

Curriculum Project

Mission Statement

This Music Department strives to provide students with personal enrichment of the mind and spirit through a supportive, fun, and challenging environment. Our music department cultivates artistic development, critical thinking, intellectual curiosity, and the pursuit of life-long learning through connections in the community, cooperative efforts, and the need for self-discipline and responsibility.

Music Department Description

My ideal public school would be a class B school in a suburban area. In a school of this size approximately 430-900 students would be in attendance. I would love to work with a diverse socioeconomic area where student come from both sides of wealth. If the school had this type of a demographic, I would hope because of the diversity that it was on the upper side of the size B school. Therefore, approximately 300 students would attend the music program from grades 5 to 12.

I could build a sense of community among the area with an active marching and pep band in the community. Ideally, there would be a wind ensemble and a concert band at the high school. And if I were lucky there would be an extra-curricular jazz band, marching band (fall) and pep band (spring).

Instrumental music would begin at the end of elementary school in 5th grade. If I were lucky this would be the beginning band class where the basics of learning how to play an instrument and read music are taught. It would be a “pull-out” program that met twice a week all year. They would learn the basics of the instruments in this class. 6th grade band is first full year experience in music followed by 7th and 8th grade band class at the middle school. 9th-12th grade will have the opportunity to perform in the concert band or wind ensemble.

Since there are many aspects to band participation, the band grade reflects many things. Primarily, grades will be based on your personal musicianship—how well students play their instrument and how they demonstrate what they have learned in class about music. Because being a band member involves group participation, grades also reflects the quality of contribution to the group. This includes attendance at rehearsals and performances, attitude, respect, courtesy, cooperation, practice habits, and care of instruments and equipment. In order to make a fair assessment of band effort, all of these aspects must be considered in three parts.

I. **Musical Knowledge:** *How well have you demonstrated your understanding of musical ideas?* This includes music projects, written assignments, listening assignments, tests, and other demonstrations of musical knowledge.

II. **Musical Skills:** *How well do you play your instrument?* This includes preparation of band parts and method materials, evidence of practice, performance on playing exams and other demonstrations of musical skills.

III. **Participation:** *What kind of band member are you?* This includes demonstration of proper rehearsal and performance etiquette, attendance (including concerts), promptness, reliability, preparedness, and other demonstrations of participation skills.

These three areas of band musicianship may be weighted differently for each grading period. Every effort will be made to account for student diversity in learning and learning styles in instruction and assessment procedures to more accurately reflect the musical development of each individual student. In the beginning of their 7th grade year, until the year they graduate, students will be expected to play etudes and excerpts from method books. Materials will be provided to them. As the student develops musically at home they will become better players in the classroom and practice slips should be easily attainable. This will provide a student centered learning approach that allows me to track individual growth.

Broad Goals

- Students will work to master their primary instrument
- Familiarity with the role of timbre as an expressive element in music and their function in the ensemble setting.
- Become knowledgeable with respect to the factors that influence style and become familiar with musical styles of the past and present.
- Acquire the motivation for life-long music learning, appreciation and application.
- Students should be able to make accurate judgments and determinations about music and understand aesthetically that music exists among all of humanity.
- Students will be able to perform individually with confidence.

Outcomes

5th Grade Band:

This is a class that meets twice a week that is introductory to music. This is a performance based class that is based on music theory, music history, and instrumental technique. Each student has the opportunity to perform in an ensemble and all students are required to attend all concerts. The 5th graders will be able to demonstrate:

- Beat and pulse awareness
- Basic Rhythmic understanding of whole, half, quarter, eighth, and their respective rests.
- Basic meter understanding of 2/4 and 4/4 time signatures
- Sensitivity to different dynamic levels such as p, mf, and f. Crescendos and decrescendos as well.

- Basic characteristic tonal attack and slurred articulations
- Understanding of fingerings for notes.
- Good posture and positions
- Development of good embouchure for wind players and proper grip for percussionists.
- Development from the Essential Elements Methods Book
- Breath support for 2 bar phrases
- 1 octave chromatic, Eb, and Bb major scales.
- Knowledge of the terms 1st and 2nd endings, bar line, bass clef, breath mark, D.C al fine, double bar line, fermata, flat, ledger line, rests, repeat sign, sharp, slur, staff, tie, treble clef, solo, soli, tutti

6th grade band:

This class is the first performance based class which lasts for the entire school year. Students will meet every day and will study music theory, music history, and instrumental technique. Each student will have the opportunity to perform in an ensemble and as a soloist. It is a requirement of the class to attend all performances. Students will be able to demonstrate all of the goals of 5th grade and also:

- A review of 5th grade fundamentals of instrumental technique.
- Understand the history of the music being performed
- New style marking of accent, staccato, tenuto, and legato.
- listening and tuning to match reference pitch as a necessity
- Fingerings for all notes are known
- Steady air speed
- Consistent correct execution of stroke in the percussion
- Quarter note scale patterns, thirds, arpeggio, and tonic triads at tempo 100
- Correct performance of duple time dotted quarter, dotted half, and 6/8 eighth note and quarter note and eighth note combinations, all sixteenth note and eighth note combination
- Knowledge of the terms, measure repeat, accent, andantino, rallentando, accelerando, tempo I, a tempo, divisi, trill, and ritardando.
- 4 measure phrasing in one breath
- Major keys Ab, F, and C and minor key of c minor as well as chromatic 1.5 octaves for brasses, 2 octaves for woodwinds.
- Dynamic awareness of pp, mp, ff, subito, and fp.
- Grade 1 literature

7th grade band class:

This is the second year of band and is a performance based class as well that meets every day and is composed of those students wishing to further their ability in, and knowledge of, instrumental music. Students will study music theory, music history, and instrumental technique. Each student will have the opportunity to perform in an ensemble and as a soloist through our home concerts, District Solo & Ensemble Festival,

and District and/or State Band Festival competition. It is a requirement of the class to attend all concert performances. Students will be able to demonstrate all of the goals of 6th grade and also:

- A review of the fundamentals of 6th grade and build upon instrumental technique
- Students have more knowledge of history of music being performed
- Balance and Blend become necessity
- Intonation and a sensitivity to the musical phrase as an entity
- The ability to recognize tuning harmonies
- Steady tone in a variety of dynamic levels and consistent execution of stick and mallet placement
- Correct execution of dotted eighth and sixteenth note, all sixteenth and eighth note rhythm combinations
- Db major scale, d, f, g minor scales and 2 octave chromatic scales.
- Knowledge of the terms, 2/2, cut time, lento, vivace, allargando, grace notes, and 8va
- Grade 2 Literature

8th grade band:

It is the same as 7th, but furthering musical skills. In addition, the students will have the opportunity to work with the High School Marching Band. They will be able to participate in parades at community events. Students will be able to demonstrate all of the goals of 7th grade and also:

- A review of the fundamentals of 7th grade and build upon the musical techniques
- More complex meters introduced.
- Students recognize intervals, scales, and melody/counter melody
- Manipulate pitch, tone, and dynamics to match and balance section as well as percussionist learning various rudiments on mallet and auxiliary instruments
- Students will recognize distinct timbres and understand how to produce good one.
- Tempo becomes an expressive element in music as well as dynamics.

Concert Band and Wind Ensemble:

Performance based classes which last for the entire school year meeting every day. This course emphasizes the creation and performance of music at a high level and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. Each student will have the opportunity to perform in an ensemble and as a soloist through our home concerts, District Solo & Ensemble Festival, and District and/or State Band

Festival competition. In addition, these students will have the opportunity to be in the High School Marching Band

Concert Band students should demonstrate:

- G, D, A, E majors
- a, c, b, f# minors
- Full range chromatic scales
- Grade 3 Literature
- Stylistically students can articulated slurs, 16th note slur/tongue combination, multiple tonguing
- Musical shaping and expression
- Demonstrate singing skills to match pitches in appropriate ranges
- Execute 8th-16th rhythm combinations, 8th rests and ties on the beat
- Execution of musical performance in the meters of 3/8, 12/8, and other duple time signatures such as 5/4
- Knowledge of the terms, grave, allegretto, presto, tempo primo, adagio, rubato, tacet, con sordino

Wind Ensemble students should be able to demonstrate concert band requirements and also:

- B, and Gb majors, and g#, d# minors.
- Grade 4 literature
- Clean articulations in even faster tempos.
- asymmetrical time signatures like 5/8 and 7/8
- demonstrate mastery of instrument through the methods book homework assignments.
- Logical creative ideas about musical expression.

The marching band and pep will focus on crowd pleasing and learning leadership skills. Acceptance of differences and acceptance of leadership will be a noteworthy life skill learned in those extra-curricular classes. Jazz band will also focus on crowd pleasing at concerts and also for the students. Hopefully, it will be inclusive and non-traditional so I could expose even woodwind players to the jazz medium. Most of all these ensembles will help contribute to the spirit of the community.

Sources

Ideas from these References

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