

Developing a Grade 6 to 12 Curriculum

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Standards

- ✿ *“Educational standards are the learning goals for what students should know and be able to do at each grade level. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful, while also helping parents understand what is expected of their children.”*

Music Standards

- ✦ 1. *Singing, alone and with others, a varied repertoire of music.*
- ✦ 2. *Performing on instruments, alone and with others, a varied repertoire of music.*
- ✦ 3. *Improvising melodies, variations, and accompaniments.*
- ✦ 4. *Composing and arranging music within specified guidelines.*
- ✦ 5. *Reading and notating music.*
- ✦ 6. *Listening to, analyzing, and describing music.*
- ✦ 7. *Evaluating music and music performances.*
- ✦ 8. *Understanding relationships between music, the other arts, and disciplines outside the arts.*
- ✦ 9. *Understanding music in relation to history and culture.*

More Standards

- ✦ *Create*
- ✦ *Analyze*
- ✦ *Perform*
- ✦ *Example: “ART.M.I.HS.1 Sing and play with expression and technical accuracy a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory. (21st Century Skills: I.3, I.4, I.5, I.6, II.1, II.7, III.3, III.4, III.10)”*

Supplemental Materials

- ✿ *Every class is different*
- ✿ *YOU must design for YOUR class*
- ✿ *Methods books are to assist, not be the curriculum*

Curriculum

- ✿ *Standards*
- ✿ *Units*
- ✿ *Lessons*
- ✿ *Alignment*
- ✿ *Method*
- ✿ *Make it Human*

Unit vs. Lesson

- ✦ *Unit*

- ✦ *Collection of related lessons*

- ✦ *Focuses on same topics*

- ✦ *Lesson*

- ✦ *What is done on particular day*

- ✦ *Begin with advanced organizers*

- ✦ *End with summary*

Alignment

- ✦ *Lessons should correspond with Standards*
- ✦ *Assessments should test based solely off lessons/Standards*
- ✦ *Example:students learned about new scales*
- ✦ *Test on new scales, do not include new/untaught rhythm*

Goals

- ✦ *Standards*
- ✦ *Work Backwards*
- ✦ *Scheduling*

Middle School Band

- ✦ *Band*
- ✦ *Jazz Band*
- ✦ *Solo and Ensemble*



Appropriate Literature

- ✦ *Range*
- ✦ *Difficulty*
- ✦ *Personal Interest*
- ✦ *Variety-Style, History, Genre*

6th Grade

- ✿ *All students read treble clef*
- ✿ *Those playing bass clef instruments can read bass clef*
- ✿ *Literature uses quarter, half, whole, eighth, sixteenths, dotted half, and dotted quarter notes*
- ✿ *Altered tones*
- ✿ *Key signature-up to two flats*
- ✿ *Time signature*
- ✿ *Sing major scale*
- ✿ *recognize melodic and rhythmic patterns*

Performance

- ✿ *Put instrument together*
- ✿ *understand basic fingerings/slide positions*
- ✿ *Proper embouchure*
- ✿ *Breathing*
- ✿ *Part independence*
- ✿ *Rehearsal etiquette*

Culture

- ✿ *Folk and traditional material*
- ✿ *Short*
- ✿ *Limited range*
- ✿ *Repetitive phrases*
- ✿ *Simple style*

Response

- ✿ *Personal and group work*
- ✿ *Student participation*

7th Grade

- ✿ *Characteristic timbres*
- ✿ *Relevant warm-ups*
- ✿ *Create warm-ups*
- ✿ *Sight-reading*
- ✿ *Multiple perspectives*

Performance

- ✦ *Scales and arpeggios*
- ✦ *More expansive range*
- ✦ *More time signatures-6/8, Cut time*
- ✦ *More key signatures-up to three flats, 1 sharp*
- ✦ *Less block rhythms*
- ✦ *Distinct movement of parts*

Culture

- ✿ *Incorporate attributes and styles of past composers*
- ✿ *Contemporary composers*
- ✿ *Awareness of musicians in society*

Response

- ✦ *Identify basic music concepts*
- ✦ *Independence*
- ✦ *Develops musical insight*
- ✦ *Connections*

8th Grade

- ✿ *Technical studies*
- ✿ *Expand ranges*
- ✿ *Refine articulations*
- ✿ *Develop breath control*
- ✿ *More precise rhythm*
- ✿ *Intonation and tuning*
- ✿ *Focused listening*

Performance

- ✿ *More difficult literature*
- ✿ *More expanded ranges*
- ✿ *Key signature-up to four flats and three sharps*
- ✿ *Syncopation*
- ✿ *Faster tempos*
- ✿ *Increased part independence*
- ✿ *Solo passages*

Culture

- ✦ *Live Performances and recordings*
- ✦ *Identification of periods, styles, cultures, and composers*
- ✦ *Connect*

Response

- ✿ *Listening and analyzing*
- ✿ *Self and group analysis*
- ✿ *Techniques for performance*
- ✿ *Constructive criticism*
- ✿ *Etiquette improves*

High School

- ✦ *Marching Band*
- ✦ *Concert Band*
- ✦ *Wind Ensemble*
- ✦ *Symphonic Band*
- ✦ *Solo and Ensemble*



Band 1

- ✦ *Theory-chord structure*
- ✦ *Identify melodic and harmonic parts*
- ✦ *Conducting-break away from pattern*
- ✦ *Standard terminology*

Performance

- ✦ *Proficient in reading music*
- ✦ *Proficiency on chosen instrument*
- ✦ *Independently reads new material*
- ✦ *Technical ability-scales from memory*
- ✦ *Dotted eight and sixteenth notes*
- ✦ *Syncopation*
- ✦ *Compound and asymmetrical meters*

Culture

- ✿ *Variety of cultures, periods, styles, and composers*
- ✿ *Relationship between music and other arts*
- ✿ *Understand roles of music in society*

Response

- ✿ *Personal criteria for evaluation*
- ✿ *Comparing to models*

Band II

- ✦ *Continue to develop and refine technical skills*
- ✦ *Increasing musical knowledge*
- ✦ *Refining of intonation*

Performance

- *Performance in an ensemble*
- *Complexity of rhythm and harmony*
- *Range expansion*
- *Increased independence with pitch and*
- *rhythm*
- *Memorization of increasingly difficult*
- *selections*
- *Interpretations of articulations,*
- *expressive symbols, and terms*
- *Approximately 1/3 of all major and minor scales from*
- *memory.*

Culture

- ✦ *Music reading, notation, and theory=studying and performing*
- ✦ *Various cultures, styles, genres, and periods*

Response

- ✦ *Students develop criteria for evaluation*

Band III

- ✿ *Score study*
- ✿ *Identification of thematic material, countermelody, solos, etc*
- ✿ *Recognition of modes*

Performance

- ✦ *Expanded chordal structure*
- ✦ *Complexity of harmony, rhythm, and meter*
- ✦ *Demonstrating individuality*
- ✦ *Preparing and executing leadership skills*
- ✦ *Extending range and tone control*
- ✦ *Performing all scales from memory*
- ✦ *Performing literature that incorporates modal scales*
- ✦ *Identifying complex rhythms and meters*
- ✦ *Improvising within specific guidelines*
- ✦ *Composing, scoring, and performing short*
- ✦ *selections for two or more instruments.*

Culture

- ✦ *Classify music by style, culture, and historical period*
- ✦ *Describe cultural and technologic influences on music*
- ✦ *Cultural harmonic textures*
- ✦ *Relate music to other disciplines*

Response

- ✿ *Self and group evaluation*
- ✿ *Compositions*
- ✿ *Program notes*

Band IV

- ✦ *Independence in interpreting music through performance*
- ✦ *Analyze-performance, intervals, notation, chord structure, rhythm/meter, harmonic texture*
- ✦ *Standard terminology*
- ✦ *Form*

Performance

- ✦ *Accurate intonation, rhythm, fundamentals*
- ✦ *Advanced techniques*
- ✦ *Comprehension of styles*
- ✦ *Expressive performance from memory/notation*
- ✦ *Diverse repertoire*
- ✦ *Sight-read of major, minor, modal, and chromatic melodies*
- ✦ *Improvisation*

Culture

- ✦ *Classify by style, culture, and historical period*
- ✦ *Describe relationship between music and society*
- ✦ *Relationship between music and other disciplines*
- ✦ *Exploration of career opportunities in music*

Response

- ✿ *Self, other, and group evaluation*
- ✿ *Comparing to models*
- ✿ *Proper concert etiquette*

Long Story Short...

- ✦ *Standards*
- ✦ *Goals-Work Backwards*
- ✦ *Build upon previous years*
- ✦ *YOU create the Curriculum*
- ✦ *Don't lose your passion in the planning*

Bibliography

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