### Standard: Performing on instruments, alone and with others, a varied repertoire of music

**Benchmarks:**
- Students will:
  - perform with expression and technical accuracy literature with a level of difficulty of 3-5, on a scale of 1-6
  - perform in a stylistically correct manner music of different cultures, styles and genres
  - perform in small ensembles with one student per part

**Suggested Resources/Instructional Strategies:**
- Perform music from graded lists (NYYSMA, MENC, RIMEA, etc.) with a difficulty level of 3-5. These lists will include required repertoire representing the highest standards in band music rotated over a 4 year cycle. New pieces will be added yearly.
- Perform warm-up and skill development exercises from a variety of texts. Exercises will include: scale drill, rhythmic studies, articulation studies, improvisation, meter drills, chorales

**Assessments:**
- Student performances will be recorded for teacher and student evaluation.
- Two times during the semester student’s individual performances will be recorded during rehearsal in solo or ensemble performance.
- Students will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- Students will submit a weekly practice sheet documenting home practice

**Assessment tools for the above will include:**
- Rubric based performance assessments
- Teacher observation
- Public performances
- Individual and group observations and adjudications of clinicians
- Instrumental Evaluation – individual
- Concert programs
- Repertoire lists
- Recordings of individual
Students participating in *Advanced Band* will:

- Document ongoing private study with an expert instructor on their instrument (at least 6 lessons per quarter)
- Audition for Allstate
- Perform a solo at RIMEA Solo and Ensemble Festival

Students participating in *Honors Band* will fulfill all of the requirements of *Advanced Band* plus:

- Participate in one additional performing group either in school or outside of school (Jazz ensemble, Chamber Ensemble, community groups, etc.)
- Each semester perform a solo recital (one major work). The first in front of their core performance class in school. The second in the evening with full piano or ensemble accompaniment

Students participating in *Advanced* and *Honors Band* will be assessed additionally by:

- Private teacher evaluation
- Solo and ensemble adjudication
- Recital performance

**Support and Intonation**

- throughout the advanced range of the instrument using full range of dynamics
- appropriately perform the following articulations: staccato, legato, marcato, tenuto, accents, glissandi and slurs
- improvise rhythms, accompaniments and melodies to appropriate pieces utilizing traditional and pentatonic scales, blues scales and aleatoric notation
- perform the following ornaments in a stylistically correct manner: trills, gruppettos, mordents, grace notes, appoggiatura, accacciatura

### Percussion Students Will:

- demonstrate proficiency in the 26 rudiments (see instrument benchmarks index)
- demonstrate proficiency and appropriate use of on the following instruments: snare drum, bass drum, toms, timpani, keyboard percussion, cymbals and other miscellaneous percussion

**Calendar of Scheduled Events**

- student and group performances
## Newport Public Schools
### Curriculum Framework

**Subject:** RHS Band  
**Grade Level:** 9-12

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| **Standard #3 – Improvising melodies, variations and accompaniments** | Students will:  
  - Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys  
  - Improvise using major, minor, pentatonic and blues scales in a stylistically appropriate manner  
  - Improvise rhythms, accompaniments and melodies to appropriate pieces utilizing traditional and pentatonic scales, blues scales and aleatoric notation  
  - Improvise rhythmic and melodic variations on given melodies | Perform music from graded lists (NYYSMA, MENC, RIMEA, etc.) with a difficulty level of 3-5. These lists will include required repertoire representing the highest standards in band music rotated over a 4 year cycle. New pieces will be added yearly.  
  - Perform warm-up and skill development exercises from a variety of texts. Exercises will include: scale drill, rhythmic studies, articulation studies, improvisation, meter drills, chorales)  
  - Students will improvise a melody to a 12 bar standard blues progression  
  - Students will perform in required and elective concerts as indicated in the music department calendar of events. | Student will successfully improvise an accompaniment to a melody which  
  - Uses at least three different chords  
  - Is stylistically appropriate  
  - Student improvises in a stylistically correct manner on a short, familiar melody with clearly implied harmony.  
  - Student improvises in a stylistically correct manner on a twelve bar blues progression.  
  - Students will submit a weekly practice sheet documenting home practice  
  - Assessments strategies for the above will include  
    - Rubric based assessments  
    - Recorded student performances  
    - Check lists  
    - Teacher observation  
    - Public performances  
    - Music festival participation  
    - Clinics and workshops |
*Band* will:

- Document ongoing private study with an expert instructor on their instrument (at least 6 lessons per quarter)
- Audition for Allstate Band
- Perform a solo at RIMEA Solo and Ensemble Festival

**Students participating in *Honors Band*** will fulfill all of the requirements of Advanced Band plus:

- Participate in one additional performing group either in school or outside of school (*Jazz* ensemble, *Chamber* Ensemble, *community* groups, etc.)
- Each semester perform a solo recital (one major work). The first in front of their core performance class in school. The second in the evening with full piano or ensemble accompaniment
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| Standard #4 – Composing and arranging music within specified guidelines | Students will:  
• Notate an original melody using standard musical notation  
• Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music  
• Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources | Students will notate an original melody of 8-16 measures long using a given tonality, correct notation and additional teacher directed criteria.  
Students will compose and arrange music for various solo and ensemble performances. Some performance groups for student compositions could include: parades, jazz ensemble, pep band, chamber ensembles, solo recitals.  
Students will transcribe music for solos and ensembles making proper transpositions for their instruments  
Students will compose a melody to a teacher specified criteria.  
Students will compose appropriate introductions and endings to pieces | Student compositions and arrangements will be assessed through use of the following  
• Rubric based assessments  
• Teacher observation  
• Performances of student compositions  
• Recordings of student compositions |
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| **Standard #5 – Reading and notating music** | Students will:  
• Demonstrate through performance the proper use of the elements of music in given works  
• Using accurate terminology, identify the musical elements used in a given work  
• Sight-read accurately and expressively music with a level of 3, on a scale of 1 to 6  
Students can:  
• Identify melodies and countermelodies in their music and on scores  
• Identify any unusual rhythmic or metric features  
• Identify modulations between keys and explain how they are achieved  
• Interpret non-standard notation symbols  
Through use of standard | Perform music from graded lists (NYYSMA, MENC, RIMEA, etc.) with a difficulty level of 3-5. These lists will include required repertoire representing the highest standards in band music rotated over a 4 year cycle. New pieces will be added yearly.  
Students will analyze scores of music they are performing, describing various elements of the music as required by the instructor.  
Students will:  
• revise their music as necessary  
• transpose music for other instruments  
• arrange music for performances | When reading a score, students will:  
• identify formal aspects of performed pieces  
• identify relative importance of various lines at any point (melody, countermelody, supporting parts, etc.)  
• describe rhythmic characteristics and any unusual rhythmic features  
One time each semester students will sight read music with a difficulty of 2-3, on a scale of 1-6.  
One time each semester individual student performances will be recorded during solo or ensemble performance.  
Concerts will be recorded for teacher and student evaluation.  
The above will be assessed through:  
• Rubric based assessments  
• Teacher observation  
• Public performances  
• Clinics and Workshops  
• Music festivals |
and non-standard notation students will:
- Notate simple melodies and arrangements of music
- Transpose music to a given key
- Make alterations to their written music as required
Newport Public Schools  
Curriculum Framework

Subject: RHS Band  
Grade Level 9-12

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| Standard #6 - Listening to, analyzing and describing music | Students will:  
• define relationships between musical works and their historical and cultural context by isolating and defining the musical elements specific to their historical or cultural settings (ornaments, dynamics, performance techniques instrumentation, etc.)  
• identify and discuss the following musical elements as tools to analyze a performance: harmony, melody, rhythm, meter, notation, timbre, tone colors, scoring, themes, forms, motives, dynamics, articulations, ornaments, tempos and (Italian, French and German) pronunciations for the above  
• appropriately select and identify performance practice for particular settings (ornaments, bowings, dynamics, aleatoric, etc.) | Students will perform and experience a varied repertoire of music representing diverse genres and cultures.  
Students will analyze, using teacher created criteria, aural and written examples of a varied repertoire of music, representing diverse genres and cultures by describing the uses of elements of music and expressive devices. | Four to six times during the semester, students will be asked to explain and identify, orally or in writing, twenty five terms or symbols, for a total of 150 items. If time allows, the student may be asked to demonstrate vocally or on an instrument the meaning of the term or symbol, when appropriate, or to identify by name the music phenomenon when heard.  
Students can explain and identify ninety five from a total of 125 terms and symbols, including less commonly used terms and symbols.  
Students will analyze scores and other written and aural examples of music for musical elements as required by the teacher. |
## Standard #7 - Evaluating music and music performances

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<td>Students will: • participate in public and classroom performances appropriately as performers and as audience members • evaluate performances using established, measurable musical criteria • modify their performance and technique to reflect criticism received from teacher, adjudicators, clinicians and other ensemble members</td>
<td>• At least once per quarter student performances will be recorded and reviewed by the students for evaluation using evaluation sheets. These evaluation sheets will describe the following: balance, blend, intonation, rhythmic accuracy, appropriateness of repertoire, appearance, technical accuracy and musical effect. • Students will view live and filmed performances for evaluation. • Students will maintain a journal in which they record daily progress, practice records and reflections of performances, workshops, clinics and events. • These reflections will adhere to the accepted standards for writing at Rogers.</td>
<td>• Several times each semester students will evaluate musical performances. • Students will maintain a journal in which they will record musical terms, performance problems, practice schedules. • Students will critique a performance that they have attended demonstrating understanding of measurable musical criteria. • Once per semester students will write a reflection listing strengths and weaknesses of a past performance. Assessment strategies for the above will include • Rubric based assessments • Recorded student performances • Check lists • Teacher observation</td>
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## Standard # 8 - Understanding relationships between music, the other arts and disciplines outside the arts

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<td>Students will:</td>
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<td>• At least once each semester students will critique performances, relating musical elements to non-musical content areas. A rubric will be used to measure student understanding of musical and non-musical relationships.</td>
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<td>• Write critiques of live performances and complete worksheets using appropriate vocabulary, terminology, structure and grammar.</td>
<td>• Demonstrate either aurally or through narrative essay how musical performances share similar elements with art and literature</td>
<td>• Using Music Connections worksheets, students will relate particular works being studied to ideas, issues and themes across the curriculum.</td>
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<td>• Demonstrate how particular works being studied relate to ideas, issues and themes in the humanities and sciences</td>
<td>• Keep a journal in which they will record critiques of student and professional performances</td>
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<td>• Identify and describe elements in music which may elicit emotional responses</td>
<td>• Describe use of musical elements in creating emotional responses in programmatic music</td>
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<td>• Describe how programmatic music can express literary or thematic material</td>
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Subject: RHS Band

Grade Level 9-12
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| Standard # 9 - Understanding music as it relates to history and culture | Students will:  
- describe distinguishing characteristics of music from various genres, cultures and historical periods  
- Identify, compare and contrast by genre or style examples of music from various historical periods and cultures | Students will accurately complete music worksheets on a number of pieces being studied each year. These worksheets will include questions and essays relating to distinguishing characteristics as well as historical and cultural settings of the piece.  
- Students will compare and contrast two diverse pieces studied for cultural and historical perspectives | Several times per semester students will use the following assessments:  
Using *Music Connections Worksheets* students will:  
- describe historical and cultural events in relation to composers of works studied  
- describe performance practice and stylistic considerations of pieces studied  
Concert recordings  
- Students will correctly interpret pieces studied as to style, culture and period  
Student essays  
- Students will examine historical events and describe their impact on musical styles |