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| Standard #2 – Performing on instruments, alone and with others, a varied repertoire of music | Students will:  
- Perform on their instrument accurately and independently, with proper posture, playing position, correct fingerings or slide positions, breath control, or mallet/stick control.  
- Perform with expression and technical accuracy a repertoire of instrumental literature with a level of difficulty up to 3 on a scale of 1 to 6.  
- Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.  

In order to demonstrate the above, students will be able to accurately do the following:  
- Perform all benchmarks from the 6th grade level.  
- Perform the following articulations: staccato, legato, marcato, slurs, and tenuto.  
- Play one-octave scales in the following concert keys: C, G, D, A, E, F, Bb, Eb. Ab.  
- Flutes will also play 2 octave | Students will meet as an ensemble at least three times in a 6-day cycle for no less than 50 minutes per meeting. During these lessons students will:  
- learn a repertoire of music representing various cultures and genres using several texts and methods  
- further develop ensemble skills (follow conductor’s cues, follow dynamics for balance and blend within the ensemble, develop rhythmic precision, develop intonation within an ensemble, form and style appropriate repertoire, historical and stylistic concepts)  
- play in the intermediate/advanced range of the instrument.  
- play required scales in soli/solo order.  
- have the opportunity to challenge their section partners for chair position.  

Students will be encouraged to seek weekly private instruction on their instrument.  

Students will practice at home at least 1 hour per day to develop technical skills. Strategies for instruction will include:  
- Performing a varied repertoire | Student skills and knowledge will be assessed through the following:  
- Practice Logs.  
- Listen to students play independently.  
- Develop instrumental checklist.  
- Performances, concerts, recitals, workshops, festivals, etc.  
- Teacher observation  
- Student classroom performances  
- Student Self-Evaluation Forms  
- Recordings of student performances  
- Student progress reports  
- Festivals, exchanges and workshops  
- Students will be encouraged to participate in the RIMEA All-State and Solo and Ensemble Festival |
scales in the keys of C, G, D, E, F, Eb, and Ab.
• Clarinets will also play 2 octaves in the keys of C, G, D, A, E, F, Bb, and Ab.
• Saxophones will also play 2 octave scales in the keys of C, D, Bb, and Eb.
• French Horns will also play 2 octave scales in the keys of G and A.
• Low Brass will also play 2 octave scales in the keys of F and G.
• Keyboard percussion will also play all “white key” and “black key” major scales, with arpeggia, throughout the range of the instrument.
• Snare drummers will play the following rudiments: long roll, 5, 7, 9, and 10 stroke rolls, paradiddle, double paradiddle, flams, flamadiddle, flamacues, flam tap, flam accent, swiss army triplet, and single and double ratamacues.
• Play in single and compound meters.
• introduce vibrato, characteristic to the instrument.
representing diverse cultures and genres with a difficulty level of 2 to 3 on a scale of 1-6.
• Teacher demonstration
• Instrumental methods books
• Peer demonstration
• Software programs and web sites
• Public performances
• Participation in workshops, festivals, exchanges, etc.
• Attend performances of best practitioners.

Texts and resources may include but not be restricted to:
• Standard of Excellence, Volumes 2 and 3, Kjos
• Accent on Achievement, Volumes 2 and 3, Alfred
• Warm-up and skill development texts
• Published repertoire representing diverse genres and cultures with a level of difficulty level of 2 to 3 on a scale of 1 to 6.
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| Standard #3 – Improvising melodies, variations and accompaniments | • Improvise simple harmonic accompaniments as directed by teacher.  
• Improvise rhythmic and melodic variations on given melodies and melodies in pentatonic and major keys.  
• Improvise introductions, interludes, and codas.  
• Improvise short melodies, unaccompanied or with accompaniment, each in a consistent style, meter, and tonality.  
• Experiment with variations in tempo, timbre, dynamics and phrasing for expressive purposes.  
• 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. | • Students will perform aleatoric pieces in an appropriate manner  
• 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 improvise appropriately in a jazz setting using the blues scale over a blues progression | Student skills and knowledge will be assessed at a higher proficiency that at the previous level  
Student skills and knowledge will be assessed through the following:  
• Student performances  
• Teacher observation of student improvisations  
• Recordings of student performances  
• Student self-evaluation  
• Rubric based checklists |
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| **Standard #4 – Composing and arranging music within specified guidelines** | Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance. Arrange simple pieces for instruments or voices other than those for which the pieces were written. Utilize traditional and nontraditional sound sources when composing and arranging. Notate compositions correctly and perform for others. Create, notate, and perform a melody using the pentatonic scale. Arrange and perform a given melody with traditional and nontraditional instruments. | Students will:  
- Working in small groups, create and perform compositions.  
- Identify traditional and nontraditional sounds played on musical instruments.  
- Create and notate sound sources.  
- Listen to examples of music using the pentatonic scale and create melodies.  
- Listen to music examples that demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance. Create introductions and endings to familiar songs. | Student skills and knowledge will be assessed at a higher proficiency that at the previous level. Assessments will be through:  
- Performances and discussions of student compositions  
- Recordings of student performances  
- Teacher observation  
- Rubric based student/teacher evaluations of student compositions and arrangements  

Students will achieve the above through:  
- Teacher demonstration  
- Rote instruction  
- Group interaction  


# Newport Public Schools
## Curriculum Framework

### Subject: Band

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<td><strong>Standard #5 –</strong></td>
<td><strong>Reading and notating music</strong></td>
<td><strong>Students will:</strong></td>
<td><strong>Students will:</strong></td>
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|                            | Use symbols and music vocabulary.                                                                                                                                                                         | *use an ongoing program of reading patterns as part of every music lesson.*  
*use instructional books with progressively more difficult technical exercises.*  
*play musical literature that incorporates varied articulations. (tonguing, sticking, slurs, ties)*  
*notate short songs and musical ideas using standard notation.*  
*interpret written music from method books and standard repertoire at a level of difficulty of 1 to 3 on a scale of 1 to 6.*                                                                 | *Accurately recognize and identify symbols, for pitch, rhythm, dynamics, tempo, articulation and expression.*  
*Accurately read whole, dotted half, half, quarter, eighth notes and equivalent rests, in duple and triple meter, in the range of one octave.*  
*Accurately notate simple melodies using standard notation.*  
*Accurately demonstrate reading skills using a counting system using subdivision.*  
*Explore computer programs and web pages designed to assist reading and notating music.*                                                                                                                                 |                                                                                                                                                                                                 |
|                            | Identify and define standard notational symbols for pitch, rhythms, articulation, and dynamics.                                                                                                        | **Students will achieve the above through:**                                                                                                                                                                                            |                                                                                                                                                                                                 |
|                            | Read notational symbols for singing and playing                                                                                                                                                           | *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.*  
*Students will be encouraged to take private lessons*  
*Texts and resources may include but not be restricted to:*  
*Standard of Excellence Volumes 2 and 3, Kjos*  
*Accent on Achievement Volumes 2 and 3, Alfred*  
*Published repertoire representing diverse genres and cultures with a level of difficulty of 2 to 3 on a scale of 1 to 6.*                                                                 | **Assessments:**  
*Teacher observation/evaluation of student interpretation of written music*  
*Students accurately recognize, define, and demonstrate an understanding of the terms and symbols used in written music through performance of written music.*  
*Student transcriptions and compositions*  
*Student performances*                                                                                                                                                                                                 |
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<td>Standard #6 - Listening to, analyzing and describing music</td>
<td>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 to describe performances of vocal and instrumental music. Develop an awareness of representative composers, performers, and musical styles. Develop criteria for constructive criticism Create a deeper understanding of musical styles, expression and interpretation.</td>
<td>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 • attend workshops, clinics, exchange concerts and participate in festivals • create videotapes and audio tapes of student performances for student self-assessment</td>
<td>Students will demonstrate proficiency at this level by the following: • Develop a list of criteria for evaluating music performances. • Use appropriate musical terminology. • Recognize musical examples of various individuals and diverse cultures. • Listen to and perform a variety of musical styles. • Attend concerts that reflect a variety of genres. • Identify aurally examples of the forms: AB, ABA, rondo, sonata, concerto, sonata allegro, blues. To demonstrate the above: • Using video or audio media, students should self-evaluate a performance of their section, the ensemble, and self. • Student should identify strategies for improvement. • Research criteria for performance models. • Review live and taped performances using a checklist for ensemble performance evaluation.</td>
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<td><strong>Standard #7 - Evaluating music and music performances</strong></td>
<td>Evaluate performances of others using musical terminology.</td>
<td>Students will attend or participate in a variety of musical performances including instrumental concerts, vocal concerts, and ethnic performances of excellent quality.</td>
<td>STUDENT WORK</td>
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<td>Identify criteria related to melody, harmony, and expression.</td>
<td>Students will view videotapes and live performances representing excellent examples of music performance.</td>
<td>Identify personal strengths and weaknesses in performance.</td>
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<td>Students attend performances of professional ensembles.</td>
<td>Students will attend and participate in concerts, recitals, workshops and festivals.</td>
<td>Listen to school ensemble and develop strategies for improvement.</td>
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<td>Develop list of evaluative criteria.</td>
<td>Students will discuss performances of concerts they have attended or performed in</td>
<td>Apply list of evaluative criteria to their own performances and performances of school and professional ensembles.</td>
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<td>By the end of Grade 8, a student should be able to do the following:</td>
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<td>• recognize the melodic and rhythmic accuracy of performance of self and others.</td>
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<td>• review and select appropriate terminology for describing music.</td>
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<td>• explore and develop criteria for evaluating performances and compositions.</td>
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<td>• express ideas about the various types of music.</td>
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<td>• recognize characteristics of music of diverse cultures.</td>
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<td>• demonstrate an awareness of performance accuracy in self and others.</td>
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**STUDENT WORK**
- Identify personal strengths and weaknesses in performance.
- Listen to school ensemble and develop strategies for improvement.
- Apply list of evaluative criteria to their own performances and performances of school and professional ensembles.

**CLASSROOM ASSESSMENTS**
- Review of concert performance, rehearsal, followed by discussion.

**TEACHER EVALUATION**
- After viewing a performance students will create a checklist of criteria indicating elements of a good and poor performance.
- After viewing a videotape of a recent student concert, students will:
  - discuss and create criteria for evaluating performances
  - create a rubric for assessing performances
  - use the above rubric for assessing performances
Students will discuss performances by guest artists using above criteria.

The above will be assessed through:
- teacher observation
- student self-evaluations
- student devised rubrics
- rubric based assessments
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<td>Standard # 8 - Understanding relationships between music, the other arts and disciplines outside the arts</td>
<td>Recognize the melodic and rhythmic accuracy of performance of self and others. Review and select appropriate terminology for describing music. Explore and develop criteria for evaluating performances and compositions. By the end of Grade 8, a student should be able to do the following: • Relate musical examples to the historical and cultural contexts in which they were created. • Identify similarities and differences in terminology common to 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.</td>
<td>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. Identify examples of the uses of characteristic materials of music and the visual arts in the portrayal of common themes in a band transcription, musical and/or painting depicting cultural or historical events.</td>
<td>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 which establish relationships between music, other arts and disciplines outside of the arts Discuss use of music in various multimedia productions (musicals, plays, movies, etc.) The above will be assessed through: • Review of concert performance, rehearsal, followed by discussion • Teacher observation and evaluation</td>
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Newport Public Schools  
Curriculum Framework

Subject: Band

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| Standard # 9 - Understanding music as it relates to history and culture | • Perform music of diverse cultures and genres.  
• Develop an awareness of representative composers, performers, and musical styles.  
• Understand the musical similarities and differences of various cultures.  
• Classify by genre and style, historical period, composer, and title, a varied body of exemplary musical works and explain the characteristics that cause each work to be exemplary.  
• 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. | Compare the role of musicians in several cultures.  
Compare instruments played today with those played two hundred years ago.  
Explore musical instruments and characteristic styles used in other cultures.  
Use the internet to discover role of music in other cultures.  
Perform music that reflects different cultures. | CLASSROOM ASSESSMENTS  
• Discussion of cultural similarities and differences in musical instruments.  
• Create student projects demonstrating connections between musical styles.  
• Student compositions and performances reflecting cultures of interest. 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  
• class discussion |