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<td>Highly Leveraged:</td>
<td>Anti-Bias Framework</td>
<td>• Essential Elements 2000 for Band book 1,2,3,4 and/or Technique book appropriate to level of ensemble</td>
<td>Big Ideas</td>
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<tr>
<td>Create-Skill Development 1-12</td>
<td><a href="http://www.tolerance.org/anti-bias-framework">http://www.tolerance.org/anti-bias-framework</a></td>
<td>• 3-6 Musical Selections Grade 1-2.5, with varied genres</td>
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<td>Complementary:</td>
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<td>Relate-Skill Development 1-8</td>
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</tbody>
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**MS Band Performance Expectations:**

Novice and Intermediate Performing Ensembles will perform a minimum of once per semester which may include but is not limited to assemblies, performances for other classes or schools, field trips, district band festivals, ABODA festivals, parent/home inforances/concerts during the day, weekend, or evening.

Proficient Performing Ensembles will perform a minimum of once per quarter which may include but is not limited to assemblies, performances for other classes or schools, field trips, district band festivals, ABODA festivals, parent/home inforances/concerts during the day, weekend, or evening.

**Enduring Understandings:**
Foundational Skills that introduce students to technical aspects of playing an instrument.

**Essential Questions:**
1. Why is it important to have good posture?
2. Can you name the parts of your instrument? Are the parts similarly named to other instruments?
3. Using proper technique for each instrument, what makes a “characteristic sound” including good tone on your instrument?
4. Describe the various elements that make up musical notation.
### TUSD INSTRUMENTAL MUSIC (BAND) GRADE 6-8 Curriculum Map

#### Unifying Concept: Building on Foundational Skills

- **Highly Leveraged:** Create/Perform-Skill Development 13-17
- **Complementary:** Relate/Respond-Skill Development 9-17
- **Constant:** Evaluate/Connect-Skill Development 7-15

#### Quarter 2

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<tbody>
<tr>
<td>13-17 Create/Perform</td>
<td>Anti-Bias Framework <a href="http://www.tolerance.org/anti-bias-framework">http://www.tolerance.org/anti-bias-framework</a></td>
<td>Essential Elements 2000 for Band book 1,2,3,4 and/or Technique book appropriate to level of ensemble</td>
<td>Enduring Understandings: Building on Foundational Skills that continue to develop technical skills and emphasize the interpretation of musical notation.</td>
</tr>
<tr>
<td>9-17 Relate/Respond</td>
<td>Diversity Standards:</td>
<td>3-6 Musical Selections Grade 1-2.5, with varied genres</td>
<td>Essential Questions: 1. Explain how a key signature and a major scale are related. 2. What are the elements of articulation? 3. What is a sharp, flat and natural? 4. What does the top number of a time signature mean? What does the bottom number represent?</td>
</tr>
<tr>
<td>7-15 Evaluate/Connect</td>
<td>MS Band Performance Expectations: Novice and Intermediate Performing Ensembles will perform a minimum of once per semester which may include but is not limited to assemblies, performances for other classes or schools, field trips, district band festivals, ABODA festivals, parent/home inforances/concerts during the day, weekend, or evening. Proficient Performing Ensembles will perform a minimum of once per quarter which may include but is not limited to assemblies, performances for other classes or schools, field trips, district band festivals, ABODA festivals, parent/home inforances/concerts during the day, weekend, or evening.</td>
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</table>

#### Enduring Understandings:
- Building on Foundational Skills that continue to develop technical skills and emphasize the interpretation of musical notation.

#### Essential Questions:
- 1. Explain how a key signature and a major scale are related.
- 2. What are the elements of articulation?
- 3. What is a sharp, flat and natural?
- 4. What does the top number of a time signature mean? What does the bottom number represent?

#### Assessment Guides


#### Instructional Resources

- Wind Band Supplementary Music Lists:
  - [https://www.uiltexas.org/music/pml](https://www.uiltexas.org/music/pml)
  - [http://www.jwpepper.com/sheet-music/services-state-festival.jsp](http://www.jwpepper.com/sheet-music/services-state-festival.jsp)
## TUSD INSTRUMENTAL MUSIC (BAND) GRADE 6-8 Curriculum Map

### Unifying Concept: Application

#### Quarter 3

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<th>Music Literature</th>
<th>Quarter 3 Big Ideas</th>
</tr>
</thead>
</table>
| **Highly Leveraged:** Create/Perform-Skill Development 18-124 | Anti-Bias Framework [http://www.tolerance.org/anti-bias-framework](http://www.tolerance.org/anti-bias-framework) | *Essential Elements 2000 for Band book 1,2,3,4 and/or Technique book appropriate to level of ensemble*  
*3-6 Musical Selections Grade 1-2.5, with varied genres*  
*Major Scale Supplements* | **Enduring Understandings:** Application of foundation skills will expand students’ technical skills, the interpretation of universal themes and the concept of ensemble playing.  
**Essential Questions:**  
1. Play an 8-bar phrase on your instrument.  
2. How is an accidental different from a key signature?  
3. What is ensemble balance? What are some techniques we can use to create ensemble balance? |
| **Complementary:** Relate/Respond-Skill Development 18-19 | Diversity Standards:  
DI.6-8.6  
DI.6-8.7  
DI.6-8.8  
DI.6-8.9  
DI.6-8.10 | | |
| **Constant:** AZ State Music Anchor Standards:  
Create: 1-6  
Relate: 7-8  
Evaluate: 9-11 | | | |

### Instructional Resources

- **National Association for Music Education Standards:** [http://www.nafme.org/my-classroom/standards/](http://www.nafme.org/my-classroom/standards/)
- **Wind Band Supplementary Music Lists:**  
  https://www.uiltexas.org/music/pml  
  http://fba.flmusiced.org/for-directors/music-lists/  
  http://www.jwpepper.com/sheet-music/services-state-festival.jsp
## Unifying Concept: Expanded Application

### Quarter 4

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<thead>
<tr>
<th>TUSD grade 6-8 band content and assessments</th>
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| **Highly Leveraged:** Create/Perform-Skill Development 25-32 | Anti-Bias Framework [http://www.tolerance.org/anti-bias-framework](http://www.tolerance.org/anti-bias-framework) | - *Essential Elements 2000 for Band* book 1,2,3,4 and/or *Technique* book appropriate to level of ensemble  
- 3-6 Musical Selections Grade 1-2.5, with varied genres  
- Major Scale Supplements | Enduring Understandings: Expanded Application of Skills will emphasize independence in technique, reading, interpretation, solo and ensemble performance and composition. |
| **Complementary:** Relate/Respond-Skill Development 20-22 | Diversity Standards:  
DI.6-8.6  
DI.6-8.7  
DI.6-8.8  
DI.6-8.9  
DI.6-8.10 | | Essential Questions:  
1. What is the checklist to sight reading music?  
2. Demonstrate differences in writing and performing dynamics.  
3. Explain how create a successful practice session at home.  
4. What does “emote” while playing music mean? |
| **Constant:** AZ State Music Anchor Standards:  
Create: 1-6  
Relate: 7-8  
Evaluate: 9-11 | | | |

### Assessment Guides


### Instructional Resources

- Wind Band Supplementary Music Lists:  
  - [https://www.uiltexas.org/music/pml](https://www.uiltexas.org/music/pml)  
  - [http://www.jwpepper.com/sheet-music/services-state-festival.jsp](http://www.jwpepper.com/sheet-music/services-state-festival.jsp)