



# Music Curriculum

School District of Three Lakes

Reviewed and Approved by the Board of Education

January 2015

This review of the music curriculum was done with the assistance of the K-12 Music Department: Lisa Smetana – K-6 General Music & 7-12 Chorus; Mark Pieplow – 6-12 Band

## **School District Mission:**

Teaching Students to be productive citizens.

## **Philosophy of Music Education in the Three Lakes Public Schools**

Music is a discipline and an area of knowledge important in itself. It is responsible for providing special opportunities to help students understand, experience, and enjoy music. Given appropriate instruction, students can develop an appreciation for the multitude of ways that music touches our daily lives and they can become educated consumers and supporters of quality musical experiences.

Music education promotes higher-level thinking, listening, and memory skills. It presents opportunities for positive interaction and provides a means for teamwork and academic achievement. Every student should be given an opportunity to participate in the music program and it should be an integral part of a complete education experience.

Music education and ultimately all of the fine arts help prepare students to meet the demands of the 21st century. According to Elliot Eisner of Stanford University, there are several key components to competency and cognitive growth through studying the arts and in particular, music.

1. The arts help students recognize that nothing stands alone. Creating music with other people teaches students that they are only part of the whole and they need others to finish the product.
2. The arts teach students that small differences can have large effects. When attention is placed on shading, balance, and contrasts, students learn what is needed to make a product sophisticated, interesting and satisfying.
3. The arts foster awareness that problems can have multiple solutions. Schools often emphasize rule-governed learning that is focused on a single correct answer. In business, multiple answers are often desirable. In fact, the most difficult problems in life often occur when one takes into consideration relative qualities and differing priorities.
4. The arts foster the ability to make decisions in the absence of rule--for example, to decide when work is completed. Students who study the arts learn to trust themselves to decide when a project feels right and to determine when a task is well done.
5. The arts develop the ability to frame the world from an aesthetic perspective--to see, for example, the Golden Gate Bridge from an engineering, poetic, or design perspective. An education in the arts promotes the student's ability to frame things in ways that reveal the world in a fresh, new light.

Based on the National Standards for Music Education, the music teachers of the Three Lakes School District support the following goals for music education:

## **General Goals**

1. Develop and nurture musical skills and knowledge
2. Transmit our cultural heritage to succeeding generations
3. Provide an outlet for creativity and self-expression
4. Provide an opportunity for success for some students who have difficulty with other aspects of the school curriculum
5. Increase the satisfaction that a student derives from music
6. Foster a curiosity in other cultures and the world around us.
7. Contribute to a balanced program of career development
8. Respond with feeling to the expressive elements of music
9. Develop the ability to work together
10. Develop the individual's concept of self-worth and esteem
11. Encourage students to seek out new musical experiences and future music involvement/vocation.
12. Develop proper musical etiquette
13. Involve students in performance situations

## K-6 General Music

### **Resources:**

Silver Burdett Textbooks, Share the Music series, sheet music, guitars, autoharps, rhythm instruments, xylophones, records, audio and visual tapes, CD's, pianos, and recorders

### **Evaluation:**

The instructor, using a combination of participation, behavior, and skill development, determines grades. The instructor uses observation, performance, and written evaluation techniques.

### **Behavior Expectations:**

1. Come into class quietly and orderly
2. Follow the teacher's directions
3. Participate appropriately
4. Straighten chairs and line up quietly (K-6)
5. Walk quietly and orderly back to the classroom (K-6)

### **Participation Expectations:**

- A. Be attentive to the teacher or activity
- B. Put forth substantial effort while singing, moving, dancing, or playing an instrument
- C. Use proper body position and vocal enunciations
- D. Be cooperative during a group activity

### **Skill Attainment:**

Content objectives for each grade level and/or class are listed on the following pages of this guide.

## KINDERGARTEN OBJECTIVES

### **Rhythm:**

- ❖ Recognize and keep a steady beat
- ❖ Recognize long and short sounds

### **Melody:**

- ❖ Sing high and low sounds
- ❖ Sing or play upward and downward sounds

### **Form:**

- ❖ Recognize same and different

### **Expressive Qualities:**

- ❖ Recognize and sing songs in a variety of moods
- ❖ Produce loud and soft sounds
- ❖ Demonstrate fast and slow sounds

### **Voice / Singing Skills**

- ❖ Match pitches
- ❖ Sing simple songs in their entirety
- ❖ Sing songs from diverse cultures

### **Movement:**

- ❖ Explore locomotor movements: walking, running, skipping, jumping, pathways
- ❖ Explore high/low, fast/slow, long/short movements

### **Room Instruments:**

- ❖ Use names of classroom instruments and explore their use
- ❖ Play simple rhythm patterns
- ❖ Add accompaniments to songs

### **Listening:**

- ❖ Hear variety of styles
- ❖ Recognize vocal tone colors: speaking, singing, shouting, whispering, humming
- ❖ Respond to loud/soft, fast/slow

### **Creating:**

- ❖ Add sound effects to songs (making deliberate choices)
- ❖ Create movement and dramatizations for songs, stories, and poems

## FIRST GRADE OBJECTIVES

### **Rhythm:**

- ❖ Recognize and keep a steady beat
- ❖ Recognize long and short sounds
- ❖ Demonstrate patterns, including quarter, eighths, rest

### **Melody:**

- ❖ Sing high and low sounds
- ❖ Produce melodic movement by leaps and repeats

### **Tone:**

- ❖ Discover tone color with voices and classroom percussion instruments

### **Form:**

- ❖ Demonstrate verse refrain

### **Expressive Qualities:**

- ❖ Recognize and sing songs in a variety of moods
- ❖ Produce loud and soft sounds
- ❖ Demonstrate fast and slow sounds

### **Voice / Singing Skills**

- ❖ Recognize the difference between speaking and singing voices
- ❖ Sing in tune
- ❖ Sing with appropriate posture and breathing
- ❖ Sing songs in their entirety
- ❖ Sing songs from diverse cultures

### **Movement:**

- ❖ Move to simple rhythm patterns
- ❖ Perform action songs, singing games, and dances

### **Room Instruments:**

- ❖ Play rhythm patterns using sounds and silences
- ❖ Play instruments in combination

### **Listening:**

- ❖ Hear a variety of styles
- ❖ Hear high/low, upward/downward direction
- ❖ Respond to fast, slow, and changing tempos; loud, soft, and changing dynamics

## SECOND GRADE OBJECTIVES

### **Rhythm:**

- ❖ Recognize and keep a steady beat
- ❖ Recognize and keep a beat/no-beat
- ❖ Recognize and keep a silent beat (rest)
- ❖ Recognize and demonstrate longer and shorter notation ( $\frac{1}{8}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  notes, and  $\frac{1}{4}$  rest)

### **Melody:**

- ❖ Sing or play high and low pitches
- ❖ Recognize and mimic same & different patterns

### **Harmony**

- ❖ Experience 2 or more pitches sounding simultaneously

### **Tone:**

- ❖ Introduce individual instruments including autoharp, dulcimer, guitar, violin, flute, koto, clarinet, trumpet, trombone, piano, xylophone, bells, maracas, tambourine, and woodblock

### **Form:**

- ❖ Sing or play solo/chorus

### **Expressive Qualities:**

- ❖ Appreciate music in a variety of styles and cultures

### **Voice / Singing Skills**

- ❖ Sing familiar melodies independently
- ❖ Sing with appropriate posture and breathing
- ❖ Sing alone and in groups
- ❖ Sing songs from diverse cultures

### **Movement:**

- ❖ Move to phrases
- ❖ Maintain a steady beat
- ❖ Perform action songs, singing games, and dances

### **Room Instruments:**

- ❖ Perform using steady beat and strong beat
- ❖ Play instruments in combination

### **Listening:**

- ❖ Hear music of diverse cultures and styles
- ❖ Recognize steady beat, long and short sounds, and recurring rhythm patterns
- ❖ Perceive fast and slow tempos

**Creating:**

- ❖ Create simple rhythm patterns
- ❖ Create simple movement patterns

**Keyboard:**

- ❖ Identify black and white keys
- ❖ Locate high and low sounds

## THIRD GRADE OBJECTIVES

### **Rhythm:**

- ❖ Sing or play meter in 2 or 3
- ❖ Recognize notation (whole & half note)

### **Melody:**

- ❖ Recognize movement by steps, leaps, repeats
- ❖ Recognize wide and narrow leaps
- ❖ Recognize and sing melodic phrases: same and different, longer and shorter

### **Harmony**

- ❖ Sing or play rounds

### **Tone:**

- ❖ Introduce sections: brass, strings, woodwinds, percussion

### **Form:**

- ❖ Introduce phrases: same / different, long / short

### **Expressive Qualities:**

- ❖ Introduce dynamics as an expressive choice

### **Voice / Singing Skills**

- ❖ Sing in tune
- ❖ Sing with appropriate tone quality, posture, and breathing
- ❖ Sing songs from diverse cultures

### **Movement:**

- ❖ Perform folk dances and singing games
- ❖ Maintain steady beat

### **Room Instruments:**

- ❖ Accompany 1 and 2 chord songs on the autoharp
- ❖ Play instruments in combination

### **Listening:**

- ❖ Identify rhythm elements in terms of steady beat, meter in 2 and 3, and patterns
- ❖ Recognize individual instruments

### **Creating:**

- ❖ Create simple percussion and wind instruments

## FOURTH GRADE OBJECTIVES

### **Rhythm:**

- ❖ Sing or play meter in 2 or 3
- ❖ Recognize notation (whole, half, quarter, eighth)
- ❖ Introduce even and uneven (dotted rhythm)
- ❖ Practice rhythm patterns of lyrics, echoes, melody lines, and names

### **Melody:**

- ❖ Recognize movement by steps, leaps, repeats
- ❖ Recognize and sing melodic phrases: same and different, longer and shorter

### **Harmony**

- ❖ Sing partner songs and rounds

### **Tone:**

- ❖ Introduce groups: duet, trio, chorus
- ❖ Recognize individual parts: soprano, alto, tenor, bass

### **Form:**

- ❖ Introduce solo/chorus, AB, ABA, rondo, ballad

### **Expressive Qualities:**

- ❖ Use dynamics as an expressive choice (f,p,mf,mp)

### **Voice / Singing Skills**

- ❖ Sing in tune
- ❖ Sing with appropriate tone quality, posture, diction and breathing
- ❖ Sing songs from diverse cultures
- ❖ Sing simple two part songs

### **Movement:**

- ❖ Perform folk dances and singing games
- ❖ Move to complex rhythm patterns

### **Room Instruments:**

- ❖ Play rhythm rounds
- ❖ Perform accompaniments using classroom instruments
- ❖ Recorders

### **Listening:**

- ❖ Listen to and recognize music and instruments from diverse cultures and styles
- ❖ Recognize longer/shorter, higher/lower, same/different, louder/softer, and faster/slower
- ❖ Recognize chord changes

**Creating:**

- ❖ Create original verses
- ❖ Create recorder song and play it

**Recorders:**

- ❖ Read notes: G,A,B,E,D,C,C2,D2,F#,F,B flat
- ❖ Move fingers together
- ❖ Cover holes properly
- ❖ Use proper right hand position

## FIFTH GRADE OBJECTIVES

### **Rhythm:**

- ❖ Demonstrate steady beat, rests, and meter in 2, 3, 4, and 6
- ❖ Read meter signatures
- ❖ Recognize notation (whole, half, quarter, eighth, dotted)
- ❖ Demonstrate even and uneven rhythm patterns

### **Melody:**

- ❖ Demonstrate movement by steps, leaps, repeats
- ❖ Recognize intervals (3rds, 6ths)
- ❖ Introduce major and minor scales

### **Harmony**

- ❖ Perform partner songs and countermelodies

### **Tone:**

- ❖ Identify group: duet, trio, chorus
- ❖ Recognize individual parts: soprano, alto, tenor, bass

### **Form:**

- ❖ Use song forms: solo/chorus, call and response, AB, ABA

### **Expressive Qualities:**

- ❖ Use dynamic choices: piano, forte, mezzoforte, crescendo, decrescendo
- ❖ Perform music styles of many times and cultures

### **Voice / Singing Skills**

- ❖ Sing solos
- ❖ Sing ostinatos, partner songs, counter-melodies, rounds, 2 & 3 part songs
- ❖ Sing with sensitivity to blend
- ❖ Sing songs from diverse cultures

### **Movement:**

- ❖ Perform folk dances and singing games
- ❖ Move to more complex rhythm patterns

### **Room Instruments:**

- ❖ Play 4-chord songs on the autoharp
- ❖ Play a variety of classroom and folk instruments

### **Listening:**

- ❖ Listen to and recognize music and instruments from diverse cultures and styles
- ❖ Recognize longer/shorter, higher/lower, same/different, louder/softer, and faster/slower
- ❖ Recognize chord changes
- ❖ Identify rhythmic elements of meter in 2,3,4, & 6

- ❖ Determine how tempo and dynamics affect the general mood of a piece

**Creating:**

- ❖ Create original verses
- ❖ Create melodic and rhythmic accompaniments to songs
- ❖ Create a recorder song and play it

**Recorders:**

- ❖ Read notes: G,A,B,E,D,C,C2,D2,F#,F,B flat
- ❖ Move fingers together
- ❖ Cover holes properly
- ❖ Use proper right hand position
- ❖ Play 2,3,4 note tonal patterns, ostinatos, and melodies
- ❖ Play melody phrases with step and repeated tones
- ❖ Accompany 2 chord songs in C, D, and G
- ❖ Create phrase endings with long/short sounds, steady beats, rhythm patterns, and silences
- ❖ Play contrasting sections
- ❖ Blend harmony with melody
- ❖ Blend with other instruments or singers
- ❖ Build right hand strength
- ❖ Select students play alto and tenor recorder

## SIXTH GRADE OBJECTIVES

### **Rhythm:**

- ❖ Demonstrate steady beat, back beat
- ❖ Introduce mixed meters: 6/8 3/4
- ❖ Sing common rhythm patterns

### **Melody:**

- ❖ Perform movement by steps, leaps, repeats
- ❖ Recognize major and minor scales

### **Harmony**

- ❖ Perform partner songs and descants

### **Tone:**

- ❖ Introduce variety of vocal styles: opera, operetta, musical theater, and popular singers
- ❖ Introduce families of orchestral instruments

### **Form:**

- ❖ Use song forms: solo/chorus, call and response, AB, ABA, rondo, theme and variations

### **Expressive Qualities:**

- ❖ Use dynamic choices: piano, forte, mezzoforte, crescendo, decrescendo
- ❖ Perform music styles of many times and cultures
- ❖ Introduce appropriateness of tempo choices

### **Voice / Singing Skills**

- ❖ Sing independently with accuracy, appropriate tone quality, posture, diction , and breathing
- ❖ Sing harmony in thirds and sixths
- ❖ Develop breath control and phrasing enunciation
- ❖ Sing with sensitivity to blend
- ❖ Sing songs from diverse cultures

### **Movement:**

- ❖ Perform folk dances and singing games
- ❖ Move to more complex rhythm patterns

### **Room Instruments:**

- ❖ Play chords songs on the autoharp to accompany songs
- ❖ Play a variety of classroom and folk instruments
- ❖ Recorders

### **Listening:**

- ❖ Listen to and compare music and instruments from diverse cultures and styles

- ❖ Recognize longer/shorter,higher/lower,same/different,louder/softer, and faster/slower
- ❖ Determine how tempo and dynamics affect the general mood of a piece

**Guitar:**

- ❖ Use correct playing position
- ❖ Learn left and right hand orientation
- ❖ Read chord diagrams (tablature)
- ❖ Play chords: Partial G, C, d, A7

**Note:**

Enable select 6<sup>th</sup> grade students to participate in solo/ensemble

## **Junior and Senior High Choral Curriculum Goals**

**Introduction:** Music is a significant part of a student's education process and cultural heritage. Music educators are the critical agents for the preservation, refinement and transmission of that cultural heritage. Participation in the music education program can achieve the following results:

- ❖ Enable all students to discover their level of musical talent and provide experiences essential to the development of that talent.
- ❖ Enable all students to development their musicianship to the highest possible level.
- ❖ Enable all students to develop discriminations that give them a basis for controlling the aesthetic quality of their music lives, and make that quality a matter of choice not of chance.
- ❖ Reveal to all students the richness and breath of participation in the group expression of a music presentation.
- ❖ Induct all students into a unique system of nonverbal symbols through which the noblest thoughts and feelings of human beings have been expressed and can be communicated
- ❖ Engage the imagination of all students and enable them to develop their imaginative potential.
- ❖ Admit all students to a creative mode by which they can enrich their lives through self expression and response to the expression of others.
- ❖ Prepare all students to participate meaningfully in the rights and rituals of our society.
- ❖ Enable all students to develop resources for positive social interaction.
- ❖ Provide a means to the development of self confidence.
- ❖ To provide a focus of discipline effort.
- ❖ To provide an avenue for all students to develop their understanding and appreciation of cultures other than their own.
- ❖ Develop an ability to work well with others.
- ❖ Encourage students to seek out new musical experiences in future music ensemble involvement/vocation.

## **Objectives for 7-12 Choral Programs**

These objectives are not all inclusive and should be introduced at the appropriate level of understanding. Choral selections for the school year should be selected to enhance the goals and objectives, support a progressive curriculum, and meet the needs of each choral group.

### **Objectives Related to Rhythm:**

Distinguish between rhythm and beat  
Distinguish note and rest value by sight  
Imitate rhythmic patterns  
Conduct beat patterns  
Adapt to changing meters within a selection  
Demonstrate an understanding of relevant terminology  
Follow and interpret standard rhythmic notation

### **Objectives Related to Melody:**

Matching tones  
Demonstrate knowledge of the following terms/concept:  
    Major/minor skills and modes, phrasing, unison, counter melody, descant, scale tones  
Demonstrate ability to imitate major/minor intervals  
Demonstrate the ability to perform solfeg  
Expression  
Interpretation

### **Objectives Related to Harmony:**

Demonstrate knowledge of the following term/concept:  
    Unison, two-, three-, four-part singing, harmony styles (such as Barber Shop, Vocal Jazz, Madrigal), solo/duet part(s) incorporated with chorus, dissidents, tone color of the human voice: soprano, alto, tenor, baritone, and base.  
Singing major/minor intervals in chords  
Blending and balancing vocal parts  
Recognize that harmony enhances the melody and enriches the aesthetic effect

### **Objectives Related to Performance Etiquette:**

Demonstrate an understanding and appreciation for:  
    Group discipline, rubrics of stage etiquette, attention to director, being prepared for a performance, and acknowledging audience appreciation  
Demonstrate a willingness to participate in a school performance beyond the regular school day

### **Objectives Related to Interdisciplinary Curriculum:**

Understand the correlation between text and musical style  
Demonstrate and understanding an appreciation for music related to historical periods  
Recognize a tone poem and suggest a suitable musical interpretation for that song

**Solo and Ensemble Festival:**

Held in Spring, it is open to all interested students in grade 7-12. Students must show considerable interest and progress on their prepared solo material in order to be entered into the event. (Must practice with instructor and be able to perform three weeks prior to festival.) Ensembles must schedule a time to meet with the director to practice when all group members can be present. Students earn medals and can work towards their choir letter by participating in Solo and Ensemble.

**Course Selections:**

Junior High Chorus open to all 7<sup>th</sup> and 8<sup>th</sup> graders

High School Chorus open to all 9-12 high school students

Select Chorus (limited enrollment)

## Elementary Band--Grade 6

### Description

Elementary band offers the student an opportunity to start instruction on wind or percussion instruments. The instrument is selected through a process, which includes choice, need, physical make-up, and testing. Students are introduced to their selected instrument and given appropriate individual and group instruction. Group instruction is presented two classes periods each week. The class periods focus on playing together and recreating printed music into sound. Individual or small group lessons meet fifteen to forty five minutes once each week.

### Resources

*Accent on Achievement Book 1* by John O'Reilly and Mark Williams Alfred pub.  
Various printed band arrangements of simple popular, folk, and classical music  
Teacher, audio, and video demonstrations of proper playing technique  
Instruments purchased or rented by the student  
Community Arts programs  
Related computer software

### Course Outline:

#### I. Objectives for Elementary Band

- A. Introduce students to an instrument
- B. Broaden students' musical experiences to produce musical satisfaction, pleasure and personal growth in their musical endeavors
- C. Meet students' individual needs
- D. Develop a life-long pattern of good citizenship in an activity that contributes to the common good
- E. Introduce musical concepts and new-found technical skills on the instrument

#### II. Content

- A. Fundamental musical understanding
  1. Note recognition and values—eighth, quarter, half, whole, and dots
  2. Pitch recognition and accuracy—in their performing clef
  3. Technical facility on an instrument
  4. Precision in individual and group attacks and releases
  5. Recognition of key signatures--Concert Bb, F, C, G
  6. One octave concert Bb scale
  7. Common time signatures
  8. Basic music terminology and signs
  9. Basic individual and group intonation
- B. Specific goals for winds and percussion
  1. Wind Instruments
    - a. Instrument care
    - b. Posture, hand position, playing position
    - c. Embouchure
    - d. Proper breathing and articulation
    - e. Correct fingerings

- f. Exploring the basic practical range of the instrument
  - 2. Percussion Instruments
    - a. Instrument care
    - b. Hand, stick, and mallet positions
    - c. Basic concepts of rhythm, pitch and dynamic control
    - d. Use of common keyboard and non-melodic instruments
- C. Requirements
  - 1. Attendance at rehearsals and performances
  - 2. Individual practice--20 minutes five times each week
  - 3. Participation and progress during individual or small group lessons
- D. Evaluation
  - 1. Musical growth of the individual student
    - a. Improvement of technical ability
    - b. Personal growth through self-improvement and working with other students within the section and the ensemble
    - c. Introduce and develop personal standards of musical discrimination
    - d. Written and performance-based evaluation
  - 2. Participation
    - a. Quarterly practice reports
    - b. Required public/school performances
    - c. The ability to work well with others
    - d. Regular attendance during rehearsals

**Note:**

Enable select 6<sup>th</sup> grade students to participate in solo/ensemble

## Junior High Band--Grades 7&8

### Description

The prerequisite for junior high band is previous musical training on a band instrument or consent of the instructor. Elementary band is recommended. This class meets on an alternating day schedule. Students are also required to have either an individual or group lesson each week. Students in junior high band participate in three concerts each year as well as the homecoming parade and the W.S.M.A. sanctioned large group festival in spring. Students also have the opportunity to participate in solo/ensemble festival and a junior high jazz band (see appendix A).

Junior High Band consists of warming up, tuning, listening, performing and evaluating appropriate level band literature. Playing and written tests are administered to assess the progress of each student. The repertoire taught includes music representing diverse genres and styles from various periods and cultures.

### Resources:

*Accent on Achievement Book 2* by John O'Reilly and Mark Williams Alfred pub.  
Printed band arrangements appropriate to the ensemble's experience and instrumentation of diverse genres and styles from various periods and cultures  
Teacher, audio, and video demonstrations of quality musical experiences  
Instruments purchased or rented by the students  
Community Arts programs  
Related computer software and Internet programs

### Course Outline:

#### I. Objectives for Junior High Band

- A. Gain increased coordination of mind and body through learning the intermediate intricacies of their specific instrument
- B. Increase self-confidence and poise as a public performer
- C. Develop technical facility of an instrument to the best of their ability
- D. Encourage diligence, promptness, loyalty, self-respect, pride, and a sense of community while exploring music as a leisure time or vocational activity

#### II. Content

- A. Fundamental Musical Understanding
  1. Key signatures and scales--Concert Ab, Eb, Bb, F, C, G, D
  2. Understand pitch transpositions for specific instruments
  3. Time signatures in simple and compound time
  4. Music terminology appropriate with experience
  5. Tone quality and intonation
  6. Rhythmic accuracy
  7. Clarity of articulation, phrasing, balance, style
  8. Knowledge and use of all notes on the practical range of the instrument
  9. Precision of attacks and uniformity of releases
  10. Control of tempo and dynamic markings
  11. Introduce marching techniques

B. Specific Goals for Winds and Percussion

1. Wind Instruments

- a. Instrument care
- b. Posture, hand position, playing position
- c. Embouchure
- d. Breathe control and phrasing
- e. Common and alternate fingerings
- f. Extending the playing range
- g. Articulations and dynamics
- h. Sight-reading

2. Percussion Instruments

- a. Instrument care
- b. Hand, stick and mallet positions
- c. Accurate rhythm recognition and execution
- d. Balance and blend with other instruments
- e. Basic tuning and performing on timpani
- f. Extended use of all percussion instruments including mallets, cymbals, and non-melodic percussion
- g. Sight-reading
- h. Introduction of common drum rudiments

C. Requirements

- 1. Attendance at rehearsals and performances
- 2. Individual practice--20 minutes five times a week
- 3. Willing participation and progress during lessons, class, and performances

D. Evaluation

- 1. Musical growth of the individual student
  - a. Improvement of technical ability
  - b. Personal growth through self-improvement and working with others
  - c. Improved standards of musical discrimination
  - d. Written and performance-based evaluation
- 2. Participation
  - a. Regular attendance during rehearsals
  - b. Required public/school performances
  - c. Willingly follows directions
  - d. The ability to work well with others and individually

## High School Concert Band--Grades 9-12

### Description:

The music program in the high school builds sequentially on the music program in the junior high and provides the foundation for a lifelong participation in and enjoyment of music. The high school band is comprised of students from grades 9-12 who have completed junior high band or have had previous musical training. The course covers many aspects of musical literature. The literature will change every year depending on the instrumentation and ability of the group as a whole. The band rehearses five days a week. The rehearsal period is broken into warm-ups and tuning, review of old material, introduction of new material, scales and sight-reading. Students are also strongly encouraged to take at least three lessons each quarter.

### Resources:

Warm-up and scale books

Printed and purchased band arrangements of marches, overtures, holiday, pops, pep music, and serious music of diverse genres and styles from various periods and cultures

Uniforms and other school purchased equipment

Instruments purchased or rented by the students

Video, audio, and teacher demonstrations

Organized opportunities to travel and listen to other performing groups

Community Arts programs

Related computer software and Internet programs

### Course Outline:

#### I. Objectives for High School Band

- A. Knowledge and execution of proper performance techniques
- B. Refine musical knowledge and skill
- C. Encourage diligence, promptness, loyalty, pride and self-respect
- D. Increase self-confidence and poise through frequent public performance
- E. Discover music as a pleasurable lifelong activity

#### II. Content

##### A. Fundamental Musical Understanding

1. Key Signatures and Scales--all major and relative minor scales
2. Phrasing, balance and style
3. Intermediate music terminology
4. Intonation, tuning, tone quality
5. Rhythmic accuracy and proper articulation
6. Technical facility and control
7. Interpretation of style based on period, composer, and genre
8. Refine marching techniques

##### B. Specific goals for Winds and Percussion

1. Wind Instruments
  - a. Start, sustain, and release the tone
  - b. Count time with a feeling of good rhythm

- c. Proper expression and control in concert band versus pep/marching band
  - d. Advanced alternate fingerings and specific tuning problems
  - e. Sight-reading
  - f. Balance by section and part assignment
- 2. Percussion Instruments
  - a. Execute the drum cadence on all marching instruments
  - b. Advanced mallet and timpani performance
  - c. Organization of percussion players in a section
  - d. Musical concepts of rhythm and volume control in the ensemble
- C. Performance Opportunities (see appendix A)
  - 1. Concerts
  - 2. Solo/Ensemble Festival
  - 3. Marching Band--Homecoming, Memorial Day, July 4 parades
  - 4. Pep Band
  - 5. WSMA Large Group Festival
  - 6. Possible trips, tours etc.
- D. Requirements
  - 1. Regular attendance at rehearsals and performances
  - 2. Individual practice--90 minutes each week
  - 3. Positive and cooperative participation
- E. Evaluation
  - 1. Musical Growth of the Individual Student
    - a. Improvement of technical and artistic ability
    - b. Personal growth through self-improvement and working with other students within the section and the ensemble
    - c. Improved personal standards of musical discrimination
    - d. Written and performance-based instruction
  - 2. Participation
    - a. Regular class attendance and participation
    - b. Required public/school performances

## Jazz Band--Grades 9-12

### Description:

Jazz band is open to all members of the high school band and by teacher recommendation for instruments that are not commonly found in the concert band (piano, guitar, bass). Jazz band performs at all scheduled 9-12 concerts, and is available as a small touring group for the elementary schools and community functions. The basics of jazz styles and improvisation are studied and students have the opportunity to learn a second instrument for this ensemble.

### Resources:

Recordings of prominent jazz musicians and music  
Published jazz music appropriate to the development of the ensemble  
Instruments purchased or rented by the students  
Keyboards, amplifiers, and drums provided by the school  
Internet resources on technique and style  
Community Arts Programs  
Computer software such as *Band in A Box* for developing solos

### Course Outline:

- I. Objectives for Jazz Band
  - A. Study of jazz, swing, Latin, rock, and ballad rhythms and styles
  - B. Independent part playing
  - C. Beginning improvisation techniques
  - D. Small ensemble togetherness
  - E. Develop an appreciation of all styles of music
- II. Content
  - A. Fundamental Musical Understanding
    1. Eighth note swing patterns
    2. Small ensemble playing
    3. Broaden stylistic knowledge
    4. Public performance and improvised solos
    5. 12-bar blues
    6. Composers and performers of jazz music
    7. Musical discrimination of “canned” versus “quality” music
    8. Jazz terminology
  - B. Specific Goals for Winds and Rhythm
    1. Wind Instruments
      - a. Use of different mutes, mouthpieces etc. for jazz
      - b. Articulation differences between jazz and concert bands
      - c. The ability to have one player on each part
    2. Rhythm Section
      - a. Lay down a steady beat for the wind section
      - b. Chord recognition and basic drumming patterns
      - c. Technical facility on the drum set and percussion “toys”
      - d. Solos, fills, and backgrounds as a group

C. Requirements

1. Regular attendance at rehearsals and performances
2. Participation and progress on written and improvised solos
3. Sight-read or minimal rehearsal on written parts

D. Evaluation

1. Musical Growth of the student
  - a. Improvement in technical ability
  - b. Increased understanding of jazz terminology and performance styles
  - c. Introduce and develop personal standards of quality jazz literature and performance
2. Participation
  - a. Regular attendance at rehearsals and requires performances
  - b. Willingness to try new styles of jazz
  - c. Cooperates with other students

## Appendix A

**Marching Band--** Composed of all students in the high school concert band. Performs for civic parades (Memorial Day, July 4th, and Homecoming) and half time field shows when appropriate. Because of the public nature of parades, all students are required to march in every parade as part of their graded performances.

**Pep Band--** Composed of all students in the high school band program. The pep band plays for all home football games, and several basketball games. Although pep band participation is expected, it is not a graded requirement of all 9-12 band students. Attending 90% of all pep bands is required to “letter” in band.

**High School Jazz Band--** Consists of a specialized group of interested students and meets for credit during the school day. Jazz band performs at all concerts, the district Solo and Ensemble competition, and for various scheduled community functions throughout the year. While instrumentation is limited, some students may opt to learn a second instrument for the purpose of jazz band.

**Small Ensembles--** Formed expressly for festival events and based on student interest, these ensembles may become long-standing performance groups that rehearse primarily after school with minimal teacher leadership. Examples of small ensembles might include the woodwind choir, percussion ensemble, brass quintet, clarinet choir, and flute choir.

**Solo and Ensemble Festival--** Held in spring, it is open to all interested students in grades 7-12. Students must show considerable interest and progress on their prepared solo material in order to be entered into the event. (Must practice with instructor and be able to perform three weeks prior to festival.) Ensembles must schedule a time to meet with the director to practice when all group members can be present. Students earn medals and can work toward their band or choir letter by participating in solo and ensemble.

### Awards

The music department gives out many awards throughout the year. Besides the solo and ensemble medals, there are three very prestigious awards given each spring that reflect outstanding student achievement, dedication, service, and musicianship.

**Band Director's Award--** is for the 8th grade Junior High Band Member who displays the qualities listed above throughout their two years of service to the Band Program. The director chooses this award.

**Louis Armstrong Jazz Award--** honors an outstanding leader in the jazz band. Normally given to a junior or senior, this award is based on skill development, leadership, attitude, and service to the band.

**John Philip Sousa Award--** is a nationally recognized award given to the outstanding senior band member each year. This award takes in to account all years of the student's musical career and is a symbol of honor for many years of self-sacrificing dedication, musical ability, leadership, and commitment to the program. Each school is allotted one award per year, making this the highest award sought by senior band members.

**Band Letters and Bars--** are awarded to each high school band member completing the requirements listed below. Band letters are for first time recipients and chevrons are for the following years.

1. Must perform a Class A or B solo at the District Solo/Ensemble Festival
2. Must attend all concerts and parades (Including July 4th of the previous year)
3. Must attend 90% of all pep bands (unless the student is on the field/court)
4. Be cooperative and quiet during rehearsals and concerts

**Certificates--** are awarded to all 6<sup>th</sup> Grade Beginning Band members at the end of the year for successful participation in one year of the Three Lakes Band Program.

**Choir Directors Award—**given to an outstanding senior vocalist.

**Choir Letter and Bars—**

1. Must participate in solo/ensemble
2. Must attend all concerts and events.
3. Be cooperative and quiet during rehearsals and concerts.