

COURSE PROFICIENCY OUTLINE
INSTRUMENTAL MUSIC, GRADES 6, 7 & 8
(Non-string)

PURPOSE

Instrumental music in grades 6, 7 and 8 is divided into 5 ability levels. These levels are:

1. Beginning Lessons, non-performing, (grade 6 only)
2. Class Lessons, performing, grades 6, 7 & 8
3. Concert Band, grade 6
4. Symphonic Band, grades 7 & 8
5. Wind Ensemble, grades 7 & 8

Students will be assigned to a level of instruction based on their ability as demonstrated by their level in the approved lesson book according to the standards set up in the Instrumental Music Curriculum.

Membership in any performing group is dependent upon the ability of the student to play the instrument as well as the ability of the student to demonstrate the characteristics of cooperation and discipline needed for the smooth functioning of a group of this kind.

It will be the prime function of these groups to provide the student with a well-rounded musical education based on the general goals and objectives listed below. Students will be encouraged to participate in the various musical groups to the best of their abilities as well as participate in concerts and other functions in conjunction with membership in such a musical group.

I. STUDENT OUTCOMES

- A. Students will acquire techniques necessary for continued progress on the instrument. (1.1, 1.2)
- B. Students will develop good practice habits that will assist in continued progress. (1.2)
- C. Students will become a functioning member of the group and understand the contribution of the individual to the group as a whole. (1.2, 1.3)
- D. Students will enjoy instrumental music more fully through participation in the group. (1.2, 1.3)
- E. Students will participate in winter/spring concert performances as a functioning member of the performing group. (1.2, 1.3)
- F. Students will become acquainted with varied selections of music written for the band at the appropriate level for the group. (1.1, 1.5)
- G. Students will acquire more skills of music reading. (1.2, 1.3)

- H. Students will acquire an understanding of the performance of the individual instrument and how each reacts within the group as a whole including balance, blend and musicianship. (1.1, 1.4)
- I. Students will contribute to the musical life of the school and community. (1.2)
- J. Students will work to improve proficiency on the instrument which could result in a higher position in their section of the performing group. (1.1, 1.2)

II. CONTENT

- A. Students will understand elementary fundamentals of techniques and musicianship as they apply to the student's chosen instrument.
- B. Students will be encouraged to demonstrate proper care and maintenance for their instrument as well as respect for the equipment and instruments of others, and those belonging to the school district.
- C. Students will develop the correct posture and playing position needed for proper performance and continued progress on the instrument.
- D. Students will be encouraged to develop the correct embouchure, tone production, and breath control, as well as good intonation.
- E. Students will continue study designed to promote a technical proficiency on the instrument while developing musicianship.
- F. Students will broaden the knowledge of scales, keys, rhythm patterns, dynamics, and the basic language of music.
- G. Students will gain an appreciation of music through a varied program of performing and listening.
- H. Students will be provided with a musical experience that he/she will want to continue in higher grades as well as into adult life.

III. PERFORMANCES

The ultimate goal of every ensemble is to perform in public. To that end, students placed in a performing group must accept the commitment of active participation in the group, which includes public performance. Failure to perform at scheduled concert performances might result in failure and/or removal from the band program.

IV. HOME PRACTICE

Students are required to take their instruments home with them at the end of each school day. Practicing the instrument between 20 and 30 minutes four to five days per week is encouraged. It is very important for the student musician to build up the skills and physical requirements of playing the instrument gradually, on a regular basis.

The student will always have an assignment for which he/she is accountable. It will usually be material from a lesson book and/or the band literature as well as scales or rudiments. Home practice is necessary for the student to reinforce the skills introduced during the lesson class and to meet the challenges of the band repertoire. Students who do not practice reduce the standards of the group as a whole and cannot progress to the next level of proficiency.

Beginning Students (Level 1) non-performing, grade 6

Beginning lessons are currently only available at the sixth grade level when scheduling permits and may be limited. By way of example, a student wishing to take drum lessons may do so only at the discretion of the director since the goal of the lesson program is to prepare students for a position in a performing ensemble and instrumentation does not allow for unlimited numbers of percussionists.

A beginner is defined as any student who wishes to explore the possibility of learning to play a musical instrument of either his/her choice or that which the director may suggest. A beginner may also be classified as such by their fifth grade director.

Beginning lessons are given once per week. Students will miss 1 period of P.E. /Health to attend the class. It is the student's responsibility to be prepared each week with both instrument and assigned materials in order to insure successful progression to the band/orchestra program.

Lesson Classes (Level 2) performing, grades 6, 7 & 8

Group lesson classes meet throughout the year once per week immediately following the band/orchestra rehearsal. Students will miss 1 period each week from either gym or health class. These lessons are designed to teach students the fundamentals of their respective instruments so that they may be able to perform the literature appropriate to their respective ensembles. The lesson class is part of the band/ orchestra curriculum.

V. GRADING

The final grade represents the teacher's professional judgment of the student's performance during scheduled tests as well as class participation. Attitude, effort, and behavior also contribute to the overall evaluation of the student. The grade represents the judgment of the student's performance based on the expected and established level of the group the student is participating in.

VI. EVALUATION - (Minimum exit level requirements at the end of grades 6, 7, & 8)

Concert Band (Level 3) grade 6

1. The range of the instrument should be as follows:

From the lowest playable note to:

FLUTE - High C (2) above staff

CLARINET - C 3rd space in staff
TRUMPET - C 3rd space in staff
SAXOPHONE - High C above staff
TROMBONE, BARITONE - Bb atop staff
HORN – Middle C to High D
TUBA- Low Bb below staff to High C in staff
PERCUSSION – 13 of the 26 standard rudiments

2. The student should be able to play all half, quarter, 8th and 16th note rhythm patterns in common time as well as most dotted rhythms.
3. Time signatures will include 4/4, 3/4, 2/4.
4. Performance key signatures up three flats will be played along with the corresponding scale from memory and the chromatic scale I octave from memory.
5. Articulation of a given piece of music should be accomplished with accuracy.
6. The student will:
 - a. Tap foot to all exercises to beat not the rhythm.
 - b. Produce acceptable tone throughout expected range of the instrument.
 - c. Be able to play from dynamic levels of p to f.
 - d. Be able to follow the Conductor and interpret articulation and dynamics from both the printed page and the Conductor's gestures.

Concert Band will offer the students a wide variety of musical styles chosen from the Wind Band literature based on the overall ability of the group from year to year.

Symphonic Band, (Level 4) grades 7 & 8

1. The range of the instrument should be as follows:

From the lowest playable note to:

FLUTE - High F above staff
CLARINET - High C above staff
TRUMPET - High F top line of staff
SAXOPHONE – High C above staff
TROMBONE, BARITONE - High Eb above staff
HORN - Low C to High E
TUBA – Low Bb below staff to High D in staff
PERCUSSION – 10 of the 26 standard rudiments

2. The students should be able to play most common rhythm patterns in quarter time.
3. Time signatures include 2/4, 3/4, 4/4, 6/8.

4. Performance key signatures will include up to two sharps and three flats with the corresponding scales read from book. Students will be encouraged to memorize scales.
5. Articulation of a given piece of music will be accomplished with a reasonable amount of accuracy.
6. The student will:
 - a. Tap foot to all exercises to beat not the rhythm.
 - b. Produce acceptable tone throughout expected range of the instrument.
 - c. Be able to play from dynamic levels of p to ff.
 - d. Be able to follow the Conductor and interpret articulation and dynamics from both the printed page and the Conductor's gestures.

This Band will offer the students a wide variety of musical styles chosen from Symphonic Band literature based on the overall ability of the group from year to year.

Wind Ensemble,(Level 5), grades 7 & 8

1. The range of the instrument should be as follows:

From the lowest playable note to:

FLUTE - High G (2) above staff

CLARINET - High C above staff

TRUMPET - High A above staff

SAXOPHONE - High D above staff

TROMBONE, BARITONE - High F above staff

HORN - Low F to High F

TUBA- Low G below staff to High F in staff

PERCUSSION – 13 of the 26 standard rudiments

2. The student should be able to play all 16th note rhythm patterns in quarter time, as well as common rhythms in 6/8 and cut time. Also, 8th and 1/4 note triplets dotted 8th/16th and syncopation.
3. Time signatures will include 4/4, 3/4, 2/4, 5/4, 6/8, and Cut Time.
4. Performance key signatures up to two sharps and four flats will be played along with the corresponding scale from memory and the chromatic scale I octave from memory. Other scales will be tested up to three sharps and four flats, including C Major.
5. Articulation of a given piece of music should be accomplished with accuracy.

6. The student will:
- a. Tap foot to all exercises to beat not the rhythm.
 - b. Produce acceptable tone throughout expected range of the instrument.
 - c. Be able to play from dynamic levels of pp to ff.
 - d. Be able to follow the Conductor and interpret articulation and dynamics from both the printed page and the Conductor's gestures.

This Band will offer the students a wide variety of musical styles chosen from the Wind Band literature based on the overall ability of the group from year to year.

Revised: April, 2005; Reviewed September 2007; Reviewed August 2008

ACKNOWLEDGEMENT

I have read and understand the **Course Proficiency Outline, Instrumental Music, Grades 6, 7 & 8** and agree to abide by its content.

Parent's signature/date

Student's signature/date