Band I-IV

Fine Arts
Curriculum Framework

Revised 2014

Course Title: Band I-IV
Course/Unit Credit: 1 per course

Course Number: BI: 451000   BII: 451040   BIII: 451050   BIV: 451060

Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.

Grades: 9-12

Prerequisites: There is no prerequisite for Band I. The student entering Band II, III, or IV must successfully complete the preceding year of Band and/or have the instructor's approval through audition.

                                        Band

Band I-IV are two-semester courses designed for traditional and emerging ensembles. Band I-IV students will demonstrate an ability to apply music fundamentals and instrumental techniques in the production, performance, analysis, and critique of instrumental music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Band I-IV students will critique music performances and deeply reflect upon the impact of instrumental music on society as well as societal influences on instrumental music. Students will regularly perform in a variety of settings and will demonstrate successful completion of student learning expectations. Band I, Band II, Band III, or Band IV will satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Band I, Band II, Band III, and Band IV.

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and experience to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:
1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating
   Content Standard 1: Students will generate and conceptualize artistic ideas and work.

Band I	Band II	Band III	Band IV	CCSS Alignment
CR.1.BI.1 Create music in contrasting *styles*	CR.1.BII.1 Create music in contrasting *styles* in complex repertoire	CR.1.BIII.1 Create music in contrasting *styles* in more complex repertoire	CR.1.BIV.1 Create music of increasing complexity in contrasting *styles*	CCRA.R.5 CCRA.SL.4

Key: CR.1.BI.1 = Creating.Content Standard1. Band I.1st Student Learning Expectation

Strand: Creating
Content Standard 2: Students will organize and develop artistic ideas and work.

Band I	Band II	Band III	Band IV	CCSS Alignment
CR.2.BI.1 Compose an original melodic line	Students will continue to compose original melodic lines during subsequent years of Band.	Students will continue to compose original melodic lines during subsequent years of Band.	Students will continue to compose original melodic lines during subsequent years of Band.	CCRA.W.4, 5
CR.2.BI.2 Create rhythmic continuity through appropriate movement	CR.2.BII.2 Create continuity in complex rhythmic patterns through appropriate movement	CR.2.BIII.2 Create continuity in more complex rhythmic patterns through appropriate movement	CR.2.BIV.2 Create continuity in increasingly complex rhythmic patterns through appropriate movement	CCRA.SL.4

Key: CR.2.BI.1 = Creating.Content Standard 2.Band I.1st Student Learning Expectation

Strand: Creating
Content Standard 3: Students will refine and complete artistic work.

Band I	Band II	Band III	Band IV	CCSS Alignment
CR.3.BI.1 Refine original artistic work developed in large groups	CR.3.BII.1 Refine original artistic work developed in small groups	CR.3.BIII.1 Refine original artistic work developed with partners	CR.3.BIV.1 Refine original artistic work developed individually	CCRA.W.4, 6 CCRA.SL.1, 4

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Key: CR.3.BI.1 = Creating.Content Standard 3.Band I.1st Student Learning Expectation

Strand: Performing
    Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

Band I	Band II	Band III	Band IV	CCSS Alignment
P.4.BI.1 Explore music in contrasting *styles* (e.g., marches, suites, overtures, Baroque, Romantic, Classical, ragtime, jazz)	P.4.BII.1 Analyze music in contrasting *styles* (e.g., marches, suites, overtures, Baroque, Romantic, Classical, ragtime, jazz)	P.4.BIII.1 Compare and contrast increasingly complex music in contrasting *styles*	P.4.BIV.1 Appraise increasingly complex music in contrasting *styles*	CCRA.SL.1, 4
P.4.BI.2 *Sight-read* music literature	P.4.BII.2 *Sight-read* music literature of moderate complexity	P.4.BIII.2 *Sight-read* increasingly complex music literature	P.4.BIV.2 *Sight-read* advanced music literature	CCRA.R.1

Key: P.4.BI.1 = Performing.Content Standard 4.Band I.1st Student Learning Expectation

Strand: Performing
Content Standard 5: Students will develop and refine artistic work for presentation.

Band I	Band II	Band III	Band IV	CCSS Alignment
P.5.BI.1 Read basic music notation and symbols when refining music for presentation	P.5.BII.1 Read intermediate music notation and symbols when refining music for presentation	P.5.BIII.1 Read increasingly complex music notation and symbols when refining music for presentation	P.5.BIV.1 Read advanced music notation and symbols when refining music for presentation	CCRA.R.1 CCRA.L.6
P.5.BI.2 Demonstrate characteristic tone quality in practical registers using moderate dynamic levels	P.5.BII.2 Demonstrate characteristic tone quality in extended registers using moderate dynamic levels	P.5.BIII.2 Demonstrate characteristic tone quality in extended registers using all dynamic levels	P.5.BIV.2 Perform with characteristic tone quality at all dynamic levels in the full range of the instrument	CCRA.4, 5 CCRA.SL.4
P.5.BI.3 Demonstrate basic *intonation* individually and in large or small ensembles	P.5.BII.3 Demonstrate proficient *intonation* individually and in large or small ensembles	P.5.BIII.3 Demonstrate excellent *intonation* individually and in large or small ensembles	P.5.BIV.3 Demonstrate superior *intonation* individually and in large or small ensembles in the full range of the instrument	CCRA.SL.4
P.5.BI.4 Demonstrate basic articulations as stylistically appropriate	P.5.BII.4 Demonstrate articulations at a proficient level as stylistically appropriate	P.5.BIII.4 Demonstrate varied articulations with excellence as stylistically appropriate	P.5.BIV.4 Perform all articulations at a superior level as stylistically appropriate	CCRA.SL.4 CCRA.L.6
P.5.BI.5 Demonstrate basic rhythmic precision in large or small ensembles	P.5.BII.5 Demonstrate rhythmic precision at a proficient level individually and in large or small ensembles	P.5.III.5 Demonstrate rhythmic precision with excellence individually and in large or small ensembles	P.5.BIV.5 Perform superior rhythmic precision individually and in large or small ensembles	CCRA.R.1, 4, 5 CCRA.SL.4 CCRA.L.6

Key: P.5.BI.6 = Performing.Content Standard 5.Band I.6th Student Learning Expectation

Strand: Performing
Content Standard 5: Students will develop and refine artistic work for presentation.

Band I	Band II	Band III	Band IV	CCSS Alignment
P.5.BI.6* Play *rudiments* by memory at a proficient level (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle) *SLE applies to percussionists only	P.5.BII.6* Play *rudiments* by memory at a proficient level (e.g., single stroke roll, double stroke roll, five stroke roll, seven stroke roll, nine stroke roll, single paradiddle, double paradiddle, flam accent, flamacue, flam paradiddle, drag, double drag tap, single ratamacue) *SLE applies to percussionists only	P.5.BIII.6* Play *rudiments* by memory with excellence (e.g., single stroke roll, double stroke roll, five stroke roll, seven stroke roll, nine stroke roll, single paradiddle, double paradiddle, flam accent, flamacue, flam paradiddle, drag, double drag tap, single ratamacue) *SLE applies to percussionists only	P.5.BIV.6* Play *rudiments* by memory at a superior level (e.g., single stroke roll, double stroke roll, five stroke roll, seven stroke roll, nine stroke roll, single paradiddle, double paradiddle, flam accent, flamacue, flam paradiddle, drag, double drag tap, single ratamacue, *American twenty-six rudiments*) *SLE applies to percussionists only	CCRA.SL.4 CCRA.L.6
P.5.BI.7 Play scales by memory (e.g., major, natural minor, chromatic)	P.5.BII.7 Play major, natural minor, and chromatic scales by memory at a proficient level	P.5.BIII.7 Play major, natural minor, and chromatic scales by memory with excellence	P.5.BIV.7 Play major, natural minor, and chromatic scales by memory at a superior level	CCRA.SL.4 CCRA.L.6
P.5.BI.8 Perform instrument-specific technique builders (e.g., lip slurs for brass, arpeggios, thirds, etudes, chorales, tonguing and slurring patterns, double stops for percussion, octaves)	P.5.BII.8 Perform instrument-specific technique builders in various major keys (e.g., lip slurs for brass, arpeggios, thirds, etudes, chorales, tonguing and slurring patterns, double stops for mallet percussion, octaves)	P.5.BIII.8 Perform instrument-specific technique builders in various major and minor keys (e.g., lip slurs for brass, arpeggios, thirds, etudes, chorales, tonguing and slurring patterns, double stops for percussion, octaves)	P.5.IV.8 Perform instrument-specific advanced technique builders in various keys (e.g., lip slurs, chorales, arpeggios)	CCRA.SL.4 CCRA.L.6

Key: P.5.BI.6 = Performing.Content Standard 5.Band I.6th Student Learning Expectation

Strand: Performing
    Content Standard 5: Students will develop and refine artistic work for presentation.

Band I	Band II	Band III	Band IV	CCSS Alignment
P.5.BI.9 Demonstrate consistently correct practice procedures (e.g., warm-up, troubleshooting, problem solving, counting strategies, rhythm techniques)	Students will continue to demonstrate correct practice procedures during subsequent years of Band.	Students will continue to demonstrate correct practice procedures during subsequent years of Band.	Students will continue to demonstrate correct practice procedures during subsequent years of Band.	CCRA.SL.4 CCRA.L.6
P.5.BI.10 Employ proper instrument maintenance and hygienic procedures	Students will continue to employ proper instrument maintenance and hygienic procedures during subsequent years of Band.	Students will continue to employ proper instrument maintenance and hygienic procedures during subsequent years of Band.	Students will continue to employ proper instrument maintenance and hygienic procedures during subsequent years of Band.	

Key: P.5.BI.9 = Performing.Content Standard 6.Band I.9th Student Learning Expectation

Strand: Performing
Content Standard 6: Students will convey meaning through the presentation of artistic work.

Band I	Band II	Band III	Band IV	CCSS Alignment
R.6.BI.1 Respond to conducting patterns and gestures	R.6.BII.1 Respond to a variety of conducting patterns and gestures	R.6.BIII.1 Respond to conducting patterns and gestures in a variety of musical *forms* and *genres*	R.6.BIIV.1 Achieve artistic interpretation and composer's intent through accurate application of conducting patterns and gestures in a variety of musical *forms* and *genres*	CCRA.SL.1, 4 CCRA.L.6
P.6.BI.2 Demonstrate, at a basic level, fundamental elements and principles of phrasing and expression • articulations • dynamics • *expressive markings* • tempi	P.6.BII.2 Demonstrate, at a proficient level, elements and principles of phrasing and expression • articulations • dynamics • *expressive markings* • tempi	P.6.BIII.2 Demonstrate, with excellence, elements and principles of phrasing and expression • articulations • dynamics • *expressive markings* • tempi	P.6.BIV.2 Demonstrate, at a superior level, elements and principles of phrasing and expression • articulations • dynamics • *expressive markings* • tempi	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.BI.3 Demonstrate, at all dynamic levels, basic characteristics of ensemble sound • balance • blend • ensemble *intonation* • expression • phrasing	P.6.BII.3 Demonstrate, with proficiency, at all dynamic levels, characteristics of ensemble sound • balance • blend • ensemble *intonation* • expression • phrasing	P.6.BIII.3 Demonstrate, with excellence, at all dynamic levels, characteristics of ensemble sound • balance • blend • ensemble *intonation* • expression • phrasing	P.6.BIV.3 Demonstrate, at all dynamic levels, characteristics of superior ensemble sound • balance • blend • ensemble *intonation* • expression • phrasing	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.BI.4 Exhibit proper *etiquette* in rehearsal, performances, and audience settings	Students will continue to exhibit proper *etiquette* during subsequent years of Band.	Students will continue to exhibit proper *etiquette* during subsequent years of Band.	Students will continue to exhibit proper *etiquette* during subsequent years of Band.	CCRA.SL.1

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Key: P.6.BI.1 = Performing.Content Standard 6.Band I.1st Student Learning Expectation

Strand: Responding
    Content Standard 7: Students will perceive and analyze artistic work.

Band I	Band II	Band III	Band IV	CCSS Alignment
R.7.BI.1 Describe a musical performance or recording (e.g., current repertoire)	R.7.BII.1 Discuss a musical performance or recording (e.g., current repertoire)	R.7.BIII.1 Analyze a musical performance or recording (e.g., current repertoire)	R.7.BIV.1 Analyze a complex musical performance or recording (e.g., current repertoire)	CCRA.R.1, 2, 4, 5 CCRA.SL.1, 4
R.7.BI.2 Identify *elements of music*, interests, purpose, and *context* in a selected work	R.7.BII.2 Analyze *elements of music,* interests, purpose, and *context* in a selected work	R.7.BIII.2 Develop criteria to use when analyzing music, based on *elements of music*, interests, purpose, and *context*	R.7.BIV.2 Defend personally-developed criteria used when analyzing music, based on *elements of music*, interests, purpose, and *context*	CCRA.R.2, 5 CCRA.W.1, 2 CCRA.SL.1, 2, 3, 4

Key: R.7.BI.1 = Responding.Content Standard 7.Band I.1st Student Learning Expectation

Strand: Responding
Content Standard 8: Students will interpret intent and meaning in artistic work.

Band I	Band II	Band III	Band IV	CCSS Alignment
R.8.BI.1 Discuss examples of a varied repertoire of music (e.g., classical, pop, jazz, marches)	R.8.BII.1 Compare and contrast examples of a varied repertoire of music (e.g., classical, pop, jazz, marches)	R.8.BIII.1 Analyze examples of a varied repertoire of music (e.g., classical, pop, jazz, marches)	R.8.BIV.1 Review critically (e.g., journal, blog, written assignment, discussion) examples of a varied repertoire of music	CCRA.R.1, 5, 7, 9 CCRA.W.1 CCRA.SL.2, 3, 4 CCRA.L.6

Key: R.8.BI.1 = Responding.Content Standard 8.Band I.1st Student Learning Expectation

Strand: Responding
    Content Standard 9: Students will apply criteria to evaluate artistic work.

Band I	Band II	Band III	Band IV	CCSS Alignment
R.9.BI.1 Develop, with guidance, criteria for evaluating instrumental musical performances	R.9.BII.1 Develop, with limited guidance, criteria for evaluating instrumental musical performances	R.9.BIII.1 Develop, independently, criteria for evaluating instrumental musical performances	R.9.BIV.1 Evaluate instrumental performances using student-developed criteria	CCRA.R.1, 4, 5 CCRA.SL.3, 4

Key: R.9.BI.1 = Responding.Content Standard 9.Band I.1st Student Learning Expectation

Strand: Connecting
Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

Band I	Band II	Band III	Band IV	CCSS Alignment
CN.10.BI.1 Identify individual experiences and other influences that provide *context* for a musical work and impact performance	CN.10.BII.1 Explain individual experiences and other influences that provide *context* for a musical work and impact performance	CN.10.BIII.1 Analyze individual experiences and other influences that provide *context* for a musical work and impact performance	CN.10.BIV.1 Evaluate individual experiences and other influences that provide *context* for a musical work and impact performance	CCRA.R.8 CCRA.W.2 CCRA.SL.1, 2, 3, 4

Key: CN.10.BI.1 = Connecting.Content Standard 10.Band I.1st Student Learning Expectation

Strand: Connecting
Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Band I	Band II	Band III	Band IV	CCSS Alignment
CN.11.BI.1 Identify technological influences on music (e.g., software, hardware, recorded music, Internet)	CN.11.BII.1 Describe technological influences on music (e.g., software, hardware, recorded music, Internet)	CN.11.BIII.1 Discuss technological influences on music (e.g., software, hardware, recorded music, Internet)	CN.11.BIV.1 Analyze technological influences on music (e.g., software, hardware, recorded music, Internet)	CCRA.R.1, 7 CCRA.SL.1, 2, 4
CN.11.BI.2 Identify musical traditions that relate to the historical and cultural contexts of other arts and disciplines (e.g., Baroque, Romantic, *non-Western*)	Students will continue to identify musical traditions that relate to the historical and cultural contexts of other arts and disciplines during subsequent years of Band.	Students will continue to identify musical traditions that relate to the historical and cultural contexts of other arts and disciplines during subsequent years of Band.	Students will continue to identify musical traditions that relate to the historical and cultural contexts of other arts and disciplines during subsequent years of Band.	CCRA.R.7, 8, 9, 10 CCRA.W.7, 8
CN.11.BI.3 Identify characteristics (e.g., setting, plot, historical significance) of musical selections • American music • Arkansas composers (e.g., Francis McBeth, Clifton Williams, William Grant Still) • music from different historical periods • music from different cultures • *program music*	CN.11.BII.3 Describe characteristics (e.g., setting, plot, historical significance) of musical selections • American music • Arkansas composers (e.g., Francis McBeth, Clifton Williams, William Grant Still) • music from different historical periods • music from different cultures • *program music*	CN.11.BIII.3 Discuss characteristics (e.g., setting, plot, historical significance) of musical selections • American music • Arkansas composers (e.g., Francis McBeth, Clifton Williams, William Grant Still) • music from different historical periods • music from different cultures • *program music*	CN.11.BIV.3 Analyze characteristics (e.g., setting, plot, historical significance) of musical selections • American music • Arkansas composers (e.g., Francis McBeth, Clifton Williams, William Grant Still) • music from different historical periods • music from different cultures • *program music*	CCRA.R.1 CCRA.W.7 CCRA.SL.1, 4

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Key: CN.11.BI.1 = Connecting.Content Standard 11.Band I.1st Student Learning Expectation

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Band I	Band II	Band III	Band IV	CCSS Alignment
CN.11.BI.4 Recognize career opportunities in music (e.g., business, education, performance, *music therapy*, technology)	CN.11.BII.4 Identify career opportunities in music (e.g., business, education, performance, *music therapy*, technology)	CN.11.BIII.4 Compare and contrast career opportunities in music (e.g., business, education, performance, *music therapy*, technology, *arts management*, music business, sound engineering)	CN.11.BIV.4 Evaluate the role of instrumental music in lifelong learning	CCRA.W.7 CCRA.SL.1, 4

Key: CN.11.BI.4 = Connecting.Content Standard 11.Band I.4th Student Learning Expectation

American twenty-six rudiments	A set of rudiments for drummers consisting of the original set of thirteen rudiments selected in 1933 by the National Association of Rudimental Drummers augmented later by a set of thirteen additional rudiments and generally accepted in American schools as the national standard for teaching drummers
Arts management	The field that concerns business operations around an arts organization, including facilitating the day-to-day operations of the organization and fulfilling its mission (e.g., theaters, museums, symphonies, jazz organizations, opera houses, ballet companies, and many smaller professional and non-professional arts-related organizations)
Context	Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence
Elements of music	Melody, harmony, rhythm, form
Etiquette	Protocols for behavior during a rehearsal or a performance
Expressive marking	Symbol used to indicate dynamics, tempo, and articulation in a composition
Form	The structure or shape of a musical work, based on repetition, contrast, and variation
Genre	Style, category, class, or type of music
Intonation	Exactness of pitch in playing or singing
Music therapy	The use of music to improve psychological, social, cognitive, and physical function
Non-Western	Music from regions other than the United States, Canada, and western Europe
Program music	A piece of music that has an extra-musical narrative
Rudiment	A stroke or pattern that is basic to all drum music and technique
Sight-read	To play or sing a piece of music without preparation
Style	Characteristics of particular people or groups of people or periods that make genres of music unique

Contributors

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