

Port Huron Area School District Middle School Band Curriculum

Standards and Benchmarks

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Middle School Band Curriculum Committee:

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by Shawna Manhart and Ken Kraft with

approval from all other band directors)

Standards:

- 1) *Sings and performs on instruments, alone and with others, a varied repertoire of music.*
- 2) *Reads and notates music.*
- 3) *Analyzes, evaluates and listens to music performances.*
- 4) *Learns life-long skills in relation to music (i.e. performance and appreciation).*
- 5) *Understands music in relation to history and culture.*
- 6) *Improvises melodies, variations, and accompaniments.*
- 7) *Composes and arranges music within specified guidelines.*
- 8) *Listens to, analyzes, and describes music.*

Standard 1. Sings and performs on instruments, alone and with others, a repertoire of music.

Grade 6: Students will:

- Identify instruments from each family
 - A) Woodwind
 - B) Brass
 - C) Percussion
 - D) String
- Identify parts of their instrument accurately.
- Demonstrate proper assembly, care, and maintenance of their instrument.
- Demonstrate the concept of good tone production using:
 - A) Correct embouchure (mouth formation)
 - B) Breath support

C) Good Posture

- 1) Sitting tall in their chair.
 - 2) Feet flat on the floor.
 - 3) Holding instrument in correct position.
 - 4) Correct finger placement.
- Perform on one instrument accurately, with good posture, good playing position, proper hand position, good breath or stick control.
 - Demonstrate proper tonguing technique on wind instruments.
 - Perform simple melodic passages or intervals (the spaces between notes) with general accuracy, through singing/vocalizing.
 - Demonstrate understanding of good intonation (the degree to which pitch is accurately produced in performance) through playing or singing.
 - A) Appropriate tuning of the instrument.
 - B) Blending and balancing within the ensemble.
 - C) Maintaining good tone.
 - Perform with basic expression and technical accuracy on one wind or percussion instrument a repertoire of instrumental literature with a difficulty level of 1, on a scale of 1 to 6.
 - Perform music representing diverse styles and cultures, with expression appropriate for the work being performed.
 - Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor as age appropriate.
 - Perform independent instrumental parts in class presentations, individual practices, playing tests, etc., to demonstrate student's level of mastery.

Grade 7/8: Students will:

- Perform on one instrument accurately and independently, alone and/or in large ensembles, with good posture, good playing position, proper hand position, and good breath or stick control.
- Sing level-appropriate melodic passages and intervals.
- Demonstrate continued understanding and implementation of good tone production, blend, balance, and intonation skills.
- Perform with expression and technical accuracy on one wind or percussion instrument a repertoire of instrumental literature with a difficulty level of 2-3, on a scale of 1-6.
- Perform music representing diverse styles and cultures, with expression appropriate for the work being performed.

- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the musical cues and nuances of the conductor as age appropriate.
- Perform independent instrumental parts through opportunities including any of the following:
 - A) Individual lessons
 - B) Playing tests
 - D) Public performances
 - E) Solo and ensemble festivals

Standard 2. Reads and notates music.

Grade 6: Students will be able to:

- Identify the concept of various time signatures such as 4/4, 2/4, 3/4, 6/8 and 2/2 (cut time).
- Perform whole, half, quarter, eighth, and dotted notes and rests accurately.
- Identify the notes of the musical alphabet: A, B, C, D, E, F, G
- Identify key signatures such as
 - A) Concert Bb
 - B) Concert Eb
 - C) Concert F
- Sight-read and perform age-appropriate melodies in treble or bass clefs, depending on their particular instrument.
- Identify symbols for pitch (notes), rhythm (the pattern of long and short notes and rests), dynamics (the loud and soft changes), tempo (the speed of music), articulation (how notes are treated—slurs, ties, accents, staccatos, tenutos, etc.), and expression (phrasing).
- Write appropriate symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Grade 7: Students will be able to:

- Identify and perform whole, half, quarter, eighth, sixteenth, and dotted notes and rests within a larger scale phrase or section, in 4/4, 2/4, 3/4 and 6/8 meter signatures, with accuracy.
- Sight-read and perform age-appropriate melodies in treble or bass clefs, depending on their instrument.

- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression, with increasing musical vocabulary skills.

Grade 8: Students will be able to:

- Identify and perform whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 4/4, 2/4, 3/4, 3/8, 6/8, 9/8, 12/8, 5/4 and 2/2 meter signatures, within a large-scale section or work.
- Sight-read and perform age-appropriate melodies in treble or bass clefs, depending on their instrument.
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression, allowing for increased musical vocabulary.
- Accurately write (notate) a rhythm dictated to them.

Standard 3. Analyzes, evaluates and listens to music performances.

Grade 6: Students will be able to:

- Describe specific musical elements, using appropriate terminology.
- Apply knowledge of the principles of meter, rhythm, and key signatures through oral or written analyses of music.
- Assess/Critique the quality and effectiveness of their own and other's performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Grades 7/8: Students will be able to:

- Identify simple music forms and styles (i.e. march, sonata, fugue)
- Describe specific musical elements, using appropriate terminology (phrasing, intonation, dynamics, key signature, tempo, etc.).
- Apply knowledge of the principles of meter, rhythm, key signatures, intervals, and chords in the analyses of music.
- Assess/Critique the quality and effectiveness of their own and other's performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Standard 4. Learns life-long skills in relation to music and other disciplines and cultures.

Grade 6: Students will be able to:

- Describe in simple terms (compare and contrast) how elements of music are used in music examples from various cultures of the world.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use, such as:
 - A) Religious applications (weddings, services, funerals, etc.).
 - B) Ceremonies and rituals (military, graduation, inductions).
 - C) Personal entertainment (concerts, CD's).
 - D) Thematic applications (movies, plays, games).
 - E) Cultural applications (ethnic celebrations, holidays, etc.).
- Discuss appropriate audience behavior for musical performances such as:
 - A) Concerts (classical, rock, jazz, soul, and gospel).
 - B) Ceremonies (religious, military, awards).
 - C) Theater presentations.
- Develop appropriate practice habits:
 - A) Establish a regular time and place to practice.
 - B) Identify and correct performance errors.
 - C) Work on basic skills (tonguing, embouchure, posture, and breathing).
 - D) Avoid interruptions and distractions.
- Demonstrate skill in rehearsal and performance etiquette, including:
 - A) Attention to director's signals and cues.
 - B) Demonstrate appropriate behavior while other sections work.
 - C) Retain and apply previous learning for continuity of instruction.
 - D) Use appropriate body language, posture, focus and behavior in front of an audience.

Grade 7/8: The student will be able to:

- Identify by genre or style, examples of music from various historical periods and cultures.
- Describe distinguishing characteristics of various genres and styles.
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use (refer to 6th Grade application).
- Demonstrate audience behavior appropriate for the context and style of music performed (refer to 6th Grade).

- Continue to use appropriate practice habits (refer to 6th Grade).
- Discuss and demonstrate appropriate rehearsal and performance etiquette (refer to 6th Grade).

Standard 5. Understanding music in relation to history and culture.

Grades 6/7/8: Students will be able to:

- Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures, as appropriate for age and skill level.
- Classify by genre and/or style a variety of musical works.
- Compare, in several cultures of the world, the functions that music serves, roles of musicians, and conditions under which music is typically performed.

Standard 6. Improvising melodies, variations, and accompaniments.

Grades 6/7/8: Students will be able to:

- Improvise simple harmonic accompaniments (appropriate to age and skill level).
- Improvise melodic embellishments and simple rhythmic and melodic variations on given melodies in major keys (appropriate to age and skill level).
- Improvise short melodies, unaccompanied or over given rhythm accompaniments, each in a consistent style, time signature and key signature (appropriate to age and skill level).

Standard 7. Composing and arranging music within specified guidelines.

Grade 6/7/8: Students will be able to:

- Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance (appropriate to age and skill level).
- Arrange simple pieces for instruments other than those for which the pieces were originally written (appropriate to age and skill level).

Standard 8. Listening to, analyzing, and describing music.

Grade 6/7/8: Students will be able to:

- Describe specific music events in a given aural example, using appropriate terminology such as, but not limited to:
 - A) Instrument solo or section entrances.
 - B) Time and/or key signature changes.
 - C) Return of the refrain (music that is repeated at regular intervals in the course of a larger form).
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music (appropriate to age and skill level).

Other additions/comments/deletions/concerns:

REFERENCE MATERIALS:

National Standards for Music:

- I. Singing, alone and with others, a varied repertoire of music.
- II. Performing on instruments, alone and with others, a varied repertoire of music.
- III. Improvising melodies, variations, and accompaniments.
- IV. Composing and arranging music within specified guidelines.
- V. Reading and notating music.
- VI. Listening to, analyzing, and describing music.
- VII. Evaluating music and music performances.
- VIII. Understanding relationships between music, the other arts, and disciplines outside the arts.
- IX. Understanding music in relation to history and culture.

The New ASBDA Curriculum Guide:

Primary Performance Outcomes of Instrumental Music Study: After participating in a school music program through the 12th grade, the student will:

- 1) Demonstrate the language art of reading and interpreting music notation;
- 2) Perform music independently and with others;
- 3) Describe, analyze, and create music;
- 4) Evaluate music by using critical thinking and listening skills;
- 5) Demonstrate a knowledge of music history and cultural heritage;
- 6) Participate in the cultural/musical life of the community through involvement in local and regional music/arts opportunities.

(The ASBDA-The American School Band Directors Association-- offers *specific* benchmarks for each standard, broken down into 4 levels, 1 each for winds and percussion).