

Introduction to Band

Fine Arts Curriculum Framework

2014

Course Title: Introduction to Band
Course/Unit Credit: 1 unit

Course Number: 451010

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 Introduction to Band

Introduction to Band

Introduction to Band is a two-semester course designed for the student who would like to participate in the high school band program, but has had no previous training in the fundamentals of instrumental music. Whether included in the full band or in a separate classroom setting, Introduction to Band students focus on the development of sight-reading skills, improvisational skills, and performance techniques. Experiences in responding to music and connecting music to cultural influences are also a part of the overall course. Introduction to Band will satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Introduction to Band.

Introduction to Band

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. SLEs may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. 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.

		CCSS Alignment
CR.1.IB.1	<i>Improvise</i> rhythmic or melodic variations	CCRA.R.5 CCRA.SL.4

Strand: Creating

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

		CCSS Alignment
CR.2.IB.1	Compose, with guidance, an original melodic line	CCRA.W.4, 5
CR.2.IB.2	Demonstrate rhythmic continuity through appropriate movement	

Strand: Creating

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

		CCSS Alignment
CR.3.IB.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.

		CCSS Alignment
P.4.IB.1	Play, alone and with others, a variety of music in contrasting <i>styles</i>	CCRA.SL.1, 4
P.4.IB.2	<i>Sight-read</i> music	CCRA.R.1

Strand: Performing

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

		CCSS Alignment
P.5.IB.1	Read 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)	CCRA.R.1 CCRA.L.6
P.5.IB.2	Demonstrate characteristic tone quality at various dynamic levels using proper elements <ul style="list-style-type: none"> • breath support • embouchure • hand position • posture • vibrato when appropriate 	CCRA.R.4, 5 CCRA.SL.4
P.5.IB.3	Demonstrate proper <i>intonation</i> consistently at various dynamic levels	CCRA.SL.4
P.5.IB.4	Play written articulation patterns with increased tempo and accuracy (e.g., tts, tstt, tsss, ttst, tsts)	CCRA.SL.4 CCRA.L.6
P.5.IB.5	Apply knowledge of rhythm and meter precisely <ul style="list-style-type: none"> • <i>internalizing the beat</i> • varied meters • intermediate rhythmic patterns (e.g., dotted eighth and sixteenth notes, syncopation, duplets, triplets) • meter changes 	CCRA.R.1, 4, 5 CCRA.SL.4 CCRA.L.6
P.5.IB.6*	Practice <i>rudiments</i> by memory at an intermediate level (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle) *SLE applies to percussionists only	CCRA.SL.4 CCRA.L.6

Strand: Performing

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

		CCSS Alignment
P.5.IB.7	Perform scales in concert pitch <ul style="list-style-type: none"> • B ♭ Major • g natural minor • E ♭ Major • c natural minor • F Major • d natural minor • A ♭ Major • f natural minor • C Major • a natural minor • chromatic: one octave, eighth notes 	CCRA.SL.4 CCRA.L.6
P.5.IB.8	Demonstrate proper warm-up procedure through instrument-specific technique builders	CCRA.SL.4 CCRA.L.6
P.5.IB.9	Demonstrate correct practice procedures (e.g., troubleshooting, problem solving, counting strategies, rhythm techniques to increase skill and speed level)	CCRA.SL.4 CCRA.L.6
P.5.IB.10	Employ proper instrument maintenance and hygienic procedures	

Strand: Performing

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

		CCSS Alignment
P.6.IB.1	Follow conducting patterns and gestures, including preparatory beat, various tempi and various meters, tempo and meter changes, rubato	CCRA.SL.1, 4 CCRA.L.6
P.6.IB.2	Demonstrate composer's <i>expressive intent</i> in a variety of contrasting styles	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.IB.3	Demonstrate fundamental elements and principles of phrasing and expression at a basic level <ul style="list-style-type: none"> • articulations • dynamics • <i>expressive markings</i> • tempi 	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.IB.4	Demonstrate aspects of characteristic ensemble sound with consideration of <ul style="list-style-type: none"> • balance • blend • ensemble <i>intonation</i> • expression • phrasing 	CCRA.R.4 CCRA.SL.1, 4, 6
P.6.IB.5	Demonstrate 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.

		CCSS Alignment
R.7.IB.1	Identify elements of music in a musical performance or recording	CCRA.R.1, 2, 4, 5 CCRA.SL.1, 4
R.7.IB.2	Analyze various musical forms <ul style="list-style-type: none"> • ABA • theme and variations • march • <i>twelve-bar blues</i> 	CCRA.R.1, 4 CCRA.L.6
R.7.IB.3	Recognize musical timbre <ul style="list-style-type: none"> • brass • string • percussion • woodwind • electronic 	CCRA.R.1, 4 CCRA.L.6

Strand: Responding

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

		CCSS Alignment
R.8.IB.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.

		CCSS Alignment
R.9.IB.1	Evaluate instrumental performances using teacher-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.

		CCSS Alignment
CN.10.IB.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.

		CCSS Alignment
CN.11.IB.1	Recognize American music and <i>program music</i>	CCRA.R.1 CCRA.W.7 CCRA.SL.1, 4
CN.11.IB.2	Recognize musical traditions that relate to the historical and cultural contexts or other arts and disciplines (e.g., Baroque, Romantic, non-Western)	CCRA.R.7, 8, 9, 10 CCRA.W.7, 8
CN.11.IB.3	Recognize the role of instrumental music in lifelong learning	CCRA.W.7 CCRA.SL.1, 4

Glossary for Introduction to Band

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 intent	The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music
Expressive marking	Symbol used to indicate dynamics, tempo, and articulation in a composition
Improvise	To create spontaneously
Internalizing the 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
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
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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