

## MMS 6th Grade Band

School: Fairview High School

Grade level: Grade 6

Instructor: Pete Cibulskas

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### **Course Description**

The middle school band program consists of the 6th grade band and the 7th & 8th grade concert band. Emphasis is placed upon the performance of quality literature at the highest level possible. Performance attendance is mandatory for all enrolled.

### **Program Philosophy**

Music education in the Fairview Park City Schools seeks to provide experiences so the individual student may develop into a complete person capable of feeling and/or expressing emotion through music.

These experiences should enable the learner to distinguish between various quality levels of musical encounters, learn the necessary ingredients of both individual effort and teamwork, and begin a worthwhile life skill that can contribute to society in a responsible manner.

The Fairview Park Students will be creating, innovating, investigating, collaborating, communicating, problem solving, leading, reflecting, and serving through music in alignment with the district's vision and mission, The Fairview Advantage.

### **Program Goals**

- Develop instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g. chord symbols in jazz).
- Articulate a personal philosophy of music including personal valuing, musical preferences and involvement.
- Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
- Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.

- Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
- Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.

Learning Targets	Performance Tasks
1.	a.
1.	a.
a.	a.
1.	a.
1.	a.
1.	a.
1.	a.
	a.
1.	a.
1.	
1.	a.
1.	a.

### Evaluation

Assessment will be balanced with different types of assessment for various purposes to ensure that the written, taught and tested curricula are aligned. Diagnostic assessment will occur prior to instruction and will be used to determine students' strengths and weaknesses in a particular area in order to place them into appropriate levels of instruction and/or to differentiate instruction accordingly. Formative assessment will occur during the learning process and will be used to monitor students' progress

toward meeting instructional objectives and goals. These formative assessment results will aid teachers in making instructional decisions for intervention, enrichment and lesson improvements. Summative assessment will occur after an instructional sequence to determine the extent to which students have met their instructional goals or objectives. These assessments will also enable teachers to communicate results and level of mastery to students, parents and other members of the school community. These results will also be used to evaluate and improve the effectiveness of instructional activities and assessment measures as well as the overall curriculum.

These multiple means of assessment might include paper-and-pencil tests, portfolios, open-ended questions, performance-based assessments, individual and group projects, extended reading and writing experiences that include rough drafts and revisions, teacher observations, self- and peer-assessment and conferencing. Assessments will be based on clearly stated expectations, criteria and standards for rating.

Specific forms of evaluation may include, but are not limited to:

- Formal and informal observation
- Quizzes and Tests
- Performance rubrics
- Written products
- Visual Displays
- Public performance
- Digital portfolio

### **Grading Policy**

Playing grades will be made from the following three categories: (1) tone quality and breath control, (2) correct notes, rhythms and articulation, and (3) playing position (instrument position and posture).

Written grades will be made up from material discussed in class such as rhythm sheets, theory, or composer biographies. Late assignments will result in lower grades or zeros. Quizzes or tests will be selected from material discussed in class or on homework assignments.

Grades will be based on performance of music, playing grade, written grade, cooperation, and especially attendance at all performances.

### **Course Resources**

- Tradition of Excellence - Bruce Pearson and Ryan Nowlin
- Rhythm and Scale Chunks - Richard Canter
- Various compositions selected based on skills being mastered by differentiating styles, composers, and publishers.