

Band Department Philosophy Statement

The Waukeee Band Program provides all students with opportunities to develop lifelong appreciation of music, take ownership over their own accomplishments, and contribute to something larger than themselves.

6th Grade Band Description

This course is a continuation of skills and techniques learned in 5th Grade Band. The course focuses on proper playing technique on a chosen band instrument, tone production, reading of music notation and symbols, music composition, and proper ensemble performance practice. Grades will be based on periodic performance assessments. These may include: scales, method book exercises, solo & ensemble literature, honor band audition material and concert music check-off. In addition to the regular band program, students will have the opportunity to participate in honor band and solo/ensemble contests.

Students will be able to demonstrate...

- Perform expressive qualities of music
- Perform music with technical accuracy
- Evaluate musical performances
- Write using standard notation

6th Grade Band Course Components

1. Music Theory/Literacy: learning fundamentals; practicing scales, rhythms and intonation exercises.
2. Guided Practice: developing skills during individual, small group and whole group lessons.
3. Work on Ensemble Pieces: repertoire rehearsals leading to concerts..
4. Music Exploration/Discussion: listening and responding to performances.

Waukeee CSD 6-7 Guiding Principles

- Differentiation of instruction is necessary in order for students to grow and progress
- Behavior:
 - Is not considered part of academics and is not to be considered part of the proficiency level assessment
 - Is to be reported in a separate progress report
- Extra credit will not be given
 - High-level work should be used to differentiate for students who show secure proficiency
 - This should not simply be more work, but work at a level beyond the secure expectation
 - This can be used as evidence that the student meets the "exceeds" level for a specific proficiency indicator
- Ongoing assessment (retakes, revisions, alternative assessments, etc...)
 - Students will be given multiple opportunities to demonstrate proficiency following additional instruction
 - Ongoing assessments may be given in a format different from the original
 - The time frame of on-going assessments will be determined by the team and individual teachers based on student progress
- Determining proficiency:
 - Teachers will consider multiple data points based on assessments
 - Teachers will provide evidence to support the proficiency indicator
 - Teachers will consider the most recent data to determine indicator of student progress
- Independent practice:
 - Independent practice must be meaningful, purposeful, of high quality and aligned to specific benchmarks and objectives
 - Multiple opportunities to practice should be provided prior to reporting a Proficiency Indicator.
- Incomplete work:
 - Students are expected to complete all required work
 - Work that is not submitted will be recorded as insufficient data (ID)
 - Teachers must give students an opportunity to complete the work.