

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



## Fine and Performing Arts Curriculum Guide

Course: 6-8 Band

### Course Description

Band is a full-year, every-other-day course open to all middle school students. Students are placed into separate ensembles based on grade level, and it is assumed that students at the sixth grade level are beginning musicians, with no prior playing experience. Each ensemble consists of a balanced mix of woodwind, brass, and percussion instrumentalists. Students develop knowledge and skills in ensemble balance, tone production, sight reading, musical terms, and historical information as they pertain to the music that is prepared and performed in a caring, supportive atmosphere. Music from a wide range of styles and periods is studied and performed, and all bands regularly perform at major school events and concerts throughout the year.

### Standards for Artistic Practice

Based on the 2014 National Core Arts Standards, these practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

### Content Standards for a Novice Ensemble

#### Creating:

1. Improvise short melodic and rhythmic ideas that reflect characteristics of different genres.
2. Record decisions about accuracy of written music (e.g. indicating beat subdivisions).
3. Refine musical interpretations exploring different elements (e.g. dynamics and articulations).

#### Performing:

4. Identify basic strategies musicians use to practice and employ them in readying a musical work for performance.
5. Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.
6. Match a musical performance with expressed intent.

#### Responding:

7. Analyze how cultures are reflected in a diverse range of musical works.
8. Explain how a musical work is connected to the particular cultural and historical context where it was created.
9. Develop criteria for a rubric for evaluating musical works.

#### Connecting:

10. Describe influences of one's personal musical style and preferences.
11. Identify musical ideas from different cultures studied in history and social science (e.g. American native).

Source: MA Arts Curriculum Framework 2019, page 45



Concepts	Essential Questions
<b>Tone Quality and Intonation</b>	<ul style="list-style-type: none"> <li>• What is good tone quality for each instrument?</li> <li>• How does air support and embouchure affect tone quality and intonation?</li> <li>• How does the level of tone quality affect the timbre of an instrument?</li> <li>• How does tone affect intonation?</li> <li>• How does proper technique impact tone?</li> </ul>
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>• What is a beat?</li> <li>• Can you have rhythm without beat?</li> <li>• Why is it important for musicians to share a common beat?</li> <li>• How are rhythmic values related to tempo?</li> </ul>
<b>Scales and Scale Studies</b>	<ul style="list-style-type: none"> <li>• How do scales and scale studies contribute to the performance of melodies?</li> <li>• How are scales and keys related to melody?</li> </ul>
<b>Music Reading and Terminology</b>	<ul style="list-style-type: none"> <li>• How is notated music a language?</li> <li>• What is a melody and how is one created?</li> <li>• Why do I need to be able to read music?</li> <li>• How does knowing musical terms and symbols impact my ability to interpret and play a piece of music?</li> </ul>
<b>Music Theory and History</b>	<ul style="list-style-type: none"> <li>• What determines the style of a piece of music?</li> <li>• How do music and history influence each other?</li> </ul>
<b>Ensemble Skills and Musicianship</b>	<ul style="list-style-type: none"> <li>• What makes a performance significant and meaningful?</li> <li>• Why are audience and performance etiquette important in a concert, and how do they affect the overall performance?</li> </ul>
<b>Aesthetics and Responding</b>	<ul style="list-style-type: none"> <li>• How does music affect the emotional state of the listener?</li> <li>• How can music be used to communicate emotions and ideas?</li> <li>• Why do people respond/react differently to the same piece of music?</li> <li>• What impact do our own emotions and experiences have on our opinion of both our own performances and the performances of others?</li> </ul>

**Structures for Learning**

During a typical ensemble rehearsal, students and teachers may be engaged in...

- Modeling/demonstration of techniques
- Guided practice
- Warm-ups and appropriate practice repertoire
- Performing rhythms using clapping or percussion instruments
- Counting rhythms using rhythm syllables or numbers prior to performing
- Critiques: formal/informal, self/peer/group
- Performing music from various historical periods, genres, and cultures
- Evaluating performances, compositions, and/or arrangements by comparing them to similar exemplary models

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## Fine and Performing Arts Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

### Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

### Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."  
- *MA Arts Curriculum Framework 2019*, p.20

### Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

### Structures for Learning

Structures for learning are examples of the instructional contexts and activities that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.