

# **DARIEN PUBLIC SCHOOLS**

CURRICULUM GUIDE

## **Instrumental Music** **Grades 3-12**

# DARIEN PUBLIC SCHOOLS

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## **DATES**

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## TABLE OF CONTENTS

### SECTION I – Course Information

<b>Section</b>	<b>Page</b>
Statement of Philosophy	4
Program Goals	5
Music Department Curriculum Map	6
Instrumental Music Program Description	7
Overview	8
Essential Questions	9
Process Skills	10
Assessment Overview	11

### SECTION II – Curricular Goals and Objectives

Level I	Grades 3-5	14
Level II	Grade 6	17
Level III	Grades 7-8	22
Level IV	Grades 9-12	27
High School Repertoire Cycle		33

## **SECTION I - Course Information**

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### **STATEMENT OF PHILOSOPHY**

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Music is an art form based on creating, performing and responding where one's enjoyment increases exponentially with one's understanding.

Music offers unique learning opportunities to explore individual creativity, artistic expression and a more in-depth understanding of past and present cultures in our diverse world community.

A comprehensive music education will enable students to make more informed choices, develop their musical abilities through self-discipline and focus and will provide a vehicle to increase their confidence in learning across the entire curriculum.

We believe that all students should have a comprehensive, balanced, sequential curriculum of in-school instruction in music education in accordance with national, state and local standards, and that an education in music and the arts will develop the life-long learning abilities and aesthetic skills necessary to improve the quality of life in a more cultured, educated society.

## **PROGRAM GOALS**

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The Darien Public Schools Music Department Curriculum directly reflects the National Standards for Arts Education that was released as part of the *"Goals 2000: Educate America Act"*. We have subsequently adopted the nine, ten in the K-5 curriculum, standards as our departmental goals and have incorporated them into the K-12 Music program.

Upon graduation from the Darien Public Schools the students who study music should be able to demonstrate skills and knowledge in each of the following content standards.

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Understanding relationships between music, the other arts and disciplines outside the arts
- Understanding music in relation to history and culture
- Identify and perform movement elements and dance skills as they relate to music. (K-5 only)

## Music Department Curriculum Map for the Darien Public Schools

<u><b>General Music</b></u>												
Pre -K	1	2	3	4	5	6	7	8	9	10	11	12
Classroom General Music						Guitar Keyboard Music Technology			Music Technology			
									Music Theory/ AP Theory			
									American Musical Experience*			

<u><b>Instrumental Music</b></u>												
Pre -K	1	2	3	4	5	6	7	8	9	10	11	12
Strings -----						Orchestra			Orchestra			
Band						Grade Level Bands			Band			
						(Jazz Ensemble)			Jazz Ensemble			
						(Contemporary String Ensemble)						

<u><b>Choral Music</b></u>												
Pre -K	1	2	3	4	5	6	7	8	9	10	11	12
(Chorus)					Grade Level Chorus			Concert Choir				
					(Camerata Singers)			Tudor Singers				
								Nutmeg Express/Jazz Choir				

(Parenthesis indicate a non-credit course offering)

\* indicates instruction delivered online



## **INSTRUMENTAL MUSIC PROGRAM DESCRIPTION**

The Instrumental Music program in grades 3-12 is based on curricular instrumental music offerings that are selected as electives by the students. Students are offered the opportunity to study a string instrument in grades 3-12 and a wind or percussion instrument in grades 4-12. A music elective is required at the Middle School and instrumental music (Band and Orchestra) represents two out of four music options that students may choose from. The study of music and instrumental music at the high school level is optional, although one credit in the Fine or Practical Arts is required for graduation.

Instrumental Music instruction on the Elementary School level (3-5) consists of one small, homogeneous, 30-minute lesson per week during the school day where students attend mostly on a rotating schedule basis. Third grade strings are often scheduled for their lesson during a regularly scheduled general music class. The students also receive large ensemble instruction (Band or Orchestra) one time per week either before or after the regular school day. Students perform a minimum of two formal concerts each year.

On the Middle School level, (6-8) grade level sections of Band and Orchestra meet two times per week. (two 45 minute classes) Each grade level ensemble is grouped into smaller sections for the purposes of scheduling and then they are combined for performances. The Jazz Ensemble is an auditioned ensemble that meets before regularly scheduled school hours and performs a repertoire of music from the Jazz genre. All Middle School ensembles have a minimum of two formal concert performances per year.

The study of instrumental music at the high school level (9-12) is designed to provide interested students with opportunities to develop their musical skills. Concert band and Orchestra meet daily (48 minutes 7 out of 10 days) and are open to all students who have obtained high school level instrumental music training. Jazz Ensemble is an auditioned ensemble that meets after regularly scheduled school hours. Instrumental lessons are offered as an independent study course for students who are interested in eventually performing in a larger ensemble or who are interested in improving their musicianship with additional study. All high school instrumental ensembles have a minimum of three formal concert performances per year.

## **OVERVIEW**

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The study of instrumental music enriches the social, emotional, aesthetic, intellectual and creative musical development of students. Participation in an instrumental ensemble reinforces and promotes good study habits, teamwork, responsibility and positive self-esteem and contributes to the school and culture of the greater community.

The program should provide an understanding of the basic properties of melody, rhythm, harmony and form that is presented in a sequential course of study. Students should be exposed to a variety of experiences in performing, creating and responding to all styles of music.

This document will provide a sequential comprehensive program of instrumental music instruction for elementary, intermediate, secondary and advanced secondary level student. The outcomes contained herein cover appropriate areas of music knowledge, technical proficiency and performance skills, critical evaluation and aesthetic awareness. School instrumental music instruction is interactive in nature and has at its core the study and performance of quality music from a wide variety of styles and compositional periods.

It was agreed upon by the committee that the levels of student achievement described herein were best represented in four levels of instrumental study.

<b>Level I</b>	<b>Grades 3-5</b>
<b>Level II</b>	<b>Grade 6</b>
<b>Level III</b>	<b>Grades 7-8</b>
<b>Level IV</b>	<b>Grades 9-12</b>

## **ESSENTIAL QUESTIONS**

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- How does the study of music provide essential ways to understand and express life experiences?
- How does the study of music develop deeper understandings of past and present cultures and prepare students for active participation in creating culture of the present and future?
- How does music develop imagination and creativity and help students to develop the full range of their abilities?
- How does music enable students to make informed aesthetic choices and prepare them for enjoyable recreation and leisure time?
- How does participation in music develop self-discipline and focus and develop the capacity to refine work and aspire to high quality standards?

# **PROCESS SKILLS**

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In order to have a meaningful learning experience in music, students must be consistently actively engaged in the following learning behaviors:

- Singing
- Performing
- Listening
- Evaluating
- Comparing
- Creating
- Imagining
- Improvising
- Notating
- Exploring
- Analyzing
- Interpreting
- Expressing
- Composing
- Memorizing
- Identifying
- Reflecting
- Modeling
- Pretending
- Responding
- Imitating
- Writing
- Decoding
- Reading
- Describing
- Working independently and collaboratively

# Assessment Overview

## I. General Information

Opportunities for assessment are provided within each of the instructional goals and objectives in the Music Curriculum document. A series of well-designed instructional activities typically address more than one standard. While it is often desirable to break instruction into smaller specific skills or knowledge areas, the most interesting and effective instruction recognizes the fact that many of our musical goals and achievement standards are interrelated. Although each musical lesson/task requires students to apply learning from many different musical content standards, only those standards that are assessable are listed in this document.

Opportunities for assessment grow naturally out of well-designed sequences of instruction and are "embedded" in the lesson, rather than occurring as add-ons after the end of each sequence. Assessments in music education should be a process of designing the learning process so that we can measure or observe what the students have learned, provide meaningful feedback to students so that they can improve their skills and subsequently refine our own instructional methods to result in improved student learning.

### **Types and areas of assessment may include:**

- Performance: Singing
- Performance: Playing of instruments
- Performance: Reading notation
- Creating: Composing and improvising
- Oral/Verbal responses to teacher questions
- Informal observations of student musical responses
- Written tests, quizzes and responses
- Self-assessment, peer assessment, student reflection

**Formal Assessment:**

- Criteria is known to the students
- Specific tasks and results are recorded

**Informal Assessment:**

- Criteria may not be known to students
- General observation of discussions, questioning and musical performance and is not necessarily recorded.

**Common types of Scoring Scales:**

- Checklists
- Rating Scales
- Analytic Rubrics
- Holistic Rubrics

**Grading Guidelines:**

On the elementary level student progress in instrumental music is formally evaluated two times per year (at the end of the second and fourth quarters) and consist of an Instrumental Music Progress Report. The Student Progress Report evaluates individual student progress of musical skill development on their instrument and is not included on the standard elementary report cards. In grades 6-12 students receive a letter grade in Instrumental Music each quarter that is based on the accomplishments of grade level curricular criteria established by the teacher in conjunction with the objectives listed in this document.

## **SECTION II – Curricular Goals and Objectives**

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<b><u>Grade Level</u></b>	<b><u>Curricular Area Title</u></b>
Grades 3-5	Level I
Grade 6	Level II
Grades 7-8	Level III
Grades 9-12	Level IV

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## Level I

Grades 3 - 5

### 1. Singing, alone and with others, a varied repertoire of music

Students will:

- a. Sing melodies and individual instrumental parts on pitch.
- b. Sing rhythms while maintaining a steady tempo

### 2. Performing on instruments, alone and with others, a varied repertoire of music

Students will:

- a. Identify and properly assemble the various parts of his/ her musical instrument.
- b. Properly and consistently maintain his/ her instrument and materials in good playing condition.
- c. Demonstrate proper and appropriate body posture for maximum assistance in producing good tone production and intonation.
- d. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- e. Perform easy rhythmic and melodic patterns accurately and independently on their instruments.
- f. Echo short rhythms and melodic patterns.
- g. Perform in groups, blending instrumental timbres, matching dynamic levels and responding to cues from a conductor
- h. Perform independent instrumental parts while others perform contrasting parts.
- i. Demonstrate a characteristically pleasing and clear tone on all four strings in first position. (strings)

### 3. Improvising melodies, variations, and accompaniments

Students will:

- a. Imitate and improvise responses in the same style to given simple rhythmic and melodic patterns; (one and two measure phrases)
- b. Improvise simple rhythmic and melodic variations on given melodies with consistent style, beat, meter and tonality

#### **4. Composing and arranging music within specified guidelines**

Students will:

- a. Complete a simple melody by applying given rhythms and notes
- b. Compose variations on simple melodies and rhythms within specified meter, rhythms, style and key
- c. Compose and perform simple 4-8 measure melodies for their instrument within specified rhythmic and tonal guidelines (see #5 Reading and Notating)

#### **5. Reading and notating music**

Students will:

- a. Read whole, half, dotted half, quarter, and eighth notes (percussion- sixteenth notes) and corresponding rests in 4/4, 3/4, 2/4, and alla breve (2/2) meter signatures
- b. Identify names and demonstrate correct fingerings for all notes within an appropriate range of his/her instrument for this level
- c. Identify symbols and traditional terms referring to dynamics (piano, mezzo allegro), and articulation (ties, slurs, legato, staccato, marcato, down/up bow) and interpret them correctly when performing.
- d. Apply standard symbols to notate meter, rhythm, pitch, and dynamics
- e. Read and identify a minimum of 3 different keys and major scales. (winds: C, F, Bb) (strings: G,D,A)

#### **6. Listening to, analyzing and describing music**

Students will:

- a. Apply appropriate terminology in explaining elements of music (melody, harmony, rhythm, form), music notation, musical instruments, and music performances.
- b. Identify the sounds of a variety of instruments including traditional orchestra and band instruments as well as some instruments of various cultures.

- c. Identify selected prominent music characteristics such as meter, dynamics and tempo, or specific music events such as changes in meter, dynamics and tempo while listening to music.

## **7. Evaluating music and music performances**

Students will:

- a. Develop criteria for evaluating musical performances and compositions. (tone quality, intonation, rhythmic accuracy and expressive qualities)
- b. Evaluate his/her individual and/ or group performance as it relates to the needs of music being performed.
- c. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

## **8. Understanding relationships between music, the other arts and disciplines outside the arts**

Students will:

- a. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music; such as, foreign languages, mathematics, science, social studies, art, physical education.

## **9. Understanding music in relation to history and culture**

Students will:

- a. Identify music from various historical periods and cultures.
- b. Describe in simple terms the significance of elements of music in various cultures of the world.
- c. Demonstrate audience behavior appropriate for the context and style of music performed.

## **Level II**

### **Grade 6**

#### **1. Singing, alone and with others, a varied repertoire of music**

Students will:

- a. Sing independently on pitch and rhythm with appropriate timbre, and posture while maintaining a steady tempo.
- b. Sing with appropriate dynamics, phrasing and interpretation.
- c. Sing melodies in major and minor tonalities
- d. Sing within the ensemble while responding to musical conducting gestures

#### **2. Performing on instruments, alone and with others, a varied repertoire of music**

Students will:

- a. Perform on an instrument independently, demonstrating proper posture, playing position, embouchure, breath control, accurate stick control or right and left hand technique.
- b. Perform alone and in small and large ensembles demonstrating independence in executing his/her own part.
- c. Perform melodies and rhythms with appropriate dynamics at a steady tempo.
- d. Understand and identify basic conducting beats and gestures including: preparatory beats, releases, tempo changes, entrance cues, dynamic and other expressive gestures.
- e. Perform music of a variety of styles and cultures using expression and phrasing appropriate for the work being performed.
- f. Understand and be able to perform with others to achieve a refined ensemble sound, including blend, balance, timbre and volume.
- g. Perform accurately and expressively various styles of large ensemble music at the Grade 11/2-2 level of difficulty.
- h. Perform music containing the following time signatures: 4/4, 2/4, 3/4, 2/2, 6/8.
- i. Demonstrate appropriate care of his/her instrument.

Wind Students:

- a. Demonstrate correct fingerings for all notes within the appropriate range of his/her instrument at this level.
- b. Perform major scales at a steady tempo including: concert Bb, Eb, F, Ab and C.

- c. Perform natural and harmonic minor scales at a steady tempo including: concert a, g, and c.
- d. Perform a one octave chromatic scale at a steady tempo and appropriate range for his/her instrument at this level.
- e. Play with tone quality characteristic of his/her instrument in the middle to medium high register.
- f. Recognize correct intonation and develop the ability to adjust pitch with the aid of the director and /or a tuning device.

Percussion Students:

- a. Understand and demonstrate the following snare drum rudiments: flam, flam tap, open (crushed) roll, 5 and 9 stroke rolls.
- b. Demonstrate an open (crushed) roll at varied dynamic levels on snare drum and a single stroke roll on timpani.
- c. Perform with accuracy and control on the following instruments: snare drum, bass drum, crash cymbals, suspended cymbals, timpani, keyboard mallet instruments (xylophone and orchestra bells) and auxiliary percussion instruments including: triangle, tambourine, maracas, claves, shakers.
- d. Perform simple melodies and appropriate parts to large ensemble music being performed on keyboard mallet instruments including xylophone and orchestra bells.
- e. Understand and perform accurately timpani parts as they relate to music performed.
- f. Gain a beginning understanding of proper timpani tuning.

String Students:

- a. Demonstrate a knowledge of the following finger patterns with consistent intonation:
  - Violin/viola – high 2, low 2, all spread and all spread plus 4.
  - Cello – introduce extensions and shifting
  - Bass – reinforce half, first, second and third positions
- b. Demonstrate elementary self-tuning using the fine tuners.
- c. Perform with a clear tone using proper bow contact: right arm level, angle placement, pressure and speed of bow.
- d. Perform the following major scales while maintaining a steady Pulse: F, C, G, D, A.
- e. Perform the a and d natural minor scales while maintaining a steady tempo.
- f. Perform the chromatic scale one octave while maintaining a steady tempo.
- g. Recognize correct intonation and adjust pitch to suit the ensemble.

### **3. Improvising melodies, variations and accompaniments**

Students will:

- a. Imitate short melodic and rhythmic phrases and motifs to develop ear training and "playing by ear".
- b. Improvise responses in the same style to the given rhythmic and melodic phrases in a call and response pattern.
- c. Improvise simple melodic and rhythmic variations on given melodies.
- d. Improvise simple accompaniments to familiar melodies
- e. Improvise short melodies over given accompaniments with consistent style, meter and tonality.

### **4. Composing and arranging music within specified guidelines**

Students will:

- a. Complete a simple melody applying given rhythms and notes.
- b. Compose variations on simple melodies and rhythms within given meter, style and key.
- c. Compose simple melodies and rhythms making all melodic and rhythmic choices within given meter and tonality. Expression markings to include, but not limited to: dynamics, tempo, legato, slur, staccato, tenuto, marcato, accents and phrase markings. (see #5 Reading and Notating for specified expected guidelines)

### **5. Reading and notating music**

Students will:

- a. Identify all pitches within the clef and appropriate range for his/her instrument at this level.
- b. Read and be able to perform the following note values and corresponding rests: whole notes, half notes, quarter notes, eighth notes, dotted notes, triplets and sixteenth notes in the following meters: 4/4, 2/4, 3/4, 2/2, 6/8.
- c. Identify and describe time signatures by the number of beats per measure and the unit of beat including: 4/4, 2/4, 3/4, 2/2, 6/8.
- d. Interpret and count orally rhythms from Grade 1 1/2 - 2 music levels using the 1 and 2 and 3 and 4 and counting system. Use syllabic counting systems in conjunction with numbers when appropriate.
- e. Identify key signatures for the following major scales in the appropriate clef for his/her instrument: Concert Bb, Eb, F, Ab, and C (winds only). F, C, G, D, A (strings only)
- f. Identify and perform the following: dynamic markings (pp-ff and crescendo, decrescendo and diminuendo) interpretive symbols:

- accents, marcato, staccato, tenuto. Strings only: martellato, detache, spicatto (controlled) detached slur and tremolo.
- g.** Interpret and perform given tempo markings and alterations as notated in appropriate music selections.
  - h.** Interpret and perform directions given in the music including: repeats, 1st and 2<sup>nd</sup> endings, D.C. and D.S. indications, codas and multiple measure rests.
  - i.** Sight read appropriate level melodies in the appropriate clef for his/her instrument.
  - j.** Read and perform music at the Grade 1 1/2 - 2 music level.

## **6. Listening to, analyzing and describing music**

Students will:

- a.** Define musical terms used in ensemble or solo music being studied.
- b.** Identify and interpret melody, harmony, rhythm, timbre and form (elements of music) in many genres and styles of music using appropriate terminology.
- c.** Identify key changes in a given composition.
- d.** Describe what is happening in a musical example being listened to, i.e., dynamics, meter and alterations, entrance of specific instruments, tempo or mood changes, using correct terminology.
- e.** Identify and describe styles of music representing various cultures and periods of music.
- f.** Identify characteristic sounds of various instruments including traditional band and orchestra instruments and instruments of various cultures.
- g.** Apply appropriate terminology when explaining music, music notation, instruments and performances.

## **7. Evaluating music and music performances**

Students will:

- a.** Create and/or use a criteria for evaluating music performances and compositions.
- b.** Explain their preference for specific musical styles and performances using appropriate terminology.
- c.** Evaluate whether performance of given rhythmic notation is correct in the following meters: 4/4, 3/4, 2/4, 2/2, 6/8.

- d. Evaluate aurally whether performance of given notes is correct within the appropriate playing range of his/her instrument at this level.
- e. Evaluate tone quality, intonation , dynamics, tempi aurally as it relates to the music being performed.
- f. Evaluate music performance (orally and/or written) by use of the elements of music (melody, harmony, rhythm, form, timbre).
- g. Aurally recognize differences in timbres among various instruments.
- h. Evaluate (orally and/or written) his/her individual performance and/or group performances/rehearsals and offer constructive suggestions for improvement.

## **8. Understanding relationships between music, the other arts, and outside the arts**

Students will:

- a. Identify similarities and differences in characteristics of artwork and/or dance and music.
- b. Understand how dance expresses emotions and ideas of a piece of music.
- c. Identify social, historical and cultural events and practices as they relate to a piece of music being studied.
- d. Relate disciplines outside the arts to aid in the understanding of musical concepts, i.e., foreign language, mathematics, science, social studies and physical education.

## **9. Understanding music in relation to history and culture**

Students will:

- a. Observe and describe live and/or videotaped performances by professional players and/or composers.
- b. Demonstrate an understanding of different styles and historical periods of music and how they evolved.
- c. Study creation and re-creation of music through listening to performances/lectures and through individual and group performance.
- d. Describe in simple terms how elements of music are used in genres and styles of music from a variety of cultures.
- e. Perform music from a variety of styles and periods of composition.
- f. Demonstrate self/group confidence, discipline and accepted performance decorum.
- g. Listen and respond to a wide variety of genres and styles of music through recordings and/or live performances.

## **Level III**

### **Grades 7 & 8**

#### **1. Singing, alone and with others, a varied repertoire of music**

Students will:

- a. Sing, independently on pitch and rhythm with appropriate timbre and posture while maintaining a steady tempo
- b. Sing with appropriate dynamics, phrasing and interpretation
- c. Sing melodies and excerpts in major and minor tonalities
- d. Sing within the ensemble while responding to musical conducting gestures

#### **2. Performing on instruments, alone and with others, a varied repertoire of music.**

Students will:

- a. Perform on pitch, in rhythm with appropriate dynamics and timbre, and maintain a steady tempo
- b. Perform expressively a varied repertoire of music representing diverse genres and styles.
- c. Imitate or echo short rhythms and melodic patterns on their instruments through call and response
- d. Perform with other instrumentalists to achieve a refined ensemble sound, including blending instrumental timbres, matching dynamic levels, balance, and responding to the cues of a conductor
- e. Identify and respond to standard preparatory conducting beats, release motions, entrance cues, and expressive gestures
- f. Perform independent instrumental parts while other students perform contrasting parts.
- g. Perform level 3 rhythmic, melodic, and chordal/arpeggiated patterns accurately and independently.
- h. Perform works from major compositional periods that are grade level appropriate,
- i. Demonstrate appropriate playing position on his or her instrument
- j. Demonstrate appropriate care of his or her instrument
- k. Perform music selections containing the following time signatures:  
4/4, 2/2, 3/4, 2/4, 3/8, 6/8, 5/4

- I.** Perform music with rhythms that contain the following notes and rests, including dotted notes and rests: whole note, half note, quarter note, eighth note, sixteenth, and triplet rhythms

Wind students:

- a.** Demonstrate correct fingerings, including alternate fingerings, for all notes within the appropriate range of his/her instrument for this level
- b.** Perform major scales appropriate to the music being studied, over the practical range of the instrument, including the following: concert C, F, G, Bb, D, Eb, Ab, Db
- c.** Perform natural, harmonic, and melodic minor scales appropriate to the music being studied, over the practical range of the instrument, including the following: concert a, d, e, g, b, c, f
- d.** Perform a chromatic scale over the practical range of his/her instrument.
- e.** Demonstrate a beginning vibrato as a technique of tonal enhancement where vibrato is characteristic and appropriate for the instrument
- f.** Adjust pitch to a given standard during a performance and with the use of a tuning device
- g.** Demonstrate attack, release, and appropriate articulations of tones in accordance to the needs of given music selections
- h.** Demonstrate a tone quality characteristic of his/her instrument in all registers and at all dynamic levels

Percussion students:

- a.** Demonstrate the use of appropriate sticking for the following snare drum rudiments: 5, 7, 9, 11, 13, 17 stroke rolls, flam, flam accent, flam paradiddle, flamacue, ruff, single and double drags, single and double paradiddles, single and triple ratamacues
- b.** Demonstrate a controlled long roll at all dynamic levels, on the following instruments: snare drum, and related instruments, timpani and keyboard percussion
- c.** Given one note of the interval, tune the timpani to the following intervals: perfect 4<sup>th</sup>, 5<sup>th</sup>, octave, major and minor 2<sup>nd</sup> and 3<sup>rd</sup>
- d.** Perform music in each of the four basic areas of percussion: snare drum and related instruments, timpani, keyboard percussion, multiple percussion(drum set)

String Students:

- a. Demonstrate a knowledge of the following finger patterns with consistent intonation:
  - violin/viola – reinforce high 2, low 2 all spread and all spread plus 4
  - cello – reinforce first, second and third positions
  - bass – reinforce half, first, second and third positions.
- b. Demonstrate self-tuning using fine tuners and pegs
- c. Perform with a clear tone using proper bow contact, right arm level, angle, placement, pressure and bow speed.
- d. Perform the following major scales maintaining a steady tempo: C, F, Bb, Eb, G, D, A.
- e. Perform the following natural, harmonic and melodic minor scales at a steady tempo: d, e, g, a.
- f. Perform a 2 octave C chromatic scale maintaining steady tempo.
- g. Recognize correct intonation and adjust pitch to suit the ensemble.

### **3. Improvising melodies, variations, and accompaniments**

Students will:

- a. Imitate melodic and rhythmic phrases leading toward improvising
- b. Improvise responses in the same style to the given rhythmic and melodic phrases in a call and response pattern.
- c. Improvise simple variations and melodic embellishments on given melodies.
- d. Improvise simple accompaniments to familiar melodies
- e. Improvise short melodies over a given accompaniment with consistent style, meter and tonality

### **4. Composing and arranging music within specified guidelines**

Students will:

- a. Complete a simple melody using given rhythms and tonalities
- b. Compose variations on simple melodies and rhythms within guidelines to include: meter, style, rhythms and key
- c. Compose and arrange melodies and short instrumental songs within specified guidelines to include: tempo, dynamics, style, form, instrumentation, expression markings and a compositional technique (see #5 Reading and Notating for more specified expected guidelines)
- d. Compose a melody based on an improvisation

## 5. Reading and Notating Music

Students will:

- a. Read and perform the following note values and corresponding rests: whole, half, dotted half, dotted quarter, eighth, triplets and sixteenths in 2/2, 2/4, 3/4, 4/4, 5/4, 6/8 meters.
- b. Identify all pitches on the staff the student reads for his or her instrument
- c. Demonstrate legato, tenuto, staccato, marcato tonguing patterns required in given pieces of music (winds only)
- d. Interpret and perform dynamic changes (pp-ff, crescendo, decrescendo, diminuendo) as notated in given music selections
- e. Interpret given tempo markings and alterations as notated in appropriate music selections.
- f. Interpret and perform music containing first and second endings, measure rests and repeats, D.C. and D.S. indications, codas, and rhythmic abbreviations.
- g. Interpret and count orally and in written form, given rhythms from grade 3 level music using the standard number system of counting (one and two and...)
- h. Identify and write the key signatures for up to four sharps and four flats and related minor scales in the staff that the students reads in on his or her instrument.
- i. Identify, when applicable, instruments that are transposing or non-transposing.
- j. Use standard symbols to notate rhythm, meter, pitch, and dynamics in simple patterns.

## 6. Listening to, analyzing, and describing music

Students will:

- a. Identify simple musical forms when presented aurally.
- b. Describe various styles of music representing diverse cultures through aural examples.
- c. Apply appropriate terminology in explaining music, music notation, music instruments, and music performances.
- d. Define given musical terms used in the music being studied
- e. Identify and describe the five elements of music (melody, harmony, rhythm, form, and timbre)
- f. Identify key changes in a given piece of music.

- g.** Describe the harmonic functions of tonic, subdominant, and dominant chords.
- h.** Describe various time signatures by the number of beats per measure and the unit of beat.

## **7. Evaluating music and music performances.**

Students will:

- a.** Create and/or use a criteria to evaluate musical performances and compositions
- b.** Explain using appropriate music terminology their preference for specific musical works and styles
- c.** Evaluate musical performances (written) using the elements of music (melody, rhythm, harmony, form, timbre)
- d.** Evaluate his/her individual and/or group performance or rehearsal verbally and in written form and provide feedback to the group
- e.** Discriminate among various instrumental timbres
- f.** Evaluate intonation and match pitch to a standard given note in the practical playing range of his/her instrument

## **8. Understanding relationships between music, the other arts, and disciplines outside the arts**

Students will:

- a.** Compare and contrast the similarities and differences in the meaning of common terms such as form, line, and contrast, used in the various arts
- b.** Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

## **9. Understanding music in relation to history and culture**

Students will:

- a.** Identify by genre or style aural examples of music from various historical periods and cultures
- b.** Perform music from a variety of styles and time periods
- c.** Demonstrate self/group confidence, discipline, and accepted performance decorum.

- d. Describe in simple terms how the elements of music are used or treated in music examples from various cultures of the world
- e. Identify the various uses of music in their daily experiences (celebrations, background for TV. or movies, worship) and describe characteristics that make certain music suitable for each use
- f. Identify and describe the roles of musicians (orchestra conductor, church organist, pop singer) in various settings and cultures
- g. Demonstrate audience behavior appropriate for the context and style of music performed
- h. Select, listen and respond to recordings of historically significant music
- i. Identify social, geographic, cultural, and historical events from a time period of the music being studied

## **Level IV**

Grades 9-12

### **1. Singing alone and with others a varied repertoire of music**

Students will :

- a. Sing, independently, demonstrating good posture and correct breath control.
- b. Sing to demonstrate appropriate dynamics, phrasing and interpretation.
- c. Sing melodies and excerpts in major and minor tonalities.
- d. Sing within the ensemble while responding to musical conducting gestures.

### **2. Performing on instruments, alone and with others, a varied repertoire of music**

Students will:

- a. Demonstrate correct regular and alternate fingerings for all notes within the appropriate range of his/her instrument for this level.
- b. Perform one or more octaves of all 15 major scales and arpeggios.
- c. Perform one or more octaves of the natural, harmonic and melodic minor scales and arpeggios in the following keys: a, d, g, c, f, b-flat, e, b, f#.

- d. Perform a chromatic scale over the practical range of his/her instrument.
- e. Identify and respond to all standard conducting patterns: preparatory beats, release motions, entrance cues and expressive gestures, in duple and triple, simple and compound and asymmetric meters
- f. Demonstrate vibrato for those instruments where it is characteristic.
- g. Demonstrate the attack and release of a tone, in accordance with the needs of given music selections at Grade IV and V levels.
- h. Demonstrate a tone quality characteristic of his/her instrument in all registers and at all levels of dynamics.
- i. Perform, in a steady tempo, music with rhythms that contain whole note, half note, quarter note, eighth note, sixteenth note, as well as the corresponding dotted notes and rests.
- j. Perform music with the following time signatures: 4/4, 2/2, 3/4, 2/4, 3/8, 6/8, 5/4, 5/8, 7/4, 7/8.
- k. Perform works from the following compositional periods, with characteristic interpretive elements: Baroque, Classical, Romantic, Impressionistic, Twentieth Century.
- l. Perform with other instrumentalists to achieve a refined sound, demonstrating appropriate volume control, characteristic timbre, balance and blend, intonation and independence of part.
- m. Demonstrate appropriate care of his/her instrument.

Percussionists, in addition:

- a. Perform all percussion rudiments at various tempi, appropriate to music being studied, demonstrating correct sticking technique.
- b. Tune tympani to all intervals in music being studied.
- c. Perform on all instruments in the percussion section, including all pitched and unpitched instruments.

Strings, in addition:

- a. Demonstrate the ability to perform in the first five hand fingering positions.
- b. Demonstrate the knowledge of alternate clefs.

### **3. Improvising melodies, variations, and accompaniments**

Students:

- a. Improvise rhythmic and melodic variations on given melodies in major and minor keys.
- b. Improvise melodies and rhythms using various musical techniques,

- including repetition, call and response, pattern sequencing, rhythmic variation and the use of major and minor scale patterns.
- c. Improvise original melodies and rhythms (percussion) over a given accompaniment with consistent, characteristic style, meter and tonality.
  - d. Improvise within a simple structure of tonic, subdominant and dominant relationship in the keys of Bb, C and F for winds and melodic percussion and D, G and A for strings. (i.e. blues progression and corresponding scales and modes)

#### **4. Composing and arranging music within specified guidelines**

Students will:

- a. Compose variations on melodies and rhythms corresponding with musical expectations outlined in #5 Reading and Notating Music.
- b. Compose and arrange melodies and short instrumental songs within specified technical and expressive guidelines.
- c. Compose a melody given a specified chord progression. (demonstrate a knowledge of transposition and transposing instruments).
- d. Compose a harmonic chord progression given a specified melody.
- e. Compose and arrange music for various acoustic and electronic sounds, demonstrating a basic knowledge of music technology and sequencing techniques.

#### **5. Reading and notating music**

Students will :

- a. Identify, define and notate all interpretive symbols appropriate to the music performed.
- b. Write the key signatures and notes for the following major scales: C, F, G, Bb, D, Eb, A, Ab, Db, E, Gb, B, and their related minor scales.
- c. Perform at sight rhythms containing the notes and rests and time signatures designated in Standard 2:9 and 2:10.
- d. Demonstrate a knowledge of articulations: legato, tenuto, staccato, marcato and in addition for strings: detache, martele, spiccato, tremolo and col legno.
- e. Interpret and perform appropriate dynamic markings and changes, tempo markings and changes and meter markings and changes in designated music.
- f. Interpret and perform directional markings in designated music of Grade IV and V.

- g. Interpret, write and count given rhythms from Grade IV level music using established counting system.
- h. Interpret and perform at sight music at the Grade III and IV levels.
- i. Spell and write scales in the following major and minor keys: C, F, Bb, Eb, Ab, Db, Gb, Cb, G, D, A, E, B, F#, C#.
- j. Construct chords (major, minor, augmented, diminished, seventh) on any given note.

## 6. Listening to, analyzing, and describing music

Students will:

- a. Define given musical terms used in an ensemble or solo music being studied.
- b. Identify and describe the five elements of music (melody, harmony, rhythm, form, timbre)
- c. Describe music performance practices of the Baroque, Classical, Romantic, Impressionistic and Twentieth Century periods of composition.
- d. Describe all time signatures by the number of beats per measure and the unit of beat.
- e. Identify, aurally and visually, key changes in given composition.
- f. Describe the harmonic functions of tonic, subdominant and dominant chords.
- g. Identify and explain compositional devices and techniques used in music studied that provide unity, variety, tension, release, repetition, imitation, augmentation, diminution, aleatory.

## 7. Evaluating music and music performances

Students will:

- a. Create or use set criteria to evaluate musical performances and compositions.
- b. Evaluate musical performances (written) using the elements of music (melody, rhythm, harmony, form, timbre)
- c. Evaluate (verbally and in writing) his/her individual and/or group performance/rehearsals, using proper descriptive terms.
- d. Aurally evaluate his/her individual tone quality using proper descriptive terms
- e. Evaluate intonation and pitch to a standard, given note in the practical playing range of his/her instrument.
- f. Aurally discriminate among various instrumental timbres.

## **8. Understanding relationships between music, the other arts, and disciplines outside the arts**

Students will:

- a. Explain how elements and artistic processes are used in the arts in general and specific ways and cite examples.
- b. Explain how elements are used to exhibit unity and variety, repetition and contrast, color and timbre within the arts and cite examples.
- c. Compare ways in which characteristic elements, styles and subject matter of other various disciplines outside the arts are interrelated with those of music.

## **9. Understanding music in relation to history and culture**

Students will:

- a. Observe and describe live and/or videotaped performances by professional players and/or composers.
- b. Observe and perform music in a variety of styles and periods of composition, and be able to classify by genre or style and by historical period or culture.
- c. Demonstrate self/group confidence, discipline and accepted performance and audience decorum.
- d. Perform a variety of styles of American music; swing, popular, blues, march, serious contemporary, etc.
- e. Listen to recordings and live performances of quality music.
- f. Observe and describe different uses of music and its role in our culture and lives.

*DARIEN PUBLIC SCHOOLS*  
**High School Band and Orchestra Repertoire Cycle**

**YEAR 1**

RENAISSANCE, BAROQUE, PATRIOTIC MARCHES

**YEAR 2**

CLASSICAL, FOLK, JAZZ, BLUES

**YEAR 3**

ROMANTIC, BROADWAY, MULTICULTURAL

**YEAR 4**

CONTEMPORARY, POPULAR, PROGRAM MUSIC  
(NEW COMPOSERS)

**This cycle represents one focus area of repertoire that students will study in each year that they participate in Band or Orchestra at the High School level. The students will be engaged in one in-depth unit or topic built around a selected composition, composer or theme.**