

Scope and Sequence

Subject	Grade	6 weeks	Estimated Time Frame
Band	6	1 st	6 Weeks
TEKS/Student Expectations		Examples/Specifications	
<p>1A – Individually demonstrate instrumental timbre</p> <p>1B – Use standard terminology in explaining intervals, music notation, musical instruments and musical performances.</p> <p>2A – Perform independently with accurate intonation and rhythm.</p> <p>3C – Identify musical symbols and terms.</p>	<p>Small group playing in homogeneous groups/individual performance</p> <p>Listen to each other and use of tuner/metronome</p> <p>Teacher assessment/chair testing</p> <p>Theory education and application</p>		
Language of Instruction:	Instructional Resources/Textbook Correlations		
<p>Tone, intonation, sound production, embouchure, time signature, key signature, musical staff (treble/bass), dynamics, articulation, tempo, rhythm, counting, musical notation, sight reading</p>	<p><u>Essential Elements 2000</u></p>		
	Weblinks/Other Resources		
	<p>http://finearts.esc20.net</p>		
Best Instruction:			
<p>Daily band class/rehearsal</p>			

Scope and Sequence

Subject	Grade	6 weeks	Estimated Time Frame
Band	6	2nd	6 Weeks
TEKS/Student Expectations		Examples/Specifications	
<p>1A – Individually demonstrate instrumental timbre</p> <p>1B – Use standard terminology in explaining intervals, music notation, musical instruments and musical performances.</p> <p>2A – Perform independently with accurate intonation and rhythm.</p> <p>3A – Sight read simple music</p> <p>3C – Identify musical symbols and terms.</p>	<p>Small group playing in homogeneous groups/individual performance</p> <p>Listen to each other and use of tuner/metronome</p> <p>Teacher assessment/chair testing</p> <p>Present students with new musical phrases/exercises to perform</p> <p>Theory education and application</p>		
Language of Instruction:	Instructional Resources/Textbook Correlations		
<p>Tone, intonation, sound production, embouchure, time signature, key signature, musical staff (treble/bass), dynamics, articulation, tempo, rhythm, counting, musical notation, sight reading</p>	<p><u>Essential Elements 2000</u></p>		
	Weblinks/Other Resources		
	<p>http://finearts.esc20.net</p>		
Best Instruction:			
<p>Daily band class/rehearsal</p>			

Scope and Sequence

Subject	Grade	6 weeks	Estimated Time Frame
Band	6	3rd	6 Weeks
TEKS/Student Expectations		Examples/Specifications	
<p>1A – Individually demonstrate instrumental timbre</p> <p>1B – Use standard terminology in explaining intervals, music notation, musical instruments and musical performances.</p> <p>2C – Demonstrate appropriate small/large ensemble performance</p> <p>3A – Sight read simple music</p> <p>6B – Evaluate quality/effectiveness of musical performance</p>	<p>Small group playing in homogeneous groups/individual performance</p> <p>Listen to each other and use of tuner/metronome</p> <p>Teacher assessment/performance evaluation</p> <p>Present students with new musical phrases/exercises to perform</p> <p>Concert evaluation</p>		
Language of Instruction:	Instructional Resources/Textbook Correlations		
<p>Tone, intonation, sound production, embouchure, time signature, key signature, musical staff (treble/bass), dynamics, articulation, tempo, rhythm, counting, musical notation, sight reading</p>	<p><u>Essential Elements 2000</u></p>		
	Weblinks/Other Resources		
	<p>http://finearts.esc20.net</p>		
Best Instruction:			
<p>Daily band class/rehearsal Concert performance in November/December</p>			

Scope and Sequence

Subject	Grade	6 weeks	Estimated Time Frame
Band	6	4th	6 Weeks
TEKS/Student Expectations		Examples/Specifications	
1A – Individually demonstrate instrumental timbre 1C – Identify musical forms 2C – Demonstrate appropriate small/large ensemble performance 3A – Sight read simple music 5A – Describe aurally presented music of diverse styles	Small group playing in homogeneous groups/individual performance Demonstrate (performing/recordings) various forms of music Teacher assessment/performance evaluation Present students with new musical phrases/exercises to perform Recordings/master class illustrating musical styles		
Language of Instruction:		Instructional Resources/Textbook Correlations	
Tone, intonation, sound production, embouchure, time signature, key signature, musical staff (treble/bass), dynamics, articulation, tempo, rhythm, counting, musical notation, sight reading		<u>Essential Elements 2000</u>	
		Weblinks/Other Resources	
		http://finearts.esc20.net	
Best Instruction:			
Daily band class/rehearsal			

Scope and Sequence

Subject	Grade	6 weeks	Estimated Time Frame
Band	6	5th	6 Weeks
TEKS/Student Expectations		Examples/Specifications	
1A – Individually demonstrate instrumental timbre 1C – Identify musical forms 2C – Demonstrate appropriate small/large ensemble performance 3A – Sight read simple music 5D – Relate the other fine arts to music concepts	Small group playing in homogeneous groups/individual performance Demonstrate (performing/recordings) various forms of music Teacher assessment/performance evaluation Present students with new musical phrases/exercises to perform Compare/contrast form, function, style, and tone		
Language of Instruction:		Instructional Resources/Textbook Correlations	
Tone, intonation, sound production, embouchure, time signature, key signature, musical staff (treble/bass), dynamics, articulation, tempo, rhythm, counting, musical notation, sight reading		<u>Essential Elements 2000</u>	
		Weblinks/Other Resources	
		http://finearts.esc20.net	
Best Instruction:			
Daily band class/rehearsal			

Scope and Sequence

Subject	Grade	6 weeks	Estimated Time Frame
Band	6	6	6 Weeks
TEKS/Student Expectations		Examples/Specifications	
1A – Individually demonstrate instrumental timbre 1C – Identify musical forms 2C – Demonstrate appropriate small/large ensemble performance 3A – Sight read simple music 6A – Identify criteria for evaluating performances	Small group playing in homogeneous groups/individual performance Demonstrate (performing/recordings) various forms of music Teacher assessment/performance evaluation Present students with new musical phrases/exercises to perform Contest judge evaluations		
Language of Instruction:		Instructional Resources/Textbook Correlations	
Tone, intonation, sound production, embouchure, time signature, key signature, musical staff (treble/bass), dynamics, articulation, tempo, rhythm, counting, musical notation, sight reading		<u>Essential Elements 2000</u>	
		Weblinks/Other Resources	
		http://finearts.esc20.net	
Best Instruction:			
Daily band class/rehearsal Concert performance in May			