

Orange Unified School District  
**BEGINNING BAND**  
Year Course

**GRADE LEVEL:** (6) 7-8

**PREREQUISITES:** None

**INTRODUCTION TO SUBJECT:**

Beginning Band is a yearlong course in which students will explore playing band instruments as a creative endeavor. Students will explore and perform musical pieces using a variety of styles reflecting many historical periods. Students will learn the vocabulary of instrumental music, playing techniques, and music theory and apply them to these musical pieces. Students will learn how their songs and exercises fit into the historical aspects of music. They will experience connections to the other arts and subjects and study the types of careers that are available to them through music.

**COURSE CONTEXT:**

Beginning Band is a beginning level course that prepares students for intermediate band at the middle school. It is a core instrumental music course.

**HISTORY OF COURSE DEVELOPMENT:**

Beginning Band was developed by a committee of instrumental music instructors representing the district middle schools. This course has been developed for all OUSD middle schools.

**COURSE GOALS AND/OR STUDENT OUTCOMES:**

Students will gain experience by:

Exploring the instrument and how it functions, with emphasis on tone, intonation, performance etiquette, ensemble experience, and music theory.

Learning a wide selection of repertoire in many styles and historical periods.

Developing an appreciation of music through knowledge of basic elements, music theory, and history.

Analyzing the musical works and performances of themselves and others and making aesthetic judgments based on their own experience with music and knowledge of proper style and content of a performance.

Applying what they have learned about making music by performing in concerts scheduled for their ensemble.

**COURSE OBJECTIVES:**

**BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

Beginning Band students will meet the following Music Standards, Grades 6-8 Proficient from the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

*Processing, analyzing, and responding to sensory information through the language and skills unique to music (Standard 1.0). Students listen to, analyze, and describe music using music terminology. They read and notate music.*

Students analyze and compare the use of music elements in unison, two-part and three-part instrumental repertoire.

Students describe larger music forms (Choral, March).

Students read and write simple intervals and simple melodies.

Students use rhythmic and melodic notation to write music in duple and triple meters.

Students sight-read melodies in the treble, bass, or alto clefs (level of difficulty 1; scale of 1-6).

CREATIVE EXPRESSION

*Creating, performing, and participating in music (Standard 2.0). Students develop instrumental music skills in order to perform a varied repertoire of music. They compose music.*

Students perform on an instrument with expression, technical accuracy, good posture, instrument position, tone quality, and articulation, a repertoire of instrumental literature representing various genres, styles, and cultures, alone and in ensembles (level of difficulty 1; scale of 1-6).

Students play, with increasing accuracy, a varied repertoire of music both alone and with others.

Students perform music written in unison and ensemble parts.

Students compose short pieces in duple and triple meters.

Students compose simple pieces for instruments using traditional sound sources.

HISTORICAL AND CULTURAL CONTEXT

*Understanding the history and culture dimensions (Standard 3.0). Students analyze how history and culture influence various genres and styles of music throughout the world.*

Students compare music from American culture in terms of the functions music serves and the role of musicians in advertising, politics, and business.

Students identify and describe the historical development of the concert band.

Students perform music from diverse genres and cultures.

### AESTHETIC VALUING

*Responding to, analyzing, and making judgments about works of music (Standard 4.0). Students critically assess and analyze works of music and the performance of musicians based on the elements of music, aesthetic qualities, and human responses.*

Students use specific criteria to evaluate the quality and effectiveness of music performances and compositions.

Students evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others in applying criteria appropriate for the style or genre of music.

### CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

*Connecting and applying what is learned in music to learning in other art forms, subject areas, and careers (Standard 5.0).*

Students identify and describe the function of music for the individual and others outside of school.

Students identify various careers for oneself in music.

## **COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

<u>UNIT</u>	<u>WEEKS</u>
I. Basics of Musicianship, Music Theory	2
A. Introduce the basics of tone production	
1. Posture - body, instruments, hand position	
2. Technique - fingerings and embouchure	
3. Tone production - breath support	
B. Introduce Musical Elements	3
1. Pitch	
2. Rhythm	
3. Harmony	
4. Form - ABA, theme and variations, canon and fugue	
5. Tempo and dynamics (loud and soft)	
C. Music notation	
1. Reading and writing - major intervals & triads	5
2. Sight-reading (level of difficulty 1; scale of 1-6)	Ongoing
D. Music Ensemble - Listening and Performing	
1. Solos - to demonstrate correct pitch and rhythm	6

		<u>WEEKS</u>
	2. Ensembles (level of difficulty 1; scale of 1-6)	Ongoing
E.	Listening	
	1. Compare and contrast various genres	6
	2. Analysis - meter and rhythm	Ongoing
II.	Historical and Multicultural: Social and Historical Influences of Selected Music	
A.	Multicultural music contributions - identify cultural characteristics and differences in musical styles in two or more cultures	Ongoing
B.	Personal heritage - comparing cultural heritages in music	5
III.	Performance	
A.	Selection of music (level of difficulty: 1; scale of 1-6)	4
B.	Introduce basic rehearsal techniques	2
	1. Set-up	
	2. Warm-up	
	3. Performance etiquette	
	4. Closure and clean-up	
C.	Evaluation of performance	8
	1. Discuss group performance	
	2. Verbal self-analysis of performances	

### **TEXT AND SUPPLEMENTAL MATERIALS**

Supplemental materials are adopted on a seven-year cycle that is scheduled for all subjects, including music. All materials are reviewed by all instrumental music teachers in the district. Each instructor may then purchase music and additional materials to supplement the adopted materials. Instrumental music based, on the level of ability, is purchased by each instructor for source material. Students are encouraged to use the Internet for research and reading on assigned and enrichment projects.

### **INSTRUCTIONAL METHODS AND STRATEGIES**

Instructional methods include lecture, demonstration, discussion, reading and writing; small and large group work, student presentation, observation, field student, guest artist/presenter, films and video.

### **ASSESSMENT METHODS AND/OR TOOLS**

Assessment methods include ongoing evaluation of his/her own progress on repertoire. Students learn to assess, analyze, and evaluate their own performances and the performances of their peers and major artists and ensembles using the vocabulary of music. Homework includes the continuing development of their instrumental skills through practice at home and class effort.

**ASSESSMENT CRITERIA**

Criteria are established by the instructor with student input. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, Grades Six-Eight Proficient.

**DATE OF CONTENT REVISION:**        February 2003

**DATE OF BOARD APPROVAL:**        March 13, 2003



