Music Philosophy

The Havre Public Schools Music Program is an irreplaceable component in the emotional and intellectual stimulation of well-balanced students, and is equally important as other curricular areas. Our students will become creative, appreciative, resourceful, contributing members of society. Through a variety of genres, many students will ultimately experience music at a level of performance that allows them to express and communicate ideas, thoughts and emotions. All students will have an opportunity to develop appreciation, evaluation, and discrimination skills in a totally active musical environment.
HAVRE PUBLIC SCHOOLS MUSIC GOALS

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

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

Goal 3: Creative application of musical skills.

Goal 4: Composing and arranging music within specific guidelines.

Goal 5: Reading and notating music.

Goal 6: Listening to, analyzing and describing music.

Goal 7: Evaluating music and music performances.

Goal 8: Understanding relationships between music, the other arts and disciplines outside the arts.

Goal 9: Understanding music in relation to history and culture.
GRADE 1 GENERAL MUSIC

1. "Singing alone and with others, a varied repertoire of music"
   1.1 Students will do group and solo singing using a variety of songs acappella and with accompaniment. They will sing songs at least in keys C, F, and G.

2. "Performing on instruments, along and with others, a varied repertoire of music"
   1.2 Students will play rhythm patterns with rhythm and Orff Instruments. They will accompany songs or play alone.

3. "Improvising melodies, variations, and accompaniments"
   1.3 Students will sing songs in a canon or round form and accompany songs with rhythm and Orff Instruments. (Ex. Spanish songs - use maracas) They will change rhythm patterns, sing songs in different keys and languages (Ex. Feliz Navidad - Spanish)

4. "Composing and arranging music within specific guidelines"
   1.4 Students will take a familiar song and rewrite words to fit a certain theme, book or song. (Ex. Theme - Oceans - Row Your Boat - Change words but use the same melody. Change melody but use the same words.)

5. "Reading and notating music"
   1.5 Students will develop reading and notating music skills after experiencing it.
      a. Writing music symbols - notes, rests, staff, clefs, measures (bar lines) repeat signs.
      b. Melodic direction of line notation on a music staff (up, down, same) Do Re Mi (upward); Mi Re Do (downward); Do Do Do (same)
      c. Sing Solfeggio Syllables - Do Re Mi Fa Sol La Ti Do.
      d. Students will learn rhythm counting method for whole, half, and quarter notes. Ex. Ed Sueda) Students will tap foot for even beats. They will practice marching to keep steady beats.
6. "Listening to, analyzing, and describing music"
   1.6 Students will develop listening skills and recognize:
   a. Melodic direction (up, down, same)
   b. Melodic steps and skips (Pentatonic)
   c. Tempo changes (fast and slow)
   d. Even and uneven patterns
   e. Rounds - melody and harmony
   f. Melody alone - Melody with accompaniment = harmony

   Students will analyze music:
   a. Listen to music (Ex. Peter and the Wolf) and identify what each
      instrument sounds like and move to it.
   b. Listen to music (Ex. Sparky's Magic Piano) and identify what a
      certain composition is and who the composer is.
   c. Listen to music and describe what style of music it may be. (Ex.
      country, classical, jazz)

7. "Evaluating music and music performances"
   1.7 Students will attend and give some kind of performance/demonstration
   once a year. Students will evaluate music with opinions of styles and
   instruments they like and dislike.

8. "Understanding relationships between music, the other arts, and disciplines
   outside the arts"
   1.8 Students will listen and draw to music. They will listen and move to music.
   (folk dances, marches, and round dances) Students will understand the
   different moods music can cause you to experience and how different
   movements (skipping, running, hopping) can fit the rhythm. Science -
   Different levels of water produce different pitches. Compare high sounds
   to animals like birds and low sounds to elephants. Math - Time Signatures
   = certain number of note values. (4/4 - 4 quarter notes or 2 half notes or 1
   whole note)

9. "Understanding music in relation to history and culture"
   1.9 Students will become aware of the multicultural background of songs,
   where they came from, and how their style is recognized through the
   elements of music. (melody, harmony, rhythm, tone color and form) (Ex.
   black culture = black spirituals, southern culture = Cajan music) Ex.
   compare a composer with their country, their instrumentation, their style -
   Aaron Copland, United States, Rodeo, Violins, Violas, Cellos, String Bass,
   Guitars, (symphonic instruments) style = country (hoe down sounds)
GRADE 2 GENERAL MUSIC

1. "Singing alone and with others, a varied repertoire of music"
   2.1 Students will do group and solo singing using a variety of songs acappella and with accompaniment. They will sing songs at least in keys C, F, G and B♭.

2. "Performing on instruments, along and with others, a varied repertoire of music"
   2.2 Students will play rhythm patterns with rhythm and Orff Instruments. They will accompany songs or play alone. (Ex. ostinato) They will sing and play rhythm patterns (echo - response) and keep a steady beat.

3. "Improvising melodies, variations, and accompaniments"
   2.3 Students will be able to change tempo, dynamics and accompaniments of songs to fit different situations. Students will use one song to fit different countries or different styles of music. (Ex. minor keys - Halloween, pentatonic scale for Chinese music)

4. "Composing and arranging music within specific guidelines"
   2.4 Students will take a familiar song and rewrite words to fit a certain theme, book or song. (Ex. Theme: Spanish; Book - Ferdinand the Bull; Dance - Mexican Hat Dance, Fandango, make up dances. Use piano accompaniment. Students will help make up dance movements and pick out instruments to accompany - Maracas, finger cymbals, tambourines and castanets. Students will make up a song using familiar Spanish rhythms and words to a Spanish story.)

5. "Reading and notating music"
   2.5 Students will develop reading and notating skills by:
   a. Writing music symbols and notes on a staff, treble and bass clef signs, rests on a staff, measures, bar lines, double bar lines, repeat signs, first and 2nd endings, and time signatures, 4/4 and 2/4.
   b. Students will identify melodic direction of music (up, down, same)
   c. Students will be introduced to singing using Solfeggio Syllables:
      1. Major Scale - Do Re Mi Fa Sol La Ti Do
         upward - Do Re Mi
         downward - Mi Re Do
         Same - Do Do Do
         Students will be able to match pitches ranging from middle C to E above C one octave above middle C.
   d. Students will read and clap rhythms using some kind of counting system (Ex. Ed Sueda)

6. "Listening to, analyzing, and describing music"
   2.6 Students will develop listening skills and recognize:
a. Melodic direction (up, down, same)
b. Melodic steps and skips
c. Dynamic (loud and soft) and tempo (speed) changes
d. even and uneven rhythm patterns
e. melody and harmony (rounds - sung 3 times through)
f. melody alone - melody with accompaniment = harmony
g. instruments played alone and with others
h. form (AB, ABA, ABC)

Students will analyze music:
a. Listen to music and identify what each instrument or family is.
b. Listen to music and identify what a certain composition is and who the composer is.
c. Listen to music and describe what style of music it may be. (Ex. country, classical, jazz)

7. "Evaluating music and music performances"

2.7 Students will attend and give some kind of performance at least once a year. The students has an awareness of career opportunities in music.

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

2.8 Students will listen and draw to music. They will move to music through dance. (Ex. Schottische, Jitterbug, Square Dancing)

9. "Understanding music in relation to history and culture"

2.9 Students will become aware of musical history by learning about songs from different countries and their instrumentation, rhythm, and form.
GRADE 3 GENERAL MUSIC

1. "Singing alone and with others, a varied repertoire of music"
   3.1 Students will do group and solo singing using a variety of songs acappella and with accompaniment. They will sing songs at least in keys C, F, G, B♭ and D.

2. "Performing on instruments, along and with others, a varied repertoire of music"
   3.2 Students will play rhythm patterns with rhythm or Orff Instruments. They will accompany songs or play alone. They will play rhythm instruments with proper technique and steady beats. Students will tap their foot to keep a steady beat. Students will do patching (pat, clap, or snap) or other movements to help feel the beat.

3. "Improvising melodies, variations, and accompaniments"
   3.3 Students will be able to change songs to fit different countries or different styles of music. (Ex. Students will change a song from classical to country - show students on a guitar how Classical Gas sounds and then change the picking to strumming and you have country. The tempo, melody and rhythm changes. Singing a song from fold to jazz requires a change in tempo and rhythm. Students will improvise on the melody and change some of the arrangements of the chords.) Students will use rhythm and Orff instruments for accompaniment.

4. "Composing and arranging music within specific guidelines"
   3.4 Students will be able to make up new words as needed to fit a certain theme book or song. (Ex. Students can make up a new song about endangered species (Macaw) and set the new words to the tune of Puff the Magic Dragon.)

5. "Reading and notating music"
   3.5 Students will be able to sing and read intervals: Do-Re, Do-Mi, Do-Fa, Do-Sol. Students will hear and recognize chords. Unison, seconds, thirds, fourths, and fifths should be worked on.

   a. Writing music symbols, notes, rests, staff, clefs, measures, bar lines, repeat signs, first, 2nd and third endings, and time signatures 4/4, 3/4, 2/4, 5/4.
   b. Students will identify melodic direction of music (up, down, same)
c. Students will sing Solfeggio Syllables
   1. major scale - Do Re Mi Fa Sol La Ti Do
      upward - Do Re Mi Fa Sol
      downward - Sol Fa Mi Re Do
      Same - Do Do Do
   Students will be able to match pitches ranging from A below middle C to F above C one octave above middle C.

d. Students will read and clap rhythms using some kind of counting system (Ed Sueda) Students will analyze music:
   1. Listen to music and identify what each instrument is.
   2. Listen to music and identify what a certain composition is and who the composer is.
   3. Listen to music and describe what style of music it is (Ex. country, classical, jazz)

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

3.6 Students will develop listening skills:
   a. Melodic direction (up, down, same)
   b. Students will recognize melodic steps, sequential patterns, and skips
   c. Students will recognize dynamic and tempo change including concepts of crescendos and diminuendos when they hear them.
   d. Students will recognize even and uneven rhythm patterns including triplets.
   e. Students will recognize melody and harmony patterns with 2 or 3 or more chords.
   f. Students will identify common instruments (snare drum, flute, piccolo, guitar-folk, guitar-bass, banjo, violin, etc.)

7. "Evaluating music and music performances"

3.7 Students will attend and give some kind of performance at least once a year.

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

3.8 Students will listen and draw to music. They will move to music through dance-creative movement. (Ex. Create a dance to music from Mary Poppins)

9. "Understanding music in relation to history and culture"

3.9 Students will become aware of music history by learning about standard classics and their composers. (Ex. Londonderry Air - Arranger. Grainger or Liszt - Hungarian Rhapsody)
GRADE 4 GENERAL MUSIC

1. "Singing alone and with others, a varied repertoire of music"
   4.1 Students will do group and solo singing using a variety of songs acappella and with accompaniment. They will sing songs at least in keys C, F, G, B♭, D and A.

2. "Performing on instruments, along and with others, a varied repertoire of music"
   4.2 Students will practice these instruments on a varied repertoire of music. (Autoharp, xylophones, recorders, bells, and Orff Instruments) Students will play in a group (class) or by themselves.

3. "Improvising melodies, variations, and accompaniments"
   4.3 Students will be sing familiar songs and use different instruments and different accompaniments for songs. (Basic strum autoharp-count 1 & 3 in 4/4 - change strum to long-count 1 short -second half of second beat and long count 3) Change familiar song, Mary Had a Little Lamb, change rhythm.

4. "Composing and arranging music within specific guidelines"
   4.4 Students will be able to make up new words to familiar songs to help with curriculum. (Ex. Song: Puff the Magic Dragon - New words that describe book "James and the Giant Peach". Rhythms and syllables of words have to match. This can be a group project or a student project.)

5. "Reading and notating music"
   4.5 Students will able to read and sing intervals: (1-2, 1-3, 1-4, 1-5, 1-6). Students will hear and recognize chords up to sixths. Students will read and clap rhythms using some kind of counting system (Ex. Ed Sueda). Students will be able to read and write short stories using music symbols throughout the story. (Ex. I have a sister named (Deb-spelled out with notes on a staff) who liked to garden. She grew a very large (cabbage-spelled out with notes on a staff). Only use notes in the treble clef.
6. "Listening to, analyzing, and describing music"
   4.6 Students will develop listening skills:
   a. Melodic direction up, down, repeated notes
   b. Students will recognize melodic steps, sequential patterns, and skips
   c. Students will recognize dynamic and tempo changes (Allegro, a tempo, Andante, Presto, Largo)
   d. Students will recognize even and uneven rhythm patterns, syncopation accents
   e. Students will recognize melody and harmony patterns IIV V chords to accompaniment songs (Ex. autoharp and guitar)
   f. Students will identify common instruments (violin, cello, string bass, flute, piccolo, folk guitar, bass guitar, electric guitar, trumpet, tuba, trombone, harp, clarinet, oboe, saxophone (alto, tenor, soprano, baritone))
   g. Students will recognize ABCD, AB, ABA, ABC, A Form

7. "Evaluating music and music performances"
   4.7 Students will attend and give some kind of performance at least once a year. Students will evaluate music with opinions of styles and instruments they like and dislike. The student has an awareness of career opportunities in music. (Ex. teacher - private and public, sound technician, movies sound track, conductor, professional musician, singer or instrument player.)

8. "Understanding relationships between music, the other arts, and disciplines outside the arts"
   4.8 Students will listen and draw to music. They will move to music through dance. (Ex. Be Bop, Twist, Macarena)

9. "Understanding music in relation to history and culture"
   4.9 Students will be able to identify certain pieces of music. Students will do a unit on Montana History and the music that goes with it. (Ex. Montana State song and Montana Melody) Students will pay tribute to the American Cowboy and the songs that go with it. They will get an introduction of multicultural instruments from the different continents.
GRADE 5 GENERAL MUSIC

1. "Singing alone and with others, a varied repertoire of music"
   5.1 Students will do group and solo singing using a variety of songs acappella and with accompaniment. They will sing songs at least in keys C, F, G, B♭, D, A and E♭.

2. "Performing on instruments, along and with others, a varied repertoire of music"
   5.2 Students will practice these instruments on a varied repertoire of music.
   (Ex. Orff instruments, xylophones, guitar, recorders, autoharp, and rhythm instruments)

3. "Improvising melodies, variations, and accompaniments"
   5.3 Students will be sing familiar songs and use different instruments and different accompaniments for songs.

4. "Composing and arranging music within specific guidelines"
   5.4 Students will be able to make up new words to familiar songs to help with curriculum. Students will be able to create new songs and new arrangements to old songs as well as experimenting with instruments to accompany songs.

5. "Reading and notating music"
   5.5 a. Students will able to sing melodies of songs using Solfeggio Syllables.
   b. Students will read and clap rhythms using some kind of counting system. (Ex. Ed Sueda)
   c. Students will be able to read and write stories using music symbols throughout the story. [Ex. I have a sister named (Deb-written on the Bass Clef Staff) - who liked to garden. She grew a very large (cabbage - written on the Bass Clef Staff). She is fourteen (the two e's are written on the Treble Clef Staff)]. Students will be able to use both Treble and Bass Clef signs.
   d. Students will understand when and how the notation of music came about. They will understand how and why it has or hasn't changed.
6. "Listening to, analyzing, and describing music"

5.6 Students will develop listening skills. Students will be able to identify certain pieces of music (Ex. William Tell Overture and their composer Rossini or In the Hall of the Mountain King by Edvard Grieg)
   a. Melodic direction - Students will write 24 measures of music using correct music notation.
   b. Students will be able to hear and write direction of music - upward, downward and repeated notes.
   c. Students will be able to sing Solfeggio Syllables to major and minor scales. Students will match pitches ranging from A below middle C to F above C above middle C.
   d. Students will recognize even and uneven rhythm patterns and how to count them using some kind of counting system. (Ex. Ed Sueda)
   e. Students will recognize melody and harmony patterns IIIV V chords to accompany songs
   f. Students will identify these instruments: violin, viola, cello, string bass, bassoon, clarinet, base clarinet, saxophone (soprano, alto, tenor, baritone), oboe, English horn, flute, piccolo, trumpet, trombone, baritone, French horn, tuba, drums (timpani, snare, bass, bongos, trap set), cymbals (hand, hi-hat, finger), woodblock, claves, triangle, bells, maracas, chimes, guitar, and bass guitar
   g. Students will recognize AB, ABA, ABABA, ABAB, and ABACA Form

7. "Evaluating music and music performances"

5.7 Students will attend and give some kind of performance at least once a year. The student has an awareness of career opportunities in music. (Ex. Music Therapist, Music Specialist who advises music to be used for other professionals - stores, corporations, athletes, skaters, doctor and dentist offices)

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

5.8 Students will listen and draw to music. They will move to music through dance or creative movement. (Ex. Line Dancing, 16 Step, 2 Step, Tush Push, Waltz, Butterfly, Ballet, Ballroom Dancing)

9. "Understanding music in relation to history and culture"

5.9 Students will be able to identify certain pieces of music. Students will be able to identify certain pieces of Opera, Classical, Jazz, and Country. They will be able to tell if a piece of music is Jazz, where it came from and what the style is. The tempo and instrumentation should also be known. These objectives can be obtained by the students working on a time line of music history, types of music, and what country they came from.
VOCAL MUSIC CURRICULUM
GOAL 1: Sing, alone and with others, a varied repertoire of music

OBJECTIVES: Students will:
(a) understand the basic parts of the vocal mechanism and its function
(b) demonstrate the consistent ability to understand and utilize correct posture, breathing, and support
(c) demonstrate the consistent production of an open well-modulated tone with noticeable extension of range, facility, flexibility, clarity and quality within one’s vocal designation
(d) use elements of proper diction, including vowel unification and consistency with clear and articulated consonants.
(e) tune the voice to unisons and hear, identify, understand the reasons for, and correct intonation problems
(f) perform the full spectrum of dynamic levels
(g) sing a cappella and accompanied with expression and technical accuracy a repertoire of vocal literature, including songs performed from memory (unison, SA, SSA, SATB)
(h) perform in concerts (twice per semester)
(i) understand the problems associated with the changes in the maturing voice in boys and girls
(j) if possible, participate in a small ensemble for a portion of, or for the entire year
(k) understand the role of the individual singer in relationship to the full ensemble in terms of balance, blend, and timbre, recognizing that various musical styles may affect that relationship
(l) recognize through performance the need to produce accurate attacks, releases, and other devices to render accurately the full range of musical styles

GOAL 2: Reading and notating music

OBJECTIVES: Students will:
(a) read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures
(b) identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and style
(c) use standard notation to record rhythmic and melodic dictation
(d) recognize and sing a cappella a diatonic and chromatic scale of an octave
(e) recognize and sing a cappella the major intervals between 1
and 8
(f) sightsing simple melodies in both the treble and bass clefs
(f) sightsing, accurately and expressively, music in unison 2, 3, and 4 parts may include changes of tempo, key, and meter

GOAL 3: Evaluating music and music performances

OBJECTIVES: Students will:
(a) develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
(b) evaluate the quality and effectiveness of their own and others’ performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
(c) explore through discussion and performance experiences, ideas, and determinations with respect to musical and textural interpretations
(d) identify student potentials, abilities, achievements, and interests in pursuing lifetime involvement in music or a career in music
(e) recognize the value of participating in the choral program
   • understand the musical, educational, social, and personal responsibilities that membership in the choral group entails
   • frequently analyze one’s current performance level, capabilities, and willingness to take measures to solve certain performance problems in order to constantly raise one’s competence
   • willingly participate and take leadership in activities that assist the music program
   • demonstrate proper concert behavior
   • present a refined, enthusiastic, and musical performance
   • show a desire for frequent public performances of the choir
   • demonstrate consistent adherence to proper rehearsal procedures and techniques using exemplary rehearsal citizenship in terms of self-control, responsibility, tolerance, cooperation, physical and mental readiness, and following directions

GOAL 4: Understand music in relation to history and culture

OBJECTIVES: Students will:
(a) develop an awareness of musical styles through a broad spectrum of literature utilizing the original languages of composition whenever possible
(b) be exposed to other musical cultures and musical eras through a variety of media

GOAL 5: Listening to, analyzing, and describing music

OBJECTIVES: Students will:
(a) describe or explain what is happening musically in a given listening example, using appropriate terminology
(b) demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
GRADES 9-12

VOCAL MUSIC CURRICULUM

GOAL 1: Sing, alone and with others, a varied repertoire of music

OBJECTIVES:

Students will:
(a) understand the basic parts of the vocal mechanism and its function
(b) demonstrate the consistent ability to understand and utilize correct posture, breathing, and support
(c) demonstrate the consistent production of an open well-modulated tone with noticeable extension of range, facility, flexibility, clarity and quality within one's vocal designation
(d) use elements of proper diction, including vowel unification and consistency with clear and articulated consonants, and understand pronunciation variants such as diphthongs
(e) tune the voice to unisons and hear, identify, understand the reasons for, and correct intonation problems
(f) perform the full spectrum of dynamic levels
(g) sing a cappella and accompanied with expression and technical accuracy a repertoire of vocal literature, including songs performed from memory (unison, SA, SSA, SATB, TTBB, SATB, SSATB, SSATBB, and SSAATTBB)
(h) perform in concerts (twice per semester)
(i) understand the problems associated with the changes in the maturing voice in men and women
(j) if possible, participate in a small ensemble for a portion of, or for the entire year
(k) understand the role of the individual singer in relationship to the full ensemble in terms of balance, blend, and timbre, recognizing that various musical styles may affect that relationship
(l) recognize through performance the need to produce accurate attacks, releases, and other devices to render accurately the full range of musical styles

GOAL 2: Reading and notating music

OBJECTIVES:

Students will:
(a) read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures
(b) identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and style
(c) use standard notation to record rhythmic and melodic dictation
(d) recognize and sing a cappella a diatonic and chromatic scale of an octave
(e) recognize and sing a cappella the major intervals between 1
and 8

(f) sightsing simple melodies in both the treble and bass clefs
(f) sightsing, accurately and expressively, music in 2, 3, and 4 parts including changes of tempo, key, and meter

GOAL 3: Evaluating music and music performances

OBJECTIVES: Students will:
(a) develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
(b) evaluate the quality and effectiveness of their own and others’ performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
(c) explore through discussion and performance experiences, ideas, and determinations with respect to musical and textural interpretations
(d) identify student potentials, abilities, achievements, and interests in pursuing lifetime involvement in music or a career in music
(e) recognize the value of participating in the choral program
   • understand the musical, educational, social, and personal responsibilities that membership in the choral group entails
   • frequently analyze one’s current performance level, capabilities, and willingness to take measures to solve certain performance problems in order to constantly raise one’s competence
   • willingly participate and take leadership in activities that assist the music program
   • demonstrate proper concert behavior
   • present a refined, enthusiastic, and musical performance
   • show a desire for frequent public performances of the choir
   • demonstrate consistent adherence to proper rehearsal procedures and techniques using exemplary rehearsal citizenship in terms of self-control, responsibility, tolerance, cooperation, physical and mental readiness, and following directions
GOAL 4: Understand music in relation to history and culture

OBJECTIVES: Students will:
   (a) develop an awareness of musical styles through a broad spectrum of literature utilizing the original languages of composition whenever possible
   (b) be exposed to other musical cultures and musical eras through a variety of media

GOAL 5: Listening to, analyzing, and describing music

OBJECTIVES: Students will:
   (a) describe or explain what is happening musically in a given listening example, using appropriate terminology
   (b) demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
GRADES 6-12
BAND
CURRICULUM
## BAND SCALES
Listed by Concert Pitch

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<th>6th Woodwinds</th>
<th>7th Grade</th>
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*Partial Scale

### MINOR

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### CHROM

Unison Starting Pitch

<p>| 1 octave |               |           |           |           |             |           |
| 1 1/12 octave |   |           |           |           |             |           |
| 2 octave |               |           |           |           |             |           |
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<tr>
<th>SUETA RHYTHM CHARTS</th>
<th>6th Grade Brass</th>
<th>6th Grade Woodwinds</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Inter. H.S.</th>
<th>Adv. H.S.</th>
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Include Corresponding Rest Values
# Required Method Books & Materials

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<td>Daily warm-ups for Int. Band</td>
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<td>Sueta Rhythm Charts Vol 1</td>
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<td>Sound Warm-ups</td>
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<td>Sharps &amp; Flats</td>
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### Supplementary Resources

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<tr>
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<th>Perc.</th>
<th>Adv. H.S</th>
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<tr>
<td>Premier Perf Book 1</td>
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<td>Premier Perf book 2</td>
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<td>3D Band Book</td>
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<td>Band Today Book 2</td>
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<td>Technic Today part 1</td>
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<td>Foundation for Sup. Perf.</td>
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<td>I Recommend</td>
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<td>16 Bach Chorales</td>
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<tr>
<td>Exercises in Ensemble Drill.</td>
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<td>Haskel Harr Drum method 1 &amp; 2</td>
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<td>Preliminary Handbook for Mallets</td>
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</table>
## QUALITY OF SOUND

<table>
<thead>
<tr>
<th></th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Inter. H.S.</th>
<th>Adv. H.S.</th>
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</thead>
<tbody>
<tr>
<td><strong>TONE</strong></td>
<td>Begins to produce basic tone quality</td>
<td>Develops a characteristic sound</td>
<td>Demonstrates good tone quality at moderate range and dynamic levels</td>
<td>Demonstrate consistency of good tone quality at wider range and dynamic levels</td>
<td>Exhibits increased ability to produce good tone quality at extended range and dynamic levels</td>
</tr>
<tr>
<td></td>
<td>Begins to demonstrate good air support and embouchure</td>
<td>Improves air support and embouchure</td>
<td>Further develops skills through range of 1 ½ octaves</td>
<td>Displays skills through a range of 2 octaves</td>
<td>Expands skills through a practical range</td>
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<td></td>
<td>Demonstrates skills through a range of a 5th</td>
<td>Demonstrates skills through a range of 1 octave</td>
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</tr>
<tr>
<td><strong>INTONATION</strong></td>
<td>Identifies “beats” associated with poor intonation between like instruments</td>
<td>Identifies intensity and frequency of “beats” associated with poor intonation between like instruments</td>
<td>Identifies “beats” associated with poor intonation between instruments within the same voice</td>
<td>Demonstrates good listening habits by adjusting tuning to a given pitch</td>
<td>Demonstrates further development of listening skills by adjusting to instruments throughout the ensemble</td>
</tr>
<tr>
<td><strong>BALANCE/BLEND</strong></td>
<td>Identifies dynamic balance as related to other players</td>
<td>Develops balance within the instrument section at moderate dynamic levels (mf)</td>
<td>Develops consistency in balance through expanded range at moderate dynamic levels (mp-mf)</td>
<td>Demonstrates understanding of Pyramid of Sound concept in ensemble playing at changing dynamics (p-f)</td>
<td>Demonstrates the Pyramid of Sound concept at expanded ranges and volumes (pp-ff)</td>
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<tr>
<td></td>
<td>6th Grade</td>
<td>7th Grade</td>
<td>8th Grade</td>
<td>Inter. H.S.</td>
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<tr>
<td><strong>ARTICULATIONS</strong></td>
<td>Demonstrates correct tonguing and slurring</td>
<td>Demonstrates correct legato and staccato articulations</td>
<td>Demonstrates additional articulation styles sostenuto, marcato and accents</td>
<td>Incorporates articulations in relation to musical style</td>
<td>Further develops articulations consistent with musical style</td>
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<tr>
<td></td>
<td>Demonstrate articulations in relation to musical style</td>
<td>Further develops articulations consistent with musical style</td>
<td>Further develops articulations consistent with musical style</td>
<td>Further develops articulations consistent with musical style</td>
<td>Further develops articulations consistent with musical style</td>
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<tr>
<td><strong>FACILITY</strong></td>
<td>Demonstrates correct playing position and perform eludes containing:</td>
<td>Demonstrates correct playing position and perform eludes containing:</td>
<td>Demonstrates correct playing position and perform eludes containing:</td>
<td>Demonstrates correct playing position and perform eludes containing:</td>
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<td>@ Moderato</td>
<td>@ Moderato</td>
<td>@ Allegretto</td>
<td>@ Moderato</td>
<td>@ Allegro</td>
</tr>
<tr>
<td><strong>RHYTHM/PRECISION</strong></td>
<td>Demonstrates basic rhythm patterns in tempo</td>
<td>Demonstrates basic rhythm patterns and duple subdivision of the beat at various tempos</td>
<td>Demonstrates triple subdivisions of the beat and demonstrate rhythm nuance to include rit., rall., accel.</td>
<td>Demonstrates triple subdivision of the beat and increased proficiency of basic rhythm patterns</td>
<td>Perform duple and triple meter patterns at various tempos and demonstrates rhythm nuance to include rubato</td>
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<td></td>
<td>Demonstrates basic rhythm patterns and duple subdivision of the beat at various tempos</td>
<td>Demonstrates basic rhythm patterns and duple subdivision of the beat at various tempos</td>
<td>Demonstrates basic rhythm patterns and duple subdivision of the beat at various tempos</td>
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<td>Demonstrates basic rhythm patterns and duple subdivision of the beat at various tempos</td>
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</table>
## MUSICALITY

<table>
<thead>
<tr>
<th></th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Inter. H.S.</th>
<th>Adv. H.S.</th>
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</thead>
<tbody>
<tr>
<td><strong>PHRASING</strong></td>
<td>Identifies a musical phrase</td>
<td>Demonstrates a musical phrase</td>
<td>Demonstrates four bar phrasing with proper breathing</td>
<td>Demonstrates melodic phrasing with addition of dynamic shaping</td>
<td>Identifies musical form in relation to phrases</td>
</tr>
<tr>
<td><strong>DYNAMICS</strong></td>
<td>Demonstrates controlled tone at level: mezzo-forte (mf)</td>
<td>Demonstrates controlled tone at level: mezzo-forte to forte (mf-f)</td>
<td>Demonstrates crescendo and decrescendo</td>
<td>Demonstrates crescendo, diminuendo, and forzando-piano</td>
<td>Demonstrates use of dynamic contrasts in relation to balance</td>
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</table>
**INSTRUMENTS**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>HS Perc</th>
<th>Int. Band</th>
<th>Adv Band</th>
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<tbody>
<tr>
<td>Piccolo*#</td>
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<td>Oboe*#</td>
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<td>Bassoon*#</td>
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<td>Alto Sax</td>
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<td>Tenor Sax*#</td>
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<td>Bari. Sax*#</td>
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<td>Horn*#</td>
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<td>Euphonium#</td>
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* These instruments as music instrumentation requires. Use of these instruments is left to the judgement of the Directors

# limited numbers of these instruments are available from the school.
### BAND CURRICULUM SUMMARY

#### Sixth Grade

<table>
<thead>
<tr>
<th>SCALES</th>
<th>RHYTHMS</th>
<th>OBJECTIVES</th>
<th>METHODS</th>
<th>READING SKILLS</th>
</tr>
</thead>
</table>
| Concert B♭, E♭, A♭ Major F (woodwind, keyboard, percussion) 1 octave chromatic | Sueta Charts #1-16 | **Quality of Sound**  
Equal emphasis on tone and intonation  
Emphasis on balance and blend  
Develop characteristic sound  
Make pitch with like instruments  
Pyramid of sound concept | Sueta Book #1 and II  
Premier Performance Book I | Know note names for own instrument and chromatic scale  
Demonstrate the use of Whole through sixteenth notes |
| **Technique**  
Demonstrate proper use of tongue  
Facility - good hand and fingering position  
Demonstrate proper attack and release technique  
Slurs and ties  
Demonstrate legato and staccato  
Basic rhythm and precision | | |
| **Musicality**  
Demonstrate phrasing with melody  
Dynamics: mp - f  
Styles: Method Book and Basic Band arr. Level: I | | |

### CARE OF INSTRUMENT

Student will demonstrate knowledge of proper assembly, disassembly and maintenance of instruments.

**Brass**
Lubricate tuning and valve slides with slide grease  
Lubricate valves and with valve oil.  
Lubricate slide with slide oil (trombone).  
Empty condensation from instrument after use.  
Periodically wash mouthpiece in lukewarm water.  
Periodically bath entire instrument in lukewarm water followed by Protect reeds; wipe dry after use.  
Proper lubrication.

**Woodwinds**
Dry Instrument inside and out after use  
Lubricate corks with cork grease.  
Clean metal joints; lubricate only upon recommendation of teacher.  
Periodically wash mouthpiece in lukewarm water.  
Visually check for disconnected springs and loose screws.  
Protect reeds; wipe dry after use.  
Periodically oil the bore of wooden instrument with bore oil.
Properly select appropriate reeds.

**BAND CURRICULUM SUMMARY**

**Seventh Grade**

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<thead>
<tr>
<th>SCALES</th>
<th>RHYTHMS</th>
<th>OBJECTIVES</th>
<th>METHODS</th>
<th>READING SKILLS</th>
</tr>
</thead>
</table>
| Concert B♭, E♭, A♭, F Major C | Sueta Charts #1-22 | **Quality of Sound**
Produce good tone at moderate range and dynamics
Tune within instrument family
Balance/blend to expand range | Sueta Book #1 and II
Premier Performance Book II | Know all treble or base clef note names |
| Concert g and c minor | 1 ½ octaves chromatic | **Technique**
Articulations with accents
Flexibility in scales at wider intervals and faster tempos
Understand ritard, accel. | Standard of Excellence Book 2 | Count through dotted eighth and sixteenth notes and rest values |
|                 |                | **Musicality**
Four bar phrases
Dynamics: p - f
Crescendo/decrescendo
Styles: Chorales, Young Band Arr., East Pop Arr., Parade Music
Level: I-II | | Read 6/8, 3/8 and triplets |

**CARE OF INSTRUMENT**

Student will continue to review and perfect instrument care techniques outlined in Grade 6 and also develop competence in diagnosing problems that cause improper instrument operation.
## BAND CURRICULUM SUMMARY
### Eighth Grade

<table>
<thead>
<tr>
<th>SCALES</th>
<th>RHYTHMS</th>
<th>OBJECTIVES</th>
<th>METHODS</th>
<th>READING SKILLS</th>
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</thead>
<tbody>
<tr>
<td>Concert</td>
<td>Sueta Charts</td>
<td>Quality of Sound</td>
<td>Sueta Book II and III</td>
<td>Know all treble or base clef note names including ledger lines</td>
</tr>
<tr>
<td>$B_b$, $E_b$, $A_b$, $F$, $C$, $D_b$ Major</td>
<td>$1-26$</td>
<td>Consistent good tone at wider ranges</td>
<td>Premier</td>
<td>Count all standard rhythm patterns</td>
</tr>
<tr>
<td>Concert</td>
<td></td>
<td>Tune to standard pitch</td>
<td>Performance Book II</td>
<td>Read terms and symbols for music level I and III</td>
</tr>
<tr>
<td>$g$, $c$, $d$ and $f$ minor</td>
<td></td>
<td>Pyramid of sound at changing dynamics</td>
<td>Standard of Excellence Book 3</td>
<td>Know flats and sharps in order of use</td>
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<tr>
<td>2 octaves</td>
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<td>Technique</td>
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<td>Identify major key signatures and four minor scales</td>
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<td>chromatic</td>
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<td>Consistent articulations</td>
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<td>Demonstrate proper trills</td>
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<td>Expand technique and tempos</td>
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<td>Subdivision of beat</td>
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<td>Musicality</td>
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<td>Phrasing with dynamic contrast</td>
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<td>Dynamics: $p - f$</td>
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<td>Crescendo/decrescendo</td>
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<td>Styles: Chorales, Festival Arr.</td>
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<td>Concert Marches</td>
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<td>Pop-Musical medleys, Pep Music</td>
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<td>Parade Music</td>
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<td>Level: II-III</td>
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**CARE OF INSTRUMENT**

Student will continue to review and perfect instrument care techniques outlined in Grade 6 and also develop competence in diagnosing problems that cause improper instrument operation.
## BAND CURRICULUM SUMMARY
Intermediate High School

<table>
<thead>
<tr>
<th>SCALES</th>
<th>RHYTHMS</th>
<th>OBJECTIVES</th>
<th>METHODS</th>
<th>READING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concert B♭, E♭, A♭, F, C, D♭, G, G♭ Major</td>
<td>Sueta Charts §23-28</td>
<td><strong>Quality of Sound</strong>&lt;br&gt;Practice good tone at extended ranges and dynamics&lt;br&gt;Develop acute listening skills&lt;br&gt;Balance/blend at extreme levels and ranges</td>
<td>I Recommend&lt;br&gt;Ensemble Drills</td>
<td>Read all common counting patterns&lt;br&gt;Know the circle of fifths&lt;br&gt;Read terms and symbols for music level II and IV</td>
</tr>
<tr>
<td>Concert g, c, d, f and a minor&lt;br&gt;2 octaves&lt;br&gt;chromatic</td>
<td></td>
<td><strong>Technique</strong>&lt;br&gt;Consistent articulations&lt;br&gt;Understand embellishments&lt;br&gt;Flexibility with alternate fingerings at faster tempos&lt;br&gt;Demonstrate vibrato&lt;br&gt;Clarity and uniformity of rhythm patterns&lt;br&gt;Rubato, pauses, etc.</td>
<td>Foundation for Superior Performance</td>
<td>Identify eight major key signatures and six minor scales</td>
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<td></td>
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<td><strong>Musicality</strong>&lt;br&gt;Phrasing in melodic and harmonic lines&lt;br&gt;Dynamics: pp - ff&lt;br&gt;Styles: Chorales, Overtures, Festival Contest, Marches, Musicals, Pop Concert Medleys, Pep Music&lt;br&gt;Level: II-IV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CARE OF INSTRUMENT
Student will continue to review and perfect instrument care techniques outlined in Grade 6 and also develop competence in diagnosing problems that cause improper instrument operation.
# BAND CURRICULUM SUMMARY
## Advanced High School

<table>
<thead>
<tr>
<th>SCALES</th>
<th>RHYTHMS</th>
<th>OBJECTIVES</th>
<th>METHODS</th>
<th>READING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concert B♭, E♭, A♭, F, C, D♭, G, G♭, D, A Major Concert g, c, d, f and a minor Practical range on chromatic</td>
<td>Sueta Charts §33 -</td>
<td>Quality of Sound Tone quality: open, focused and resonant Full ensemble in tune with harmonic tuning and solo line emphasis Excellent pyramid of sound concept</td>
<td>Sharps and flats Sound warmups</td>
<td>Know double sharp and flat Read all common and asymmetric rhythm patterns Read terms and symbols for music level III and V Identify all major key signatures including relative minor scales Know basic conduction patterns</td>
</tr>
<tr>
<td><strong>Technique</strong> Consistent articulations in wide variety of styles Demonstrate double/triple tonguing Technical precision with mixed meters Clarity and uniformity in rhythms</td>
<td><strong>Musicality</strong> Beautiful lines with interpretation of styles Dynamics: pp - fff (control at all levels) Styles: Chorales, Overtures, Transcriptions, Band Masterworks, Contemporary - Symphonic, Festival - Contest, March and Pep Music, Jazz, Solo Features Level: III-V</td>
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</tr>
</tbody>
</table>

## CARE OF INSTRUMENT
Student will continue to review and perfect instrument care techniques outlined in Grade 6 and also develop competence in diagnosing problems that cause improper instrument operation.
## Theory Curriculum Summary

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Methods</th>
<th>Ear Training</th>
</tr>
</thead>
</table>
| Notation   | 1. Bass, Treble, Alto, & Tenor Clef  
2. Grand Staff |              |
| Rhythm     | 1. Sueta Rhythm Vocabulary Charts  
2. Eastman Counting System | Rhythmic Dictation |
| Intervals  | 1. Half steps & whole steps  
2. Major & Perfect Internals  
3. Minor, Diminished & Augmented Intervals  
4. Intervals above & below a given pitch | Recognition of Major & perfect intervals |
| Scales     | 1. Major Scales  
3. Circle of Fifths  
4. Key Signatures | Discriminate between major & three forms of the minor scale |
| Harmony    | 1. 4 part harmony  
2. basic counter point  
3. Harmonizing a give melody  
4. Cadences |              |
| Melody     | 1. Melodic Phrase  
2. Question & Answer  
3. Melodic Cadences  
4. Types of Phrases & Periods |              |
| Analyzation | Analyze a simple piece of music for harmonic structure, Phrases, Cadences, Tonality |              |
Grades K-4, and 5

Note: The goals listed below may not be addressed to all grade levels K-4. They are presented as “upon graduation” goals, where it is expected that upon leaving the 4th grade, all students will have worked towards these goals throughout grades K-4. Grade 5 students will continue to work towards mastery of these goals. Student learner goals in the Arts are to be incorporated into all curricular areas.

Goal 1: Create, Exhibit and Respond

Goal 2: Apply and Describe the Concepts, Structures and Processes

Goal 3: Develop and Refine Arts Skills and Techniques

Goal 4: Analyze Characteristics and Merits of Art

Goal 5: Understand the Role of the Arts in Society, Cultures, and History

Goal 6: Make Connections Among the Arts, Other Areas of Life and Work
Goal 1: Create, Exhibit and Respond
The Arts: Dance, Music, Theater, and Visual Arts

(a) Students will experiment with a variety of materials.
(b) Students will perform/exhibit art for a variety of audiences.
(c) Students will create individual and collaborative art work.
(d) Students will respond to a variety of artistic techniques and materials.
(e) Students will recognize art causes differing emotional responses.

Goal 2: Apply and Describe the Concepts, Structures and Processes
The Arts: Dance, Music, Theater, and Visual Arts

(a) Students will apply the elements of composition in various mediums of Art
(b) Students will identify, and apply techniques.
(c) Students will communicate meaning through artistic presentations.
(d) Students will demonstrate and perform creative works in a variety of media.
(e) Students will recognize or perform examples of artistic purpose.
(f) Students will identify cultural aspects of artistic style.

Goal 3: Develop and Refine Arts Skills and Techniques
The Arts: Dance, Music, Theater, and Visual Arts

(a) Students will use art materials, techniques and technologies to communicate meaning.
(b) Students will use art materials, techniques and technologies to explore potential solutions.
(c) Students will identify terminology applicable to the Arts.

Goal 4: Analyze Characteristics and Merits of Art
The Arts: Dance, Music, Theater, and Visual Arts

(a) Students will use vocabulary of the discipline to describe a variety of works of art, including personal works, to others .
(b) Students will develop criteria for evaluation.
(c) Students will recognize that specific works of art will cause different emotional responses.
Goal 5: Understand the Role of the Arts in Society, Cultures (to include the distinct and unique cultural heritage of Montana’s American Indians), and History

*The Arts: Dance, Music, Theater, and Visual Arts*

(a) Students will recognize how history, culture, and the arts influence each other.
(b) Students will recognize that common emotions, experiences, and expressions are reasons for creating works of art.
(c) Students will identify connections between historical, regional and cultural art.
(d) Students will explore individualized culture through art.
(e) Students will demonstrate appropriate behaviors relative to presentation of art.

Goal 6: Make Connections Among the Arts, Other Areas of Life and Work

*The Arts: Dance, Music, Theater, and Visual Arts*

(a) Students will compare/contrast characteristics of art.
(b) Students will make connections between all disciplines.
(c) Students will identify how art reflects life.
(d) Students will understand the importance of art in life.
Note: The program descriptions and goals in this document may not be addressed to all grade levels 6-8. Readers interested in actual course offerings should contact the HMS Department Chairpersons for each program.

Havre Middle School Visual Art Education

Program Description
The primary purposes of the Middle School Art program are to realize the creative potential of each individual through understanding of the arts, and to provide the needed insight and attitude to live within and contribute to society.

Emphasis in art is aesthetic, involving the development of personal sensitivity, expression, knowledge of the art field and personal skills, an awareness of heritage, history, enjoyment of the art elements, realization of self, acquaintance with tools and materials and development of skills are essential for all pupils.

A broad spectrum of creativity should be explored with the realization that the individual becomes aware of art, not only as a pleasurable use of leisure time, but also as a potential avenue toward the pursuit of careers in art or art related fields.

Goal 1: Create, Exhibit and Respond

OBJECTIVES: Students will:
1. Explore self-expression and communication of individual ideas through the manipulation of art materials.
2. Express self through the manipulation of art and craft materials.
3. Understand the relationship of forms to the function of an object.
4. Exhibit individual, unique ideas in their artwork.

Goal 2: Apply and Describe the Concepts, Structures and Processes

OBJECTIVES: Students will:
1. Apply the elements of art (line, shape, texture, contrast, color, space, etc.).
2. Develop a basic skill in the use of a variety of art materials in both two and three dimensional design.
3. Understand perceptual awareness.
4. Apply techniques to create art.
5. Demonstrate an understanding of color theory and mixing by the use of color in paintings.
6. Understand and demonstrate proper use of various art media.

Goal 3: Develop and Refine Arts Skills and Techniques

OBJECTIVES: Students will:
1. Investigate problem solving situations through individual exploration and discovery.
2. Develop psychomotor skills in drawing and hand/eye coordination.
3. Use and practice care for various drawing materials.
4. Experiment with various painting media and techniques.
5. Communicate ideas through works.
Goal 4: Analyze Characteristics and Merits of Art

OBJECTIVES: Students will:
1. Apply cognitive and aesthetic learning experiences from painting when appraising paintings done by self and others.
2. Critically appraise specific elements in works and know how to control and/or correct them.
3. Develop an understanding of criteria to discuss and evaluate works of art.

Goal 5: Understand the Role of the Arts in Society, Cultures (to include the distinct and unique cultural heritage of Montana’s American Indians), and History

OBJECTIVES: Students will:
1. Understand the importance of various art history periods.
2. Investigate relevance of art and the development of civilization.
3. Discuss art and artists from specific time periods.

Goal 6: Make Connections Among the Arts, Other Areas of Life and Work

OBJECTIVES: Students will:
1. Recognize the art elements in man-made objects and in the world around them.
2. Understand the role art plays in our everyday life.
3. Recognize drawing has practical applications in many professional fields.
4. Develop awareness of career opportunities in art.
Havre High School Visual Art Education

Goal 1: Create, Exhibit and Respond

OBJECTIVES: Students will:
1. Engage in hands on experience with a wide variety of art media.
2. Conceive and create works of art.
3. Describe and analyze artistic choices in their own work and works of others.
4. Exhibit work.
5. Understand and relate intention and purpose in works of art.

Goal 2: Apply and Describe the Concepts, Structures and Processes

OBJECTIVES: Students will:
1. Apply the elements of art (line, shape, texture, value, color, space, etc.) to composition of projects.
2. Apply varied techniques to create works of art.
3. Apply the principles of art (harmony, variety, movement, balance, etc.) to composition of projects.
4. Understands how the characteristics and structure of art are used to accomplish artistic intentions.
5. Demonstrate ability using a variety of art materials in both two and three dimensional design.

Goal 3: Develop and Refine Arts Skills and Techniques

OBJECTIVES: Students will:
1. Use various materials, techniques, technology and processes to create artworks.
2. Apply problem solving strategies to predict solutions and pose new problems.
3. Understands how the communication of ideas relates to the media, techniques and process used by artist.
4. Apply various subjects, symbols and ideas in artworks.

Goal 4: Analyze Characteristics and Merits of Art

OBJECTIVES: Students will:
1. Apply the criticism techniques of analysis, interpretation, description, and judgement on varied forms of visual art.
2. Understand and investigate purpose of differing art styles.
3. Apply aesthetic principles to evaluate quality and effectiveness of a work of art.
4. Analyze interpretations of artwork.
Goal 5: Understand the Role of the Arts in Society, Cultures (to include the distinct and unique cultural heritage of Montana’s American Indians), and History

OBJECTIVES: Students will:
1. Understand a variety of historical and cultural contexts regarding characteristics and purposes of works of art.
2. Understand relationships between works of art in terms of history, aesthetics, society, and culture.
3. Understand the function and meaning of specific art objects within varied cultures, times and places.
4. Identify and describe the role of artists in cultures and societies.

Goal 6: Make Connections Among the Arts, Other Areas of Life and Work

OBJECTIVES: Students will:
1. Explore career possibilities in art related fields.
2. Recognize the art elements in man-made objects and in the world around them.
3. Understand the role art plays in our everyday life.
4. Recognize drawing has practical applications in many professional fields.
5. Explore interrelated elements of the Arts and other subject areas.
6. Recognize connection of works of art and their corresponding environment in which they were created.

During the development of the curriculum, we used both the Montana Standards for Arts and the McREL Standards, as the structure and content of the student learner goals were developed.
Note: The program descriptions and goals in this document may not be addressed to all grade levels 9-12. Readers interested in actual course offerings should contact the HHS Department Chairpersons for each program.

THEATRE

Program Description

Theater is a secondary program designed to provide students experience and exposure to multiple aspects of the performance Arts.

Students will experience written and performance drama. Students will become familiar with the history of drama, types of theatre, aspects of performance, technical theatre, and the works of many leading playwrights.

Goal 1: Create, Exhibit and Respond

OBJECTIVES: Students will:
1. Develop scripts and relate to varying audiences.
2. Compare and contrast works based upon visual, intellectual and stylistic levels.
3. Generate opinions and ideas in response to various works.
4. Develop skills and talents used in live performance and stage production.

Goal 2: Apply and Describe the Concepts, Structures and Processes

OBJECTIVES: Students will:
1. Understand and apply concepts of written and performance drama.
2. Understand all aspects of technical theatre.
3. Understand and apply acting techniques and methods, and styles.

Goal 3: Develop and Refine Arts Skills and Techniques

OBJECTIVES: Students will:
1. Develop reading, interpretation and communicating skills.
2. Explore and apply aspects of acting and character development.
3. Understand performance techniques and play productions.

Goal 4: Analyze Characteristics and Merits of Art

OBJECTIVES: Students will:
1. Develop an appreciation for the arts.
2. Analyze the work of various playwrights.
4. Develop criteria for evaluation.
Goal 5: Understand the Role of the Arts in Society, Cultures, and History

OBJECTIVES: Students will:
1. Explore the history of drama.
2. Understand cultural, social and historical perspectives of theatre.
3. Understand similarities and differences of characters from various cultures and time periods.
4. Understand impact of theatre artists in various cultures and time periods.

Goal 6: Make Connections Among the Arts, Other Areas of Life and Work

OBJECTIVES: Students will:
1. Engage in “hands on” practical experiences relative to technical theatre.
2. Recognize interrelated elements of the Arts and other subject areas.
3. Experience theatre in a professional setting.
4. Recognize theatre related professional fields.

During the development of the curriculum, we used both the Montana Standards for Arts and the McREL Standards, as the structure and content of the student learner goals were developed.
The arts, modes of expression that use skill or imagination in the creation of aesthetic objects, environments, or experiences that can be shared with others. Traditional categories within the arts include literature (including poetry, drama, story, and so on), the visual arts (painting, drawing). Encyclopaedia Britannica’s editors oversee subject areas in which they have extensive knowledge, whether from years of experience gained by working on that content or via study for an advanced degree. See Article History. See more ideas about artist, art, illustration art. The Arts. Collection by Cassi Murakami Last updated 3 weeks ago. 114. Pins. 2.18k. Followers. is it just me, or does every artist secretly envy other artists with skill that far surpasses their own...and wish to possess that “super power”? ArtStation is the leading showcase platform for games, film, media & entertainment artists. Take your Art to the Next Level. With ArtStation premium subscriptions, get everything you need to help grow your skills, build your presence and advance your career.