

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

Instrumental Music - Band

GRADES 6-8

Date of Board Approval: **February 19, 2009**

CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

Title of Course: Instrumental Music - Band Subject Area: Music Grade Level: 6-8

Course Length: (Semester/Year): Year Duration: 1 hour 45 minutes Frequency: 3 days per cycle

Prerequisites: Experience in playing a band instrument or approval of the instructor Credit: Not applicable Level: Not applicable

Course Description/Objectives: Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of music can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical response and aesthetic response.

Major Text(s)/Resources: None

Writing Committee:

Mark Alexander-Gray

Allen Roth

David Rohrer

Strand or Unit: 9.1.8 Production, Performance, and Exhibition of Music	Subject Area: Music	Grade: 6-8
PA Academic Standards	Performance Indicators	Assessments
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Individual playing test. Classroom activities
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Perform and count whole, dotted half, half, quarter, eighth and sixteenth note rhythms found in 2/4, 3/4, 2/2, C, and 6/8 meters. 	<ul style="list-style-type: none"> Individual and group playing test. Teacher made test. Teacher made quizzes.
B. Recognize, know, use and demonstrate a variety of appropriate music elements and principles to produce, review and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> Perform with an acceptable tone quality and intonation at various dynamic levels and tempos. 	<ul style="list-style-type: none"> Individual and group playing test. Classroom activities
B. Recognize, know, use and demonstrate a variety of appropriate music elements and principles to produce, review and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> Demonstrate (for wind players) correct posture, hand position, instrument position, breathing technique and embouchure while performing. (continued below) 	<ul style="list-style-type: none"> Teacher observation.
B. Recognize, know, use and demonstrate a variety of appropriate music elements and principles to produce, review and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> (Percussion students) Demonstrate correct playing techniques for the snare drum, bass drum, crash cymbals, suspended cymbal, timpani, triangle, woodblock, claves, tambourine, maracas, wind chimes, guiro, cabassa, and mallet instruments (bells, xylophone, vibraphone or marimba). 	<ul style="list-style-type: none"> Teacher observation.

Strand or Unit: 9.1.8 Production, Performance, and Exhibition of Music		Subject Area: Music	Grade: 6-8
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B. Recognize, know, use and demonstrate a variety of appropriate music elements and principles to produce, review and revise original works in the arts (sing, play an instrument, read/notate music, compose/arrange, improvise).	<ul style="list-style-type: none"> • Perform music of grade levels I, II and 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. 	<ul style="list-style-type: none"> • Individual and group playing test. • Public concert performances. • Classroom activities. 	
C. Identify and use comprehensive vocabulary within each of the arts forms.	<ul style="list-style-type: none"> • Identify, understand and perform music signs and terms found in performance literature for grade levels I, II and III. 	<ul style="list-style-type: none"> • Classroom discussions and activities. • Individual and group playing test. • Written tests and quizzes. 	
D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.	<ul style="list-style-type: none"> • Demonstrate staccato and legato style of articulations. • Perform articulated consecutive tones at various tempos, slur note groups of two or more notes including slur two/tongue two patterns. 	<ul style="list-style-type: none"> • Individual and group playing test. • Public concert performances. • Classroom activities. 	
E. Explain works of others within each art form through performance or exhibition.	<ul style="list-style-type: none"> • Perform music of varied grade levels, cultures and historic time periods available from publishers. 	<ul style="list-style-type: none"> • Concert performance • Classroom work and discussions. 	
F. Explain the function and benefits of rehearsal and practice sessions.	<ul style="list-style-type: none"> • Evaluate rehearsal goals and objectives. 	<ul style="list-style-type: none"> • Classroom discussions. • Written quizzes. • Classroom activities. 	

Strand or Unit: 9.1.8 Production, Performance, and Exhibition of Music		Subject Area: Music	Grade: 6-8
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G. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.	<ul style="list-style-type: none"> • Identify the purpose of each piece of musical equipment. • Explain issues of cleanliness related to the arts. • Demonstrate proper care and maintenance of the instrument. 	<ul style="list-style-type: none"> • Classroom discussions. • Written quizzes. • Classroom activities. 	
H. Know where arts events, performances and exhibitions occur and how to gain admission.	<ul style="list-style-type: none"> • Investigate middle school web site links to performances. 	<ul style="list-style-type: none"> • Classroom discussions. 	
I. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.	<ul style="list-style-type: none"> • Demonstrate the use of traditional technologies such as tapes or CD accompaniments. • Demonstrate the use of contemporary technologies such as SMARTMUSIC, Band In A Box, Finale, SmartBoard. 	<ul style="list-style-type: none"> • Classroom discussions • Classroom activities 	

Strand or Unit: 9.2.8 Historical and Cultural Contexts		Subject Area: Music	Grade: 6-8
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural and social context of an individual music composition.	<ul style="list-style-type: none"> • Know and understand basic composer, compositional, historical and cultural information of music being performed. 	<ul style="list-style-type: none"> • Classroom discussions. • Written tests and quizzes. • Performance of multicultural music. 	
H. Identify, describe and analyze the work of a Pennsylvania artist in music.	<ul style="list-style-type: none"> • Prepare a band composition by a Pennsylvania composer. • Examine compositional form, historical period and composer's intent or meaning of the work. • Examine a composer's background. 	<ul style="list-style-type: none"> • Concert performance. • Classroom work and discussions. • Classroom discussions. • Written tests and quizzes. 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)