

## **Benjamin Middle School Instrumental Music Curriculum Guide**

Philosophy Statement: The primary goal of our band program is to provide a well-rounded musical education for every child. This education focuses on building a solid foundation of musical knowledge, skill, and understanding upon which artistic experiences are built. In addition to artistic goals, we recognize the importance of educating the whole child. We seek to develop the character and citizenship of each member of our band, assisting each child to achieve his/her best.

The National Core Arts Standards (NCAS): These Anchor Standards apply to arts education across the country and are correlated to each Benjamin Band Proficiency Statements below. The NCAS can be thought of as the big picture goals for every child in their arts education across mediums: Music, Theater, Dance, Visual Arts, etc. The Benjamin Band Proficiency Statements are the enduring understandings that we strive for in our classroom to meet the NCAS Anchor Standards.

### **CREATING**

1. Generate and Conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work
3. Refine and complete artistic work.

### **PERFORMING/PRESENTING/PRODUCING**

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation
6. Convey meaning through the presentation of artistic work

### **RESPONDING**

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic works.
9. Apply criteria to evaluate artistic work.

### **CONNECTING**

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Proficiency Statements: These eight categories are the organizing principles of what we do in the Benjamin Band Program. All learning activities of the class fall into the domain of one of these proficiency statements and are correlated to the NCAS or school-wide initiatives.

- Individual Skills- Demonstrate appropriate performance skills and techniques alone and in homogeneous settings.
  - Sing and perform on instruments alone, a varied repertoire of music.
  - NCAS- 4-6
- Ensemble Skills- Demonstrate appropriate skills and techniques in large group settings.
  - Sing and perform on instruments with others a varied repertoire of music.
  - NCAS- 4-6
- Imagination, creativity, composition, improvisation, and innovation- Develop the powerful skills of divergent thinking.
  - Improvising melodies, variations, and accompaniments.
  - Composing and arranging music within specific guidelines.
  - NCAS- 1-3
- Literacy- Read, write, listen, speak, and think.
  - Composing and arranging music within specified guidelines.
  - Reading and notating music.
  - Listening to, analyzing, and describing music.
  - NCAS- 4-9
- Analysis and Evaluation- Respond to music through analysis and evaluation.
  - Evaluating music and music performances.
  - Make inference about musical decisions made by self and others.
  - NCAS- 7-9
- Connections- Demonstrate connections between art, cultures, history, community, and self.
  - Understanding relationship between music, the other arts, and disciplines outside the arts.
  - Understanding music in relation to history and culture.
  - Understanding music and its affective characteristics.
  - NCAS- 10-11
- Habits of Character for Collaborative Musicians. “Live the Fish” BMS Character Education Model.
  - Play
    - Enjoy learning to make music and having a fun and creative approach to development.
  - Make Their Day
    - Kindness to our bandmates through helping, discussion, and encouragement.
  - Be There
    - Mindfulness during rehearsals, lessons, and interactions with bandmates and instructors.
    - Building Myelin- Demonstrate goal-oriented, mindful practice, practice strategies, and self-evaluation.
    - Describe and implement the principles of “focused practice” and the impact it has on my learning and performance.
  - Choose your Attitude
    - Developing our growth mindset and ability to face challenges with an open mind, eager for an opportunity to learn.

Class Structure: Progress towards proficiency in the eight domains listed above are achieved through the classroom structures outlined below. If you were to visit our classroom, you would see students engaging in one of these five types of activities, working towards mastery in one or more Proficiency Statements. For example, when students are engaging in breathing exercises (Fundamental Routine) they are promoting Individual Skill on their instrument through proper air support, posture, and the production of a beautiful, characteristic tone on their instrument.

- Fundamental Routines
- Scales and Key exercises
- Rhythm Exercises
- Method Book/ Supplemental Resources
- Concert and performance Literature

Expectations by grade level – Benchmark Goals

	Year 1	Year 2	Year 3	Year 4
<b>Individual Skills</b>				
Scales and Arpeggios	Concert Bb and Eb	Chromatic scale, Concert Ab	Concert F, concert C	Concert G, IMEA scale sheet
Meter	4/4, 3/4, common time, 2/4	Cut-time	6/8, 3/8	Mixed meter
Rhythm Patterns	Whole note, whole rest, half note/rest, quarter note/rest, eighth note/rest, dotted quarter notes, dotted half notes, multiple measure rests	Single eighth notes/rests, syncopation.	Sixteenth notes, eighth and two sixteenth note patterns, swing style.	Dotted sixteenth patterns.
<b>Ensemble Skills</b>				
Tuning	Tuning slide and mouthpiece adjustments with teacher guidance.	Independently adjust instrument with the aid of electronic tuning equipment.	Independently adjust instrument with the aid of electronic tuning equipment and reference pitch	Independently adjust instrument with the aid of electronic tuning equipment and reference pitch within a variety of musical contexts.
<b>Imagination, creativity, composition, improvisation, and innovation</b>				
Creation of Music-composition	Compose melodies for primary instrument according to grade level standards regarding pitch and rhythm.	Compose melodies for primary instrument according to grade level standards regarding pitch and rhythm.	Compose melodies and duets that reflect understanding of diatonic harmony	Compose melodies and duets that reflect understanding of diatonic harmony in a variety of styles and orchestrations.
Creation of music-improvisation	Improvise using 5 note scale patterns	Improvise using scale patterns over bass lines and simple 2-chord progressions.	Improvise using scale patterns over bass lines and increasing complex chord progressions.	Improvise using scale patterns over bass lines and increasing complex chord progressions in a variety of styles

<b>Literacy</b>	Year 1	Year 2	Year 3	Year 4
Theoretical Concepts	Note naming through scale range of instrument, use of fingering/position charts, accidentals and symbols for sharp, flat, and natural,	Note naming through scale range of instrument, first and second endings, D.C. and D.S. repeats, Anacrusis, Concert Pitch and transposition	Note naming through scale range of instrument, diatonic harmony and cadence, Intonation,	Note naming through scale range of instrument, balance and blend within ensemble settings.
Vocabulary Development	Clefs, bar line, measure, breath mark, tie vs. slur, repeats.	Ritardando, Rallentando, accelerando	Full dynamic range, subito, molto, poco a poco, divisi, trill, tempi indications, fp, sfz	Review of standard skills and terminology in collaboration with high school readiness.
<b>Analysis and Evaluation</b>				
Expression in musical performance	Dynamic range (p,mp, mf, f), crescendo and decrescendo/diminuendo, 2 bar phrases	Phrase length, command of accent, staccato, tenuto, slur, marcato	Develop evaluative phrasing skills and making independent musical decisions.	Improve evaluative phrasing skills and making independent musical decisions.
Aesthetic Evaluation of Music	Reflect on the quality of personal performance. Reflect on the performance of others using robust emotional vocabulary.	Reflection and evaluation of one's own performance and the performance of others.	Reflection and evaluation of one's own performance and the performance of others. Demonstrates ability to draw poetic meaning from musical experiences.	Reflection and evaluation of one's own performance and the performance of others. Deepens ability to draw poetic meaning from musical experiences.
<b>Connections</b>				
Relationship between music, the other arts, and other disciplines	Describe how rhythm and meter concepts relate to math. Demonstrate written work to describe music. Articulate literary interpretation of musical phrases.	Describe how the principles of visual art relate to musical structures.	Describes relationship of composers, arrangers, and music being performed to historical events and timelines	Demonstrate understanding of physical properties of their instrument including sound production, creation, and repair.
Understand the relationship between music, history, and culture.	Perform excerpts or pieces from various cultures and time periods studied in other aspects of the curriculum.	Perform excerpts or pieces from various cultures and time periods studied in other aspects of the curriculum.	Identify characteristics of regional styles. Perform excerpts or pieces from various cultures and time periods studied in other aspects of the curriculum.	Identify characteristics of regional styles. Perform excerpts or pieces from various cultures and time periods studied in other aspects of the curriculum.
<b>Building good practice habits</b>	Good habits for becoming a musician. What, where, how, and why we practice.	Strategies of great musicians: Time to teach, expect the unexpected, hide and seek, bop it, Chunk it, Slow it, take 5.	Previous ideas reinforced and expanded upon.	Previous ideas reinforced and expanded upon.