

Hampton Academy Music Department  
Band Curriculum~ Grades 6-8

The National Coalition for Core Arts Standards created a framework in 2014 for standards in the arts using the four Artistic Processes of *Creating, Performing, Responding, and Connecting*. In band class, we focus on the artistic process of *Performing* which incorporates the following components:

**Selecting** our repertoire;

**Analyzing** and **Interpreting** the music;

**Rehearsing, Evaluating, and Refining** as an ensemble to learn our music and improve the quality of our performance;  
and

**Presenting** our final product to our audience.

While our focus is on *Performing*, standards from the *Responding* and *Connecting* processes are also embedded into our curriculum. When assessing and reporting student progress, we have organized our standards into three strands:

**Respond & Connect; Rehearse & Refine; and Present.** The chart below outlines the standards that fall under each strand and highlights of what those standards look like in the classroom. Yearly music selections provide a basis for much of our curriculum, therefore specific units of study (ex. World Music or Broadway) may vary depending on the songs we are singing as well as the study of specific musical concepts, vocabulary, symbols, etc.

Hampton Academy Report Card Strands and Correlating Anchor Standards	Highlights-I Can Statements for Standards
<b>Rehearse &amp; Refine</b> <ul style="list-style-type: none"><li>Performing Anchor Standard 5: Develop and refine artistic techniques and work for presentation</li></ul>	<ul style="list-style-type: none"><li>I can rehearse and evaluate our playing in order to improve technique and expressiveness of our performances.</li><li>I can demonstrate appropriate ensemble skills</li></ul>

	<p>necessary to make a meaningful contribution to the band during rehearsals.</p> <ul style="list-style-type: none"> <li>• I can demonstrate appropriate musicianship skills and instrumental technique.</li> </ul>
<b>Respond &amp; Connect</b>	
<ul style="list-style-type: none"> <li>• Performing Anchor Standard 4: Select, analyze, and interpret artistic work for presentation,</li> <li>• Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</li> <li>• Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</li> <li>• Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• I can select varied musical works to present based on interest, knowledge, technical skill and context.</li> <li>• I can read and identify symbols for pitch, rhythm, articulation, dynamics, tempo, and form and explain their function.</li> <li>• I can interpret the elements of music and expressive qualities used in order to convey intent.</li> <li>• I can develop and apply criteria to evaluate the quality and effectiveness of my own and others' performances.</li> <li>• I can combine and relate knowledge and personal experiences when responding to music.</li> <li>• I can gain a deeper understanding of music by making connections to the history and culture surrounding the music.</li> </ul>
<b>Present</b>	
<ul style="list-style-type: none"> <li>• Performing Anchor Standard 6: Convey meaning through the presentation of artistic work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can play music from diverse cultures.</li> <li>• I can play with correct pitch, rhythm, posture, breath control, tone and expression.</li> <li>• I can play in groups, blending instrumental timbres, observing dynamics, and responding to cues from the conductor.</li> <li>• I can demonstrate performance decorum- stage</li> </ul>

presence, attire, behavior- appropriate for the venue and purpose of the performance.

- I can demonstrate audience etiquette appropriate for the venue and purpose of the performance.

### Sample Musical Themes

- World Music
- Patriotic Music
- Cinematic Music
- Marches
- Holiday Music
- Non-traditional Ensemble
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### Sample Vocabulary

- Treble Clef
- Bass Clef
- Staff
- Articulation (staccato, legato, marcato)
- Tempo (moderato, allegro, presto, largo)
- Repeat Sign
- D.C. al Coda
- Da Capo
- Fine
- Dynamics (pp-ff, fp)
- Pick Up

- Time Signature
- Bar Line
- Fermata
- Caesura
- Embouchure