

Independent School District of Boise City

Band Fifth/Sixth Grades

District Course #610

Content:

Students will be introduced to the instruments of the band and learn the techniques required of a first-year band member. They will learn basic music theory, vocabulary, and be able to play alone and as a group through sequenced learning activities preparing them for successful participation in band at the junior high level. Students will also prepare and perform in school programs and be given the opportunity to perform in the district solo and ensemble festival.

Philosophy:

“Scientists looking at the effects of studying music have found that it can mean a higher IQ, a better grasp of mathematics, science and languages. It can also result in better reasoning power.”

Paul Gallagher

Monday, 17th June 2002

The Scotsman

The Music Department’s philosophy is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives children the opportunity to gain self-esteem by learning new skills and talents. It also gives children the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today’s increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education.

Beginning Band gives students the opportunity to experience instrumental music in an enriched atmosphere. Through active participation in the band students will have the opportunity to explore a new area or talent. Band provides the opportunity to learn to play a musical instrument and to explore their artistic heritage and history through the pathways that music provides. In addition, music is of great value in the development of students’ higher order thinking skills and aesthetic awareness.

Course of Study:

- August – recruitment presentations/choosing the best instrument for each new band member
- September – instrument assembly/maintenance; basic embouchure and hand position; posture; playing our first notes; beginning articulation; getting started in the selected band method
- October – continued study in the student band method; emphasis on home practice time
- November – development of concert program
- December – winter concert preparation and performance

- January – preparation of solos and ensembles for the Elementary Solo and Ensemble Festival
- February – Elementary Solo and Ensemble Festival performance; continued study in the student band method
- March – continued study in the student band method
- April – continued study in the student band method
- May – spring concert preparation and performance
- June – concluding activities; final evaluations

Materials:

- Student band method book
- Selected supplementary materials
- Sheet music/band arrangements for concert performance

Unit 1	Technique	Ongoing
Unit 2	Music Literacy	Ongoing
Unit 3	Musicianship	Ongoing
Unit 4	Performance Skills	Ongoing

Note: The Resource References are merely suggestions of a few of the many possibilities of music educator resources.

Music - Beginning Band (Grade 5/6)		District Reference 610
Unit 1	Technique	Ongoing

Instructional Objective		Standard Reference	
610.01 Students will learn and demonstrate proper instrumental technique.		N- 2: a 4-5.Mu.2.1.3, 6-8.Mu.2.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Learn and develop proper habits of body posture and hand position	Student Method Book Introductory Pages	TO
02	Learn proper and regular maintenance, cleaning, and storage of his/her instrument	Student Method Book; Guest speakers: Instrument specialists; local music store instrument repair technicians	TO
03	Acquire a rudimentary knowledge of proper breathing for wind instrument performance	Student Method Book	TO
04	Learn correct fingerings and embouchure appropriate for beginning level	Student Method Book	TMA TO

Music - Beginning Band (Grade 5/6)		District Reference 610
Unit 2	Music Literacy	Ongoing

Instructional Objective		Standard Reference	
610.02 Students will demonstrate knowledge of basic musical words and symbols.		N- 2: b, 3: b, c, 4: a, b, 5: a, b, c, d, e 4-5.Mu.2.1.1, 4-5.Mu.2.1.2, 4-5.Mu.2.1.4, 4-5.Mu.3.1.3, 4-5.Mu.3.1.4, 6-8.Mu.2.1.2, 6-8.Mu.2.1.4, 6-8.Mu.3.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Read, recognize and name any note within the staff and finger any note within his/her present playing range	<i>Alfred's Essentials of Music Theory</i> , Surmani; <i>Accent on Achievement Teacher Resource Kit</i> , O'Reilly	TMA TO
02	Read and interpret on his/her instrument basic whole, half, quarter, eighth note and dotted note values and rests such as encountered in grade one band methods and ensemble music	Student Method Book; supplemental materials	TMA TO
03	Count out-loud, clap and tap the foot to combinations of the above rhythms	<i>Basics in Rhythm</i> , Whaley; Student Method Book	TMA TO
04	Read and perform basic tied-note combinations	<i>Fun With Fundamentals</i> , Laas; Student Method Book	TMA TO
05	Read and instantly recognize basic time signatures: 2/4, 3/4, 4/4	Student Method Book	TMA TO
06	Read and instantly recognize dynamic symbols	Student Method Book	TMA TO
07	Show an understanding of music vocabulary consistent with level one band method used in class	Student Method Book; supplemental materials	TMA TO
08	Show understanding of miscellaneous symbols such as repeat signs, expression marks, and others encountered in beginning level music	Student Method Book	TMA TO
09	Read and understand key signatures appropriate to level in band method book	<i>Alfred's Essentials of Music Theory</i> , Surmani; <i>Accent on Achievement Teacher Resource Kit</i> , O'Reilly	TMA TO
10	Show ability, according to age level, to improvise a short passage of music	Student Method Book	TO

11	Show ability, according to age level, to compose/arrange a simple music composition	Student Method Book	TO
12	Sight read and perform appropriate level etudes/compositions from the band method book	Student Method Book; supplemental materials	TO

Music - Beginning Band (Grade 5/6)		District Reference 610
Unit 3	Musicianship	Ongoing

Instructional Objective 610.03 Students will understand and demonstrate good musicianship.		Standard Reference N- 6: a, 7: a, b, 8: a, b, 9: a, b 4-5.Mu.1.2.1, 4-5.Mu.2.2.2, 4-5.Mu.2.2.3, 4-5.Mu.2.2.4, 6-8.Mu.1.2.1, 6-8.Mu.2.2.2, 6-8.Mu.2.2.3, 6-8.Mu.2.2.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate proper and regular practice habits, punctuality, attendance and self-discipline required in a performing group	<i>Rehearsal Handbook</i> , Garofalo	TMA TO
02	Demonstrate responsibility to bring proper equipment and materials to class		TO
03	Demonstrate the proper habits of concert and rehearsal decorum and dress, both as a performer and an audience member		TO
04	Demonstrate an attitude of interest, courtesy, respect, and responsibility toward music, instructor, other students, equipment and self		TO
05	Demonstrate an interest in working for personal improvement through group cooperation and achievement		TO
06	Evaluate the quality of rehearsals and performances		TO
07	Show growing interest in music performance by seeking additional opportunities in various honor groups, private instruction and continuing on to the next level		TO
08	Demonstrate an understanding of composers and the history of the styles of music encountered	<i>Standard of Excellence Music Theory & History Workbooks</i> , Pearson; <i>Accent on Achievement Teacher Resource Kit</i> , O'Reilly	TMA TO

09	Describe music events using terminology appropriate for beginning level		TO
10	Demonstrate ability to understand relationships between music, the other arts, and disciplines outside the arts (i.e. math, language arts, social studies, etc.)	<i>Accent on Achievement Teacher Resource Kit, O'Reilly</i>	TO
11	Show interest in music by attending live cultural community concerts	College/community performing ensembles	TO

Music - Beginning Band (Grade 5/6)		District Reference 610
Unit 4	Performance Skills	Ongoing

Instructional Objective		Standard Reference	
610.04 Students will understand and demonstrate proper rehearsal and performance skills.		N- 2: a, b, c, 9: a 4-5.Mu.1.1.2, 4-5.Mu.1.1.3, 4-5.Mu.3.2.1, 4-5.Mu.3.2.2, 6-8.Mu.1.1.2, 6-8.Mu.1.1.3, 6-8.Mu.3.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate proper body posture and hand position	Student Method Book Introductory Pages	TO
02	Demonstrate awareness of pitch matching and the process of tuning his/her instrument		TO
03	Demonstrate appropriate fingerings and embouchures	Student Method Book Introductory Pages	TMA TO
04	Demonstrate continuous articulation development appropriate to grade level	Student Method Book	TMA TO
05	Count and perform age appropriate rhythms correctly	<i>Rhythm Vocabulary Charts, Sueta;</i> Student Method Book	TMA TO
06	Student is introduced to basic harmonies and can perform music in two or more parts	<i>Accent on Ensembles, O'Reilly; Standard of Excellence Festival Ensembles, Pearson;</i> Student Method Book	TO
07	Student will encounter and perform music of different styles and from many different cultures	<i>Selective Music Lists, NBA; Standard of Excellence First Performance, Pearson;</i> Student Method Book	TO
08	Respond properly to conducting signals		TO
09	Percussion: Demonstrate six of the forty	PAS International	TMA

	"Percussive Arts Society" rudiments, including rolls, paradiddles and flams	Drum Rudiments; <i>Flams, Ruffs & Rolls for Snare Drum</i> , Beck; Student Method Book	TO
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National Music Standards

GRADES 5-8

Except as noted, the standards in this section describe the cumulative skills and knowledge expected of all students upon exiting grade 8. Students in grades 5-7 should engage in developmentally appropriate learning experiences to prepare them to achieve these standards at grade 8. These standards presume that the students have achieved the standards specified for grades K-4; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard:

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- b. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. sing music written in two and three parts Students who participate in a choral ensemble
- e. sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard:

- a. perform on at least one instrument *1* accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
- b. perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- e. Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard:

- a. improvise simple harmonic accompaniments
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard:

- a. compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- b. arrange simple pieces for voices or instruments other than those for which the pieces were written
- c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

5. Content Standard: Reading and notating music

Achievement Standard:

- a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in $2/4$, $3/4$, $4/4$, $6/8$, $3/8$, and alla breve meter signatures
- b. read at sight simple melodies in both the treble and bass clefs
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- d. use standard notation to record their musical ideas and the musical ideas of others
- e. Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard:

- a. describe specific music events 3 in a given aural example, using appropriate terminology
- b. analyze the uses of elements of music in aural examples representing diverse genres and cultures
- c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

7. Content Standard: Evaluating music and music performances

Achievement Standard:

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard:

- a. compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 5

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard:

- a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures
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- b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- c. compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed

Notes:

1. E.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument
2. E.g., a particular style, form, instrumentation, compositional technique
3. E.g., entry of oboe, change of meter, return of refrain
4. E.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre
5. E.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals, sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works
6. E.g., jazz, mariachi, gamelan
7. E.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 4-5
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4-5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.
- 4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods.
- 4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history.
- 4-5.Mu.1.1.4 Recognize the uses of music in everyday life.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines.
- 4-5.Mu.1.2.2 Describe ways that music is related to other subject areas.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 4-5 identify specific elements of music and sounds of various instruments and voices. Students discuss the importance of music in today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.2.1.1 Describe music as a form of communication.
- 4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre).
- 4-5.Mu.2.1.3 Identify the sounds of various instruments and voices.
- 4-5.Mu.2.1.4 Use music vocabulary to discuss specific compositions of various styles and cultures.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.2.2.1 Discuss the importance of music in our society.
- 4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary.
- 4-5.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior.
- 4-5.Mu.2.2.4 Identify and discuss copyright issues in music.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 4-5 use standard music symbols and terms to read, notate, and perform music. Students sing accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students perform in groups blending vocal/instrumental sounds and matching dynamics, breath control, phrasing, and interpretation in response to the conductor. Students improvise simple melodic phrases.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.3.1.1 Improvise simple melodic phrases.
- 4-5.Mu.3.1.2 Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.
- 4-5.Mu.3.1.3 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols.
- 4-5.Mu.3.1.4 Identify specific instruments in a recording or live performance.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons.
- 4-5.Mu.3.2.2 Perform independent instrumental parts while other students sing or play contrasting parts.
- 4-5.Mu.3.2.3 Sing accurately with appropriate dynamics, breath control, phrasing, and interpretation.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.3.3.1 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation).
- 4-5.Mu.3.3.2 Sing expressively, either alone or in a musical group.
- 4-5.Mu.3.3.3 Play rhythmic, melodic and harmonic classroom instruments expressively

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 6-8
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music.
- 6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed.
- 6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed.
- 6-8.Mu.1.1.4 Identify the roles of musicians in society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement.
- 6-8.Mu.1.2.2 Discuss similarities among various disciplines and the arts.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.1.1 Identify a musical theme.
- 6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
- 6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works.
- 6-8.Mu.2.1.4 Discuss the style of a musical selection.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.2.1 Describe the significance of music in contemporary society.
- 6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology.
- 6-8.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.
- 6-8.Mu.2.2.4 Debate copyright issues in music.
- 6-8.Mu.2.2.5 Develop criteria for high musical quality.
- 6-8.Mu.2.2.6 Evaluate constructively the quality of one's performance and the performances of others.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students articulate a method of consistent musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.1.1 Improvise simple rhythmic and/or melodic accompaniments.
- 6-8.Mu.3.1.2 Read and notate pitches in treble and bass clef (grand staff).
- 6-8.Mu.3.1.3 Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).
- 6-8.Mu.3.1.4 Articulate a method of consistent musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.2.1 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 6-8.Mu.3.2.2 Sing/play accurately and expressively with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor.
- 6-8.Mu.3.2.3 Sing expressively with appropriate dynamics and phrasing.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.3.1 Create a melody when given specific guidelines.
- 6-8.Mu.3.3.2 Perform a work of music considering the intent of its creator.
- 6-8.Mu.3.3.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music.