfere with others' warm-ups.	National Standard #2 ART.I.M.M.1	Demonstration.	Instruments	Consistent monitoring
	Practice Techniques <i>Effective Communicat or (Listening)</i>	Practice, Mastery	Sense of good tone and rhythm. Effective Comm. (Listening) Displays appropriate behavior Actively participates in class Displays appropriate body language Comprehends information/material	National Standard #2, 5, & 6 ART.I.M.M.5 ART.I.M.M.7 ART.I.M.M.8	Demonstration Lecture Repetition.	Books and instruments	Class preparation and participation <i>Effective comm.. listening is assessed through daily participation grades in class</i>
	<i>Problem Solving</i>		Problem Solving Identifies/States the problem Gathers/organizes information from a variety of sources Analyzes the problem Uses a variety of strategies to generate a solution Evaluate pros and cons of each potential solution Choose a solution/make a decision	MAT. I. 1. MS. 1 MAT. I. 1. MS. 2 Constant. MAT. I. 1. MS. 3 MAT. I. 1. MS. 4 Depletion of error. MAT. I. 1. MS. 5 MAT. I. 2. MS. 1			<i>Problem Solving and Cooperative worker models assessed through Individual and Ensemble performances in-class</i>
	<i>Cooperative Worker</i>		<i>Cooperative Worker Accepts differences in group members and their ideas Contributes ideas and questions Develops and implements a group plan Fulfills individual responsibilities within a group Create melodies from existing and new ideas.</i>				
	<i>Improvising</i>	<i>Improvise, Melody, Harmony</i>	<i>Create own 8 measure songs with parameters</i>	National Standard # 3 and 4 ART.II.M.M.4 ART.II.M.M.7	<i>Demonstration, group work, listening.</i>	<i>Instruments, CD's, Staff paper for written ideas.</i>	

November	<p>Topic: Basic Musical Symbols</p> <p>Tonal Concepts</p>	<p>Vocabulary: Repeats, measures, bar lines, etc.</p> <p>Sound, Matching</p>	<p>Differentiate symbols and meanings</p> <p>Match pitch, recognize and use vowel sounds</p>	<p>Successful reading of musical roadmaps ART.I.M.M.7 ART.III.M.M.3</p> <p>National Standard #5 ELA.1. MS. 4 National Standard #2 and 6</p> <p>Depletion of intonation-related difficulties.</p>	<p>Lecture Handouts</p> <p>Demonstration Echoing</p>	<p>Music</p> <p>Instrument and focused ears</p>	<p>Quiz.</p> <p>Constant</p>
December	<p>Topic: 1st Performance</p>	<p>Vocabulary:</p>	<p>Prepare music.</p>	<p>Successful performance, with as few errors as possible. National Standard #2, 5, 6, 7, and 9 ART.I.M.M.1 ART.I.M.M.2 ART.I.M.M.5 ART.I.M.M.8 ART.I.M.M.9 ART.I.M.M.10</p>	<p>Performance</p>	<p>Instrument, music, audience</p>	<p>Performance</p>
January	<p>Topic: Meters</p> <p>Dynamics</p> <p>Rhythmic Concepts</p>	<p>Vocabulary: Time Signature</p> <p>Dynamics</p> <p>Rhythm, Time, Counting.</p>	<p>Define time signals.</p> <p>Identify by sight and sound.</p> <p>Keep steady pulse, enhance counting abilities.</p>	<p>Not getting lost in music. MAT. IV. 1. MS. 4 MAT. IV. 2. MS. 3 ART.I.M.M.8 ART.III.M.M.3</p> <p>Constant.</p> <p>Reaching levels of rhythmic understand through more difficult literature. National Standard #5 and 2</p>	<p>Lecture Handouts Demonstrations</p> <p>Lecture Demonstration Listening exercises</p> <p>Lecture Demonstration Counting exercises Counting system</p>	<p>Music and handouts</p> <p>Instruments and ears</p> <p>Handouts and books</p>	<p>Quiz</p> <p>Performance evaluations and written quizzes.</p> <p>Quiz</p>

February	<p>Topic: Keys</p> <p>Full Band Literature</p> <p>Critical Thinker</p>	<p>Vocabulary: Flat, Sharp, Natural, Accidental</p> <p>All vocabulary from September to now.</p>	<p>Identify symbols.</p> <p>All skills learned from September to now</p> <p>Critical Thinker Explores range of ideas <i>Applies prior knowledge/skills to other situations</i> <i>Analyzes material/ parts to develop logical/creative conclusions/product</i> <i>Evaluates conclusions/product based on set criteria</i></p>	<p>No wrong fingers.</p> <p>National Standard #2, 5, 6 and 7</p> <p>ART.I.M.M.1 ART.I.M.M.2 ART.I.M.M.5 ART.I.M.M.8 ART.I.M.M.9 ART.III.M.M.3 ART.III.M.M.5</p> <p>All above</p> <p>SOC. I. 1. MS. 3 SOC. I. 2. MS. 2 SOC. I. 2. MS. 3 SOC. I. 2. MS. 4 SOC. II. 1. MS. 1 SOC. II. 1. MS. 2 SOC. II. 1. MS. 3</p>	<p>Handouts Lecture Demonstration</p> <p>Rehearsal and all above</p>	<p>Handouts and instruments</p> <p>Instruments and music</p>	<p>Quiz, and performance evaluations</p> <p>Performance evaluations and self assessment of performances and rehearsals</p> <p>Critical thinker rubric for self and ensemble evaluation</p>
March	<p>Topic: Musical Concepts</p>	<p>Vocabulary: All above. (September to now)</p>	<p>Use above to improve performances (musicality) (September to now)</p>	<p>Musical independence.</p> <p>MAT. III. 2. MS. 3</p> <p>National Standard #2, 5, 6 and 7</p> <p>ART.I.M.M.1 ART.I.M.M.2 ART.I.M.M.5 ART.I.M.M.8 ART.I.M.M.9 ART.III.M.M.3 ART.III.M.M.5</p>	<p>Listening examples</p>	<p>CD's</p>	<p>Performance</p>

April	<p>Topic: 2nd Performance Effective Comm. Presentation</p>	<p>Vocabulary:</p>	<p>Same as 1st performance in December, but higher level expected. Effective Comm. Presentation Organizes Info Processes Info Performs Audibly Interacts with audience Integrates material Uses visual aids effectively</p>	<p>National Standard #2, 5, 6, 7, 8 and 9. ART.I.M.M.1 ART.I.M.M.2 ART.I.M.M.5 ART.I.M.M.8 ART.I.M.M.9 ART.III.M.M.3 ART.III.M.M.5 ELA. 6. MS. 1 ELA. 6. MS. 3 ELA. 12. MS. 2 ELA. 12. MS. 4 ELA. 12. MS. 5</p>	<p>Continuous refinement of skills through repeated practice and rehearsals utilizing all of the skills learned from day one.</p>	<p>Instruments and music</p>	<p>Self-critiquing by the students becomes more involved. Effective Comm. Presentation assessed through April Concert Performance.</p>
May	<p>Topic: Creating Music</p>	<p>Vocabulary: Intervals Notation Transposition</p>	<p>Play as much as possible and sight-read. Identify Intervals Proper Music Notation Transposition Instrument Ranges</p>	<p>National Standards # 4 and 2 Create a short composition ART.11.M.M.2 ART.11.M.M.4 ART.11.M.M.7</p>	<p>Same as April Lecture</p>	<p>Instruments and music Handouts Staff paper</p>	<p>Same as April Graded Project based on rubric</p>
June	<p>Topic:</p>	<p>Vocabulary:</p>	<p>Play as much as possible and sight-read.</p>	<p>National Standard #2, 5, 6 and 7 ART.I.M.M.1 ART.I.M.M.2 ART.I.M.M.5 ART.I.M.M.8 ART.I.M.M.9 ART.III.M.M.3 ART.III.M.M.5</p>	<p>Same as April</p>	<p>Instruments and music</p>	<p>Same as April</p>