

Beginning Band I-IV

Fine Arts  
Curriculum Framework

Revised 2014

Beginning Band I-IV

Course Number:                    BBI: 358540                    BBII: 358540                    BBIII: 358540                    BBIV: 358540

Grades:                                5-8

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

Beginning Band I-IV are two-semester courses designed for traditional and emerging ensembles. Band 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. Beginning 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.

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 personal experiences 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.1 = College and Career Ready Anchor Standard.Reading.1
7. It is recommended that any first-year band student be placed in Beginning Band I, regardless of grade.

Strand: Creating

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
CR.1.BBI.1 <i>Improvise</i> rhythmic or melodic variations	Students will continue to <i>improvise</i> rhythmic variations during subsequent years of Beginning Band.	Students will continue to <i>improvise</i> rhythmic variations during subsequent years of Beginning Band.	Students will continue to <i>improvise</i> rhythmic variations during subsequent years of Beginning Band.	CCRA.R.5 CCRA.SL.4

Strand: Creating

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
CR.2.BBI.1 Compose a simple two-measure phrase with prescribed notation	CR.2.BBII.1 Compose a simple four-measure phrase with prescribed notation	CR.2.BBIII.1 Compose, with limited guidance, a more complex four-measure phrase	CR.2.BBIV.1 Compose, with little or no guidance, an original melodic line	CCRA.W.4, 5
CR.2.BBI.2 Demonstrate basic movement to maintain a steady tempo	CR.2.BBII.2 Apply basic movement to maintain a steady tempo	CR.2.BBIII.2 Apply appropriate movement to maintain a steady tempo	CR.2.BBIV.2 Apply a variety of appropriate movements to maintain a steady tempo	CCRA.SL.4

Strand: Creating

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
CR.3.BBI.1 Share personally-developed <i>motifs</i> that demonstrate understanding of the <i>elements of music</i> as a soloist	CR.3.BBII.1 Share personally-developed <i>motifs</i> that demonstrate understanding of the <i>elements of music</i> as an ensemble	CR.3.BBIII.1 Share personally-developed passages that demonstrate understanding of the <i>elements of music</i> as a soloist	CR.3.BBIV.1 Share personally-developed passages that demonstrate understanding of the <i>elements of music</i> as an ensemble	CCRA.W.4, 6 CCRA.SL.1, 4

Strand: Performing

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
P.4.BBI.1 Play, alone and with others, simple music in contrasting <i>styles</i>	P.4.BBII.1 Play basic music, alone and with others, in contrasting <i>styles</i>	P.4.BBIII.1 Play, alone and with others, intermediate music in contrasting <i>styles</i>	P.4.BBIV.1 Play <i>graded literature</i> alone and with others in contrasting <i>styles</i>	CCRA.SL.1, 4
P.4.BBI.2 <i>Sight-read</i> simple music	P.4.BBII.2 <i>Sight-read</i> basic music	P.4.BBIII.2 <i>Sight-read</i> intermediate music	P.4.BBIV.2 <i>Sight-read</i> advanced music	CCRA.R.1

Strand: Performing

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
<p>P.5.BBI.1 Read basic articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte)</p>	<p>P.5.BBII.1 Read complex articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte, mezzo-forte, mezzo-piano)</p>	<p>P.5.BBIII.1 Read more complex articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte, mezzo-forte, mezzo-piano, fortissimo, pianissimo, crescendo, decrescendo)</p>	<p>P.5.BBIV.1 Read increasingly complex articulation symbols and dynamic symbols (e.g., accents, staccato, piano, forte, mezzo-forte, mezzo-piano, fortissimo, pianissimo, crescendo, decrescendo, tenuto, legato, sforzando, ritardando, cantabile, fermata)</p>	<p>CCRA.R.1 CCRA.L.6</p>
<p>P.5.BBI.2 Identify characteristic tone quality using proper elements</p> <ul style="list-style-type: none"> <li>• breath support</li> <li>• embouchure</li> <li>• hand position</li> <li>• posture</li> </ul>	<p>P.5.BBII.2 Demonstrate characteristic tone quality using proper elements</p> <ul style="list-style-type: none"> <li>• breath support</li> <li>• embouchure</li> <li>• hand position</li> <li>• posture</li> </ul>	<p>P.5.BBIII.2 Demonstrate characteristic tone quality using proper elements</p> <ul style="list-style-type: none"> <li>• breath support</li> <li>• embouchure</li> <li>• hand position</li> <li>• posture</li> <li>• vibrato when appropriate</li> </ul>	<p>P.5.BBIV.2 Demonstrate characteristic tone quality at various dynamic levels using proper elements</p> <ul style="list-style-type: none"> <li>• breath support</li> <li>• embouchure</li> <li>• hand position</li> <li>• posture</li> <li>• vibrato when appropriate</li> </ul>	<p>CCRA.R.4, 5 CCRA.SL.4</p>
<p>P.5.BBI.3 Identify characteristics (e.g., sharp, flat) of proper <i>intonation</i></p>	<p>P.5.BBII.3 Demonstrate proper <i>intonation</i></p>	<p>P.5.BBIII.3 Employ proper <i>intonation</i></p>	<p>P.5.BBIV.3 Employ proper <i>intonation</i> consistently at various dynamic levels</p>	<p>CCRA.SL.4</p>
<p>P.5.BBI.4 Play basic articulation patterns (e.g., tongue, slur)</p>	<p>P.5.BBII.4 Play written articulation patterns (e.g., ttts, tstt, tsss)</p>	<p>P.5.BBIII.4 Play written articulation patterns with increased tempo (e.g., ttts, tstt, tsss, ttst)</p>	<p>P.5.BBIV.4 Play written articulation patterns with increased tempo and accuracy (e.g., ttts, tstt, tsss, ttst, tsts)</p>	<p>CCRA.SL.4 CCRA.L.6</p>

Strand: Performing

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
<p>P.5.BBI.5 Read basic rhythms and meters</p> <ul style="list-style-type: none"> <li>time signatures: 4/4, 3/4, 2/4, cut time, and common time</li> <li>whole, half, quarter, eighth, and sixteenth notes</li> <li>dotted quarter-eighth and eighth-sixteenth patterns</li> </ul>	<p>P.5.BBII.5 Apply knowledge of rhythm and meter</p> <ul style="list-style-type: none"> <li>time signatures: 4/4, 3/4, 2/4, cut time, common time, 6/8, and 3/8</li> <li>whole, half, quarter, eighth, and sixteenth notes</li> <li>dotted quarter-eighth and eighth-sixteenth patterns</li> </ul>	<p>P.5.IBI.5 Apply knowledge of rhythm and meter at a proficient level</p> <ul style="list-style-type: none"> <li><i>internalizing beat</i></li> <li>varied meters</li> <li>intermediate rhythmic patterns (e.g., dotted eighth and sixteenth notes, syncopation, duplets, triplets)</li> <li>meter changes</li> </ul>	<p>P.5.IBII.5 Apply knowledge of rhythm and meter precisely with excellence</p> <ul style="list-style-type: none"> <li><i>internalizing beat</i></li> <li>varied meters</li> <li>more complex rhythmic patterns (e.g., dotted eighth and sixteenth notes, syncopation, duplets, triplets)</li> <li>meter changes</li> </ul>	<p>CCRA.R.1, 4, 5 CCRA.SL.4 CCRA.L.6</p>
<p>P.5.BBI.6* Practice <i>rudiments</i> at a basic level (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)</p> <p>*SLE applies to percussionists only</p>	<p>P.5.BBII.6* Practice <i>rudiments</i> (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)</p> <p>*SLE applies to percussionists only</p>	<p>P.5.BBIII.6* Practice <i>rudiments</i> by memory at a basic level (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)</p> <p>*SLE applies to percussionists only</p>	<p>P.5.BBIV.6* Practice <i>rudiments</i> by memory (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)</p> <p>*SLE applies to percussionists only</p>	<p>CCRA.SL.4 CCRA.L.6</p>

Strand: Performing

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
<p>P.5.BBI.7 Play scales in <i>concert pitch</i></p> <ul style="list-style-type: none"> <li>• B ♭ Major</li> <li>• E ♭ Major</li> <li>• F Major</li> <li>• chromatic (one octave, quarter notes)</li> </ul>	<p>P.5.BBII.7 Play scales in <i>concert pitch</i></p> <ul style="list-style-type: none"> <li>• B ♭ Major</li> <li>• g natural minor</li> <li>• E ♭ Major</li> <li>• c natural minor</li> <li>• F Major</li> <li>• d natural minor</li> <li>• chromatic (one octave, quarter notes)</li> </ul>	<p>P.5.BBIII.7 Play scales in <i>concert pitch</i></p> <ul style="list-style-type: none"> <li>• B ♭ Major</li> <li>• g natural minor</li> <li>• E ♭ Major</li> <li>• c natural minor</li> <li>• F Major</li> <li>• d natural minor</li> <li>• A ♭ Major</li> <li>• f natural minor</li> <li>• C Major</li> <li>• a natural minor</li> <li>• chromatic (one octave, eighth notes)</li> </ul>	<p>P.5.BBIV.7 Play scales in <i>concert pitch</i></p> <ul style="list-style-type: none"> <li>• B ♭ Major</li> <li>• g natural minor</li> <li>• E ♭ Major</li> <li>• c natural minor</li> <li>• F Major</li> <li>• d natural minor</li> <li>• A ♭ Major</li> <li>• f natural minor</li> <li>• C Major</li> <li>• a natural minor</li> <li>• G Major</li> <li>• e natural minor</li> <li>• D Major</li> <li>• D ♭ Major</li> <li>• chromatic (one octave, triplet eighth notes)</li> </ul>	<p>CCRA.SL.4 CCRA.L.6</p>
<p>P.5.BBI.8 Rehearse proper warm-up procedure (e.g., breathing techniques, long-tones, flexibility skills such as lip slurs for brass, octaves, arpeggios, thirds, percussion-specific techniques)</p>	<p>P.5.BBII.8 Demonstrate proper warm-up procedure (e.g., breathing techniques, long-tones, flexibility skills such as lip slurs for brass, octaves, arpeggios, thirds, percussion-specific techniques)</p>	<p>P.5.BBIII.8 Apply proper warm-up procedure (e.g., breathing techniques, long-tones, flexibility skills such as lip slurs for brass, octaves, arpeggios, thirds, chorales, percussion-specific techniques)</p>	<p>P.5.BBIV.8 Perform proper warm-up procedure (e.g., breathing techniques, long-tones, flexibility skills such as lip slurs for brass, octaves, arpeggios, thirds, chorales, more complex percussion-specific techniques)</p>	<p>CCRA.SL.4 CCRA.L.6</p>

Strand: Performing

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
<p>P.5.BBI.9 Rehearse correct practice procedures (e.g., warm-up, troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)</p>	<p>P.5.BBII.9 Demonstrate correct practice procedures (e.g., warm-up, troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)</p>	<p>P.5.BBIII.9 Demonstrate correct practice procedures consistently (e.g., warm-up, troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)</p>	<p>P.5.BBIV.9 Employ correct practice procedures (e.g., warm-up, troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)</p>	<p>CCRA.SL.4 CCRA.L.6</p>
<p>P.5.BI.10 Employ proper instrument maintenance and hygienic procedures</p>	<p>Students will continue to employ proper instrument maintenance and hygienic procedures during subsequent years of Beginning Band.</p>	<p>Students will continue to employ proper instrument maintenance and hygienic procedures during subsequent years of Beginning Band.</p>	<p>Students will continue to employ proper instrument maintenance and hygienic procedures during subsequent years of Beginning Band.</p>	

Strand: Performing

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
R.6.BBI.1 Follow basic conducting patterns	R.6.BBII.1 Follow basic conducting patterns and gestures	R.6.BBIII.1 Follow conducting patterns and gestures including preparatory beat and various tempi and meters	R.6.BBIV.1 Follow conducting patterns and gestures including preparatory beat, various tempi and meters, tempo and meter changes, rubato	CCRA.SL.1, 4 CCRA.L.6
P.6.BBI.2 Demonstrate appropriate dynamics through basic repertoire	P.6.BBII.2 Demonstrate appropriate dynamics through more complex repertoire	P.6.BBIII.2 Demonstrate <i>expressive elements</i> through increasingly complex repertoire	P.6.BBIV.2 Convey composer's <i>expressive intent</i> through increasingly complex repertoire	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.BBI.3 Identify aspects of characteristic ensemble sound	P.6.BBII.3 Demonstrate aspects of characteristic ensemble sound	P.6.BBIII.3 Apply aspects of characteristic ensemble sound	P.6.BBIV.3 Refine aspects of characteristic ensemble sound with consideration of balance and blend	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.BBI.4 Identify aspects of appropriate rehearsal, performance, and audience <i>etiquette</i>	P.6.BBII.4 Demonstrate aspects of appropriate rehearsal, performance, and audience <i>etiquette</i>	P.6.BBIII.4 Apply aspects of appropriate rehearsal, performance, and audience <i>etiquette</i>	P.6.BBIV.4 Refine aspects of appropriate rehearsal, performance, and audience <i>etiquette</i>	CCRA.SL.1

Strand: Responding

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
<p>R.7.BBI.1 Recognize musical texture</p> <ul style="list-style-type: none"> <li>• large ensemble</li> <li>• small groups</li> <li>• solo</li> </ul>	<p>R.7.BBII.1 Recognize musical <i>form</i></p> <ul style="list-style-type: none"> <li>• ABA</li> <li>• theme and variations</li> </ul>	<p>R.7.BBIII.1 Analyze various musical <i>forms</i></p> <ul style="list-style-type: none"> <li>• ABA</li> <li>• theme and variations</li> </ul>	<p>R.7.BBIV.1 Evaluate various musical <i>forms</i></p> <ul style="list-style-type: none"> <li>• ABA</li> <li>• march</li> <li>• theme and variations</li> <li>• <i>twelve-bar blues</i></li> </ul>	<p>CCRA.R.1, 4 CCRA.L.6</p>
<p>R.7.BBI.2 Identify musical instruments by sight and sound</p> <ul style="list-style-type: none"> <li>• brass</li> <li>• electronic</li> <li>• percussion</li> <li>• string</li> <li>• woodwind</li> </ul>	<p>R.7.BBII.2 Identify musical timbre</p> <ul style="list-style-type: none"> <li>• brass</li> <li>• electronic</li> <li>• percussion</li> <li>• string</li> <li>• woodwind</li> <li>• vocal</li> </ul>	<p>R.7.BBIII.2 Identify musical sounds</p> <ul style="list-style-type: none"> <li>• electronic</li> <li>• <i>genres</i></li> <li>• non-traditional</li> </ul>	<p>R.7.BBIV.1 Distinguish musical sounds</p> <ul style="list-style-type: none"> <li>• <i>cross cultural</i></li> <li>• popular and imitative <i>forms</i></li> <li>• traditional and non-traditional</li> <li>• Western and <i>non-Western</i></li> </ul>	<p>CCRA.R.1, 4 CCRA.L.6</p>

Strand: Responding

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
SLE introduced in Beginning Band IV	SLE introduced in Beginning Band IV	SLE introduced in Beginning Band IV	R.8.BBIV.1 Identify examples of a varied repertoire of music (e.g., classical, pop, jazz, marches)	CCRA.R.1, 9 CCRA.SL.1, 4 CCRA.L.6

Strand: Responding

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
R.9.BBI.1 Identify characteristics of instrumental performances	R.9.BBII.1 Identify characteristics of exemplary instrumental performances	R.9.BBIII.1 Identify criteria for evaluating instrumental performances	R.9.BBIV.1 Evaluate instrumental performances using established criteria	CCRA.R.4 CCRA.SL.3

Strand: Connecting

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
CN.10.BBI.1 Identify the effect of one's personal experiences on performance	CN.10.BBII.1 Describe the effect of one's personal experiences on performance	CN.10.BBIII.1 Discuss the effect of one's personal experiences on performance	CN.10.BBIV.1 Analyze the effect of one's personal experiences on performance	CCRA.R.8 CCRA.SL.4

Strand: Connecting

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

Beginning Band I	Beginning Band II	Beginning Band III	Beginning Band IV	CCSS Alignment
<p>CN.11.BBI.1 Recognize music from various cultures, historical periods, and/or events</p> <ul style="list-style-type: none"> <li>classical</li> <li>popular</li> </ul>	<p>CN.11.BBII.1 Identify music from various cultures, historical periods, and/or events</p> <ul style="list-style-type: none"> <li>classical</li> <li>folk music</li> <li>jazz</li> <li>popular</li> </ul>	<p>CN.11.BBIII.1 Investigate music from various cultures, historical periods, and/or events</p> <ul style="list-style-type: none"> <li>classical</li> <li>folk music</li> <li>jazz</li> <li><i>non-Western</i></li> <li>popular</li> <li>spirituals</li> </ul>	<p>CN.11.BBIV.1 Analyze music from various cultures, historical periods, and/or events</p> <ul style="list-style-type: none"> <li>classical</li> <li>folk music</li> <li>jazz</li> <li><i>non-Western</i></li> <li>popular</li> <li>spirituals</li> </ul>	<p>CCRA.R.7, 8, 9, 10 CCRA.W.7, 8</p>
<p>CN.11.BBI.2 Identify connections at the appropriate level</p> <ul style="list-style-type: none"> <li>between music and the other fine arts</li> <li>between music and disciplines outside the arts</li> </ul>	<p>CN.11.BBII.2 Identify connections at a more complex level</p> <ul style="list-style-type: none"> <li>between music and the other fine arts</li> <li>between music and disciplines outside the arts</li> </ul>	<p>CN.11.BBIII.2 Investigate connections at an increasingly complex level</p> <ul style="list-style-type: none"> <li>between music and the other fine arts</li> <li>between music and disciplines outside the arts</li> </ul>	<p>CN.11.BBIV.2 Analyze connections at an increasingly complex level</p> <ul style="list-style-type: none"> <li>between music and the other fine arts</li> <li>between music and disciplines outside the arts</li> </ul>	<p>CCRA.R.7, 8, 9, 10 CCRA.W.7, 8</p>

## Glossary for Beginning Band I-IV

Concert pitch	The pitch on a non-transposing instrument, used to distinguish between the written and sounding notes of a transposing instrument
Cross cultural	Genres of music from different cultures that fuse to form a new genre
Elements of music	Melody, harmony, rhythm, form
Etiquette	Protocols for behavior during a rehearsal or a performance
Expressive elements	Texture, dynamics, timbre, tempo
Expressive intent	The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music
Form	The structure or shape of a musical work, based on repetition, contrast, and variation
Genre	Style, category, class, or type of music
Graded literature	Music distinguished by progressive levels of difficulty, usually 1 through 6, used by music publishers and/or state music education organizations
Improvise	To create spontaneously
Internalizing beat	The process by which a musician keeps a steady tempo without external influence such as a conductor or a metronome
Intonation	Exactness of pitch in playing or singing
Motif	Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element
Non-Western	Music from regions other than the United States, Canada, and western Europe
Rudiment	A stroke or pattern that is basic to all drum music or technique
Sight-read	To play or sing a piece of music without preparation
Style	The characteristics of a particular person, group of people, or period that make genres of music unique
Twelve-bar blues	A musical form based on the harmonic progression I-I-I-IV-IV-I-I-V-V-I-I

## Contributors

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