# Newport Public Schools
## Curriculum Framework

### Subject: Elementary Band

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<tr>
<th>Standard</th>
<th>Benchmarks</th>
<th>Suggested Resources/ Instructional Strategies</th>
<th>Assessments Student Work</th>
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</table>
| **Standard #2 – Performing on instruments, alone and with others, a varied repertoire of music** | Students will demonstrate:  
• proper care, maintenance, and responsibility for their instrument.  
• proper concept of tone production, intonation, breath control, and mallet control.  
• Demonstrate ability to perform alone or in an ensemble a repertoire of songs representing various cultures and genres with a difficulty level of 1 on a scale of 1 to 6. | Students will learn a repertoire of music representing various cultures and genres using several texts and methods | Students will demonstrate the following skills through performance of a varied repertoire representing various cultures and genres:  
• Identify, count and play the following notes and rests: quarter, half, dotted half, whole, beamed double eighth notes.  
• Play a variety of dynamic levels  
• Play a variety of tempi  
• Play steady beats, and repeated rhythmic patterns.  
• Perform short pieces with a difficulty of 1, 2 on a scale of 1 to 6.  
• Practice daily for one-half hour to develop technical skills. |
<table>
<thead>
<tr>
<th>Fingerings</th>
<th>Small group lessons</th>
<th>Recitals</th>
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<tbody>
<tr>
<td>• begin each note with adequate articulation</td>
<td>• Peer demonstration</td>
<td>• Teacher observation</td>
</tr>
<tr>
<td>• play simple unison and 2-part songs alone and with others</td>
<td>• Software programs and web sites</td>
<td>• Student classroom performances</td>
</tr>
<tr>
<td>• play in tune</td>
<td>• Various skill development games (see appendix A for suggested games)</td>
<td>• Student Evaluation Forms</td>
</tr>
<tr>
<td>• play with rhythmic accuracy</td>
<td>• Development of a repertoire of songs representing various cultures and genres</td>
<td>• Recordings of student performances</td>
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<tr>
<td>• play a varied repertoire of songs from different cultures and genres</td>
<td></td>
<td>• Student progress reports</td>
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Clarinet players will play notes that are above the break

Percussionists will play open and closed stroke roles

Texts and resources may include but not be restricted to:

- Accent On Achievement Volume 1 for the various instruments
- Standard Of Excellence Volume 1 for the various instruments
- Yamaha Band Student Volume 1 for the various instruments
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| **Standard #3 – Improvising melodies, variations and accompaniments** | Students will:  
  • Improvise answers in the same style to given rhythmic and melodic phrases  
  • Create melodies using given melodic materials  
  • Improvise simple rhythmic and melodic ostinati accompaniments. | • Follow the leader - Students will take turns answering a short phrase given by the teacher.  
  • Build a tune – students will create a song by each adding a short segment of melody (1 or two measures), using melodic material provided by the instructor.  
  • Round robin improvisation – students will take turns interpreting simple melodies, each adding a different variation.  
  • Students will take turns adding melodic and rhythmic accompaniments to simple melodies through use of learned diatonic and pentatonic scales. | Students will demonstrate the following through teacher directed performances of various improvisation exercises and games:  
  • Create answers to simple phrases  
  • Improvise simple accompaniments  
  • Improvise an instrumental selection using the diatonic and pentatonic scale.  
  • Create a variation on a familiar theme.  
  The above will be assessed through the following:  
  • Teacher observation of student improvisations  
  • Recordings of student performances |
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| **Standard #4 – Composing and arranging music within specified guidelines** | Students will:  
- Create and arrange music using band instruments  
- Arrange simple songs for various combinations of string instruments  
- Create short songs and instrumental pieces using major and pentatonic scales and ostinati | Students will:  
- Play a familiar song and create variations in tempo, timbre, dynamics, and phrasing.  
- Add rhythmic and melodic accompaniments to familiar songs using available instruments in class  
- Create introductions and endings to familiar songs | Assessments will be through:  
- Performances of student compositions  
- Recordings of student performances  
- Teacher observation  
- Rubric based student/teacher evaluations of student compositions and arrangements |

Subject: Elementary band  
Grade Level: 4
### Newport Public Schools

**Curriculum Framework**

**Subject: Beginning Band**

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| Standard #5 – Reading and notating music | Students will:  
- Read whole, half, dotted half, quarter, eighth, sixteenth notes and rests in 2/4, 3/4, 4/4.  
- Utilize a system (syllables, numbers, or letters) to read simple pitch notation in the appropriate clef for their instrument in the concert keys of F, Bb, and Eb.  
- Recognize and identify symbols and terms referring to tempo, dynamics, and articulation  
- Interpret the above symbols while performing.  
- Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher. | Students will use a method book to learn basic skills of reading and writing music.  
Students will notate short songs and musical ideas using standard and made up notation.  
Students will interpret written music from method books and standard repertoire at a level of difficulty of 1 on a scale of 1-6.  
Students will achieve the above through:  
- Teacher demonstration  
- Rote instruction  
- Instructional methods books  
- Performance of standard repertoire appropriate to this level  
- Transcription of simple teacher and student generated melodies  
- Students will compose and notate simple melodies using standard notation.  
Texts and resources may include but not be restricted to:  
- Accent On Achievement Volume 1  
- Standard Of Excellence Volume 1  
- Yamaha Band Student Volume 1  
- Professor Piccolo | Students will:  
- Recognize and identify symbols, for pitch, rhythm, dynamics, tempo, articulation and expression.  
- Read whole, dotted half, half, quarter, eighth notes and equivalent rests, in duple and triple meter, in the range of one octave.  
- Correctly notate simple melodies using standard notation.  
- Demonstrate reading skills using a counting system.  
- Explore computer programs and web pages designed to assist reading and notating music.  
Assessments:  
- Teacher observation/evaluation of student interpretation of written music  
- Students recognize, define, and demonstrate an understanding of the terms and symbols used in written music through performance of written music.  
- Student transcriptions and compositions |
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| **Standard #6 - Listening to, analyzing and describing music** | Students will:  
• demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music of various styles representing diverse cultures outside the United States.  
• use appropriate terminology when describing performances.  
• Identify, when listening to a performance of a concerto, the entrances of a solo instrument  
• identify and name instruments visually and aurally.  
• view a variety of programs, both live and on videotape, followed by discussions about audience appreciation. | Students will:  
• view performances of a wide variety of music representing various genres, styles and cultures  
• Invite guest artists for performance and discussion  
• perform for assembly programs and concerts  
• create videotapes and audiotapes of student performances for student self-assessment | **CLASSROOM ASSESSMENTS**  
After viewing a performance students will create a checklist of audience behavior  
After viewing a videotape of a recent student concert, students will:  
• discuss and create criteria for evaluating their performance  
• create a rubric for self-assessment  
• use the above rubric for self-assessment  
Students will discuss performances by guest artists using appropriate musical terminology.  
The above will be assessed through:  
• teacher observation  
• student self-assessment sheets  
• checklists  
• rubric based assessments |
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| **Standard # 8 - Understanding relationships between music, the other arts and disciplines outside the arts** | By the end of Grade 5, a student should be able to do the following:  
• identify similarities and differences in terminology common to the various arts.  
• examine historical and cultural works for similarities in style within the various arts.  
• Identify the interrelationships between music and other disciplines.  
• explore music as a part of daily life and its connections with other disciplines. | Students will attend or participate in a variety of musical performances including instrumental concerts, vocal concerts, and ethnic performances of excellent quality.  
Students will sample representative examples of art, literature and dance, noting similarities and differences between them. | Through guided discussions, students will describe criteria and themes which cross between the arts and other disciplines.  
After listening to a programmatic piece, students will discuss elements which may be interpreted musically and non-musically  
Students will participate in interdisciplinary projects |
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| **Standard # 9 - Understanding music as it relates to history and culture** | Students will:  
• perform music of diverse cultures and genres.  
• understand the musical similarities and differences of various cultures.  
• identify aural examples of music from various historical periods and cultures.  
• describe in simple terms how elements of music are used in music examples from various cultures.  
• identify and describe the role of music in daily experiences. | Perform a varied repertoire of music reflecting music of different cultures and stylistic periods  
Compare instruments played today with those played two hundred years ago.  
Explore musical instruments used in other cultures.  
Perform music that reflects different cultures. | Several times per semester students will:  
• perform music that reflects different cultures.  
• demonstrate knowledge, through class discussion, of similarities and differences in music of different cultures  
• demonstrate knowledge of development of modern instruments  
• demonstrate knowledge of role of music in daily life |

The above will be assessed through:  
• teacher observation  
• student performances  
• student journals  
• class discussion  
• student presentations