

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
3/28/16

Grade Level: 5,6	Subject: Band	Time: Quarter 1	Core Text:
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Time	Unit/Topic	Standards	Assessments
	Notes and Rhythms	MU.Cr.N.2 Develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	
	Elements	MU.Cr.N.Comp Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	
	Notes and Rhythms	MU.Cr.N.Comp Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.	
	Notes and Rhythms	MU.P.N.AI Maintain a steady beat, with auditory assistance, while playing individually and with others the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meter.	
	Elements	MU.Cr.N.Comp Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	
	Steps and Skips	MU.P.N.PRU	

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		Using steps and skips.	
	Terms	MU.Cr.N.RRU Using appropriate terminology to describe and explain music.	
	Constructive Criticism	MU.P.N.RRU Showing respect for personal work and the work of others through appropriate critique.	
	Impacting Lives	MU.C.N.10 Identify and discuss the roles and impact music plays in one's life and the lives of others.	
	Elements	MU.P.N.RRU Performing selected elements of music.	

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Grade Level: 5,6	Subject: Band	Time: Quarter 2	Core Text:
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Time	Unit/Topic	Standards	Assessments
	Notes and Rhythms	MU.Cr.N.1 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	
	Variation	MU.Cr.N.Comp Replace or change some of the note values and/or pitches in composing a variation of a theme.	
	Conducting Cues	MU.P.N.AI Respond to basic conducting cues (e.g. tempo, dynamics).	
	Expressive Elements	MU.P.N.AI Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.	
	Technique	MU.P.N.AI Utilize proper technique (e.g. embouchure, hand position, posture and breath).	
	Technique	MU.P.N.AI Perform with awareness of intonation and ensemble.	
	Tuning	MU.P.N.AI Tune with teacher assistance.	
	Directed	MU.P.N.PRU	

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	Elements	Using key and time signatures.	
	Composition Elements	MU.P.N.PRU Simple music forms and characteristics.	
	Elements	MU.P.N.PRU Elements of music (e.g. rhythm, melody).	
	Technical Facility	MU.P.N.PRU One's own physical mechanics and skill level essential to playing within the repertoire.	
	Evaluate a Performance	MU.R.N.RRU Using teacher specified criteria to evaluate a musical performance.	
	Evaluate a Performance	MU.R.N.RRU Evaluating the effect of audience and performers' behavior on the performance.	
	Expression	MU.C.N.11 Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.	
	Historical Context	MU.C.N.CRU Identify the context (e.g. historical, social, cultural) in which the composer wrote the piece being performed.	
	Criticism	MU.C.N.CRU Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	
	Terms	English Language Arts Gr. 6 Vocabulary Acquisition and Use 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when	

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		considering a word or phrase important to comprehension or expressions. (6.L.6)	
	Style	MU.P.N.RRU How changing compositional elements of music (e.g., dynamics articulation and dynamics articulation and tempo) can change the style and experience of the music.	
	Criticism	MU.P.N.5 Use peer feedback to refine individual and ensemble performances of a varied repertoire of music.	
	Analysis of Technique	MU.P.N.5 Use self-reflection to identify technical challenges in a varied repertoire of music.	
	Technology	MU.Cr.N.Imp Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures.	

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Grade Level: 5,6	Subject: Band	Time: Quarter 3	Core Text:
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Time	Unit/Topic	Standards	Assessments
	Draft Composition/ Improvisation	MU.Cr.N.3 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	
	Technology in Composing	MU.Cr.N.Comp Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).	
	Performing	MU.Cr.N.6 Demonstrate an awareness of the context of the music through prepared performances.	
	Part Independence	MU.P.N.AI Perform independent parts while others play contrasting parts (e.g. level.5-1).	
	Tone	MU.P.N.AI Utilize a basic characteristic tone.	
	Ensemble Tone	MU.P.N.PRU Sounds of the instruments specific to their ensemble.	
	Role in Ensemble	MU.P.N.PRU Students role (e.g. melody, harmony, accompaniment, foreground/background) within their ensemble.	

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	Math in Music	MU.P.N.PRU Relationship between mathematics as it occurs in the repertoire (e.g., fractional relationships, phrase lengths and patterns).	
	Repetition, Similarities, Contrasts	MU.R.N.7 Identify how the use of repetition, similarities, and contrasts inform the response to music.	
	Changing Elements	MU.P.N.RRU How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	
	Connecting Content and Repertoire	MU.C.N.CRU Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	
	Conveying Details to Determine an Idea	Reading Standards for Informational Text Gr.6 Key Ideas and Details 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RI.2)	
	Words and Phrases	Reading Standards for Informational Text Gr.6 Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (6.RI.4)	
	Short Research	English Language Arts - Writing Gr. 6 Research to Build and Present Knowledge 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6.W.7)	
	Symbols and Terms	Reading Literacy in Science and Technical Subjects Gr. 6 Craft and Structure 4.	

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		Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (6-8.RST.4)	
	Style	MU.Cr.N.Im Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	
	Symbols	MU.P.N.PRU Musical symbols encountered in repertoire (e.g. fermata, repeat signs, double bar lines, note names, the following note values - whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth).	
	Using Technology to Compose	MU.Cr.N.2 Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill.	
	Improvisational Technique	MU.Cr.N.6 Identify technical accuracy in prepared and improvised performances of a varied repertoire of music.	
	Expression	MU.Cr.N.6 Identify expressive qualities in prepared and improvised performances of a varied repertoire of music.	

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Grade Level: 5,6	Subject: Band	Time: Quarter 4	Core Text:
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Time	Unit/Topic	Standards	Assessments
	Composition	MU.Cr.N.3 Share personally-developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
	Technique	MU.P.N.AI Perform scales, intervals, and arpeggios in the repertoire.	
	Performance	MU.P.N.AI Perform literature from memory.	
	Theory	MU.P.N.PRU Whole and half step patterns in scales encountered in repertoire.	
	Performance Technique	MU.P.N.RRU Adjusting to the acoustic properties and the effect on the performers and the performance space.	
	Assessment of Music Content	MU.R.N.7 Identify reasons for selecting music based on characteristics found in the music.	
	Interpretation	MU.R.N.8	

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		Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	
	Criticism	MU.R.N.9 Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	
	Style	MU.R.N.RRU The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	
	Assessment of Music Content	MU.C.N.10 Identify reasons for selecting music based on connection to interest, and purpose or context.	
	Global Musical Knowledge	MU.C.N.11 Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts).	
	Composition Intent	MU.C.N.CRU Recognizing composer's motivations for creating the music being performed by the students.	
	Music Choice	MU.C.N.CRU Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	
	Assessment of Music Content	MU.C.N.CRU Identify their preference for specific musical works and styles.	
	Careers/Roles	MU.C.N.CRU	

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		Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music maker.	
	Analysis and Support	English Language Arts Gr. 6 Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RI.1)	
	Analysis and Text	English Language Arts Gr. 6 Craft and Structure 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (6.RI.5)	
	Music Assessment	MU.R.N.RRU Musical characteristics that make a piece of music appropriate for a specific event or function.	
	Form	MU.P.N.4 Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	
	Expression	Reading Literacy in History/Social Studies Gr. 6 Craft and Structure 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). (6-8.RH.5)	
	Technique	MU.P.N.AI Perform fluently with key signatures and accidentals encountered in the repertoire.	
	Music Assessment	MU.P.N.4 Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.	