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The study of music contributes in important ways to the quality of every student’s life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge and habits acquired in the study of music.

Pennsylvania’s commitment to music education is grounded in the recognition of the importance and value of music for the individual, the community and the world. Music is the aural art form which satisfies the human need to respond to life experiences. This is evidenced by the pervasiveness of music throughout history in all cultures. Research confirms that all persons have innate potential in music. Music instruction must be included in the school curriculum so all students are able to recognize this potential and fully participate in the human experience.
*Student Learning Outcomes*

The Carlisle Middle School Band will meet the following student outcomes as recommended by the Pennsylvania State Board of Education:

- Arts & Humanities 1: All students describe the meaning they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form.

- Arts and Humanities 3: All students relate various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form.

- Arts & Humanities 4: All students produce, perform or exhibit their work in the visual arts, music, dance or theater and describe the meanings their work has for them.

- Citizenship 8: All students demonstrate they can work effectively with others.
Performance Objectives

Each Student will:

1. demonstrate (for wind players) correct posture, hand position, instrument position, breathing technique and embouchure while performing. Percussion students will demonstrate correct playing techniques for the snare drum, bass drum, crash cymbals, suspended cymbal, timpani, triangle and mallet instruments (bells, xylophone, vibraphone or marimba). Other percussion instruments will be taught as the music dictates the need for their use (woodblock, claves, tambourine, maracas, wind chimes, guiro and cabassa). (AH4)

2. perform with an acceptable tone quality and intonation at various dynamic levels and tempos. (AH4)

3. be able to articulate consecutive tones at various tempos, slur note groups of two or more notes including slur two/tongue two patterns, and demonstrate staccato and legato style of articulations. (AH4)

4. be able to perform and count whole, dotted half, half, quarter, eighth and sixteenth note rhythms found in 2/4, 3/4, 2/2, C, & 6/8.

5. perform the concert Bb, Eb, Ab, F, C and G major scales and the chromatic scales from memory. Percussionist will perform from the standard 26 rudiments from memory, know the note names for treble and bass clef, tune the interval of a 4th and a 5th on the timpani.

6. perform music of grade levels I, II & III including the varied styles, composers, cultures and historic time periods available from publishers. Solo and ensemble performances may also be included as part of the performance curriculum.

7. identify, understand and perform music signs and terms found in performance literature for grade levels I, II & III. (AH4)

8. properly care for and maintain their instrument. (AH4)
Assessment

1. Teachers will use the following criteria to assess student playing:
   - Tone Quality
   - Tempo Control
   - Rhythmic Accuracy
   - Note Accuracy
   - Articulation
   - Dynamics
   - Correct Hand or Playing Position
   - Style (i.e. Jazz, March, Rubato, Legato)

2. Students will respond to their understanding of rhythms and musical terms/symbols in music literature being performed in the following ways:
   - Objective Quizzes (written or oral)
   - Individual Playing Test
   - Group Playing Test
   - Concerts/Performances (small or large ensembles)

3. Students will respond to their knowledge of scales or rudiments through individual playing test.

4. Students will successfully perform, as a full band, in public performances.

5. Percussion students will demonstrate correct playing technique on primary and secondary percussion instruments through:
   - Individual playing test.
   - Group playing test.
   - Performances/Concerts.
Content

1. Music Literature:
   ♦ Chorales/Ballads – main focuses will be tone quality, intonation, legato style of playing, breath support and control, various key signatures and composers.
   ♦ Marches – main focus to address varying articulations, style, tempo, meter, rhythms, key signatures and composers.
   ♦ Transcriptions – main focus to perform literature of varying composers, time periods, form, key signatures, style, articulations and tempo.
   ♦ Contemporary – focus on music literature with non-traditional harmonies, syncopated rhythms, metric variants, non-traditional instrument scoring and pairing, and extremes in instrument range, key signature and tempo.
   ♦ Standard Band Repertoire – focus on band literature established through the years as “standard” repertoire by leading composers/arrangers and wind literature.
   ♦ Musicals, Jazz & Popular – focus on literature with jazz and “popular” music.

2. Scale Exercises:
   ♦ Focus on scales in concert keys up to 4 flats, 1 sharp and the chromatic scale

3. Rhythm Exercises:
   ♦ Focus on rhythmic patterns appropriate to grade 1, 2 and 3 literatures to include eighth note patterns, sixteenth note patterns and syncopation in various meters.

4. Method Books:
   ♦ Focus on scale and arpeggio exercises.
Activities

1. Small group and/or individual practice opportunities will be available during lessons and band.

2. Student classroom performance of solos and ensembles.

3. Listening examples (cassette tape, CD, record) of performing solo artists and ensembles.

4. Video examples of performing solo artists and ensembles.

5. Solo preparation using the “Smart Music” computer program.


7. Technique exercises for skill development.

8. Scale practice.

9. At least two public performances as an outgrowth of classroom preparation. In addition, both middle schools will combine for two or three parades during the school year.

Technique Books Used in Lessons and Band

Purchased by students:

1. Standards of Excellence, by Bruce Pearson, Books 1, 2 & 3

Provided by CASD

1. Warm-Ups for Band, by Albert Stoutamire & Kenneth Henderson
2. Essential Technique, by Tom Rhodes, Donald Bierschenk, Tim Lautzenheiser & John Higgins
3. Five Minutes A Day, by Andy Clark
4. Tone & Technique, by James Ployhar and George Zepp
5. Bach and Before for Band, by David Newell