



NOTRE DAME



Marist Academy Bands

Level I - III

Grades 6-8

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I. Course Description

The Instrumental Music Program at Marist Academy is a sequential program designed to teach the student to play a band instrument from beginning instrumental through the advanced level band course. Students are given instruction in the areas of performance, music literacy, listening, analysis, and music history in conjunction with the MYP aims and objectives as well as the Michigan Essential Goals and Objectives for Arts Education and the National Standards for Arts Education from the Music Educators National Conference. During this process, students will learn to make connections between music of different cultures and other disciplines.

Instruction is given in the history and technology of the instrument, care of the instrument, and the fundamentals of playing the instrument. Students will be able to read and identify notes and perform them on their instrument. The aim is to perform with a characteristic tone using correct articulations, phrasing, and dynamics. Instruction will be given for students to have **Knowledge and Understanding** of musical terminology, key signatures, time signatures, rhythmic reading, scales, and ensemble skills. Students will perform as soloists, and as an ensemble, and in both settings will experience the necessary steps to achieve excellence. Instruction will be given to teach and nurture an aesthetic/artistic awareness and **Personal Engagement** to elements of musicality and the responsibilities of group participation. They will represent their work through public performances, solo and ensemble festivals and audio and video recordings. Students will keep and maintain a developmental workbook illustrating progress and specified aspects of the course. They will **Evaluate and Reflect** upon their performance, and others' performances, using the proper musical terminology in written and verbal form and determine plans of practice for continued improvement. Their goal will be to attain the skill and knowledge level which will allow them to play and perform the repertoire of the Marist Academy Advanced Band as well as to **Apply** these skills and enable them to be life-long learners and lovers of music.

II. MYP Areas of Interaction

Approaches to Learning

Vocabulary sheets are employed to teach various musical terms, including English and Italian terms.

Students will demonstrate their learning and skill mastery in concerts and performances.

Memorization will be necessary for scales and terminology.

Listening and Analysis will involve self evaluation and analysis and modeling of professional recordings.

Sight Reading will be discussed, taught, performed, and critiqued.

Rhythmic Dictation will be used as a teaching tool for rhythmic understanding.

Echo playing will develop listening and performing skills.

Students will engage in frequent Collaborative Learning in large and small ensemble settings. Music Maps and Composition guides will go into the Developmental Workbook.

Environments

The importance of maintaining a safe and organized learning environment is stressed in relation to the rehearsal room and instrument care and cleaning,

Environmental effects on the instrument will be discussed.

Study and performance of music related to nature and various peoples will be explored.

Community Service

Concerts and performances are advertised to the school community and the general public and are free of charge.

Peer tutoring in formal and informal settings will occur.

Assemblies provide students with a means of using their skills and abilities for the betterment of the school community.

Students occasionally perform for local civic and business groups and other community functions.

Health and Social Education

Students will learn to use, care for and discipline their body, including muscles, teeth, and skeletal system to create music on their instrument.

Posture and Position (Attitude) will be stressed for optimal tone, technique and efficiency.

Ensemble etiquette, punctuality, and responsibility to the whole will be consistently addressed.

Concert etiquette, uniform and general good manners in social settings will be an expectation.

Human Ingenuity

Composition and arranging is analyzed as a creative process, and the basics of theoretical foundations are learned.

Critiquing various musical styles and performances will give students an increased awareness of the creative process that has taken place over centuries.

Conducting basic beat patterns is introduced.

Students will be given a basic understanding of their instrument's history, with an emphasis on technology as applied to instrument making.

Performance will be the backbone of the entire program, providing students with opportunities to demonstrate their learning.

Solo and Ensemble Festival is offered on an optional basis for students who wish to go beyond the class setting, and to perform a solo for an outside adjudicator.

Solo and Ensemble Festival is a requirement for seventh and eighth grade students.

III. Aims and Objectives

Aims

To encourage and enable students to develop:

Producing and recognizing a good tone.

Good practice habits

Rhythm recognition

Listening Skills

Teamwork

Commitment

Performing

Be on time for class
Be prepared with all materials
Follow classroom rules
Practice every day
Perform at all Concerts

Aims of the arts in the Middle Years Programme include:

- understanding how the arts play a role in developing and expressing personal and cultural identities
- appreciating how the arts innovate and communicate across time and culture
- becoming informed and reflective practitioners of music
- experiencing the process of making music in a variety of situations
- developing self-confidence and self-awareness through musical experiences
- appreciating lifelong learning in and enjoyment of music

Objectives

At the end of the course, students should be able to:

- Demonstrate understanding of proper rehearsal etiquette.
- Use musical terminology in context.
- Understand a basic level of music theory.
- Demonstrate an understanding of music notation through rhythmic and melodic dictation.
- Demonstrate an understanding of key signatures by memorizing scales.
- Use their knowledge to interpret different styles of music.
- Demonstrate the skills and techniques necessary for active participation in a musical performance.
- Reflect critically upon their own and the groups performances.

IV. Assessment and Grading:

Grades are determined by the number of points remaining at the end of each marking period. Each marking period grade is based upon 100 points. All students start off with 100 points, which is an A. Points are subtracted for each of the following...

- * Not Prepared for Class – 2 Points
- * Not Following Classroom Rules – 2 Points
- * Failure to complete or hand in practice chart – Up to 5 Points
- * Failure to complete or perform Tests – Up to 10 Points
- * Missing a Concert or Performance - 21 Points

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
Below 60	F

Students will also be assessed using MYP assessment criteria. In criterion-referenced assessment student work is assessed against defined assessment criteria, not against the work of other students. Students will be assessed on each of the following IB MYP criterion related to performance.

A. Knowledge and Understanding

- B. Application
- C. Reflection and Evaluation
- D. Artistic Awareness and Personal Engagement

V. Methodology

Students will study and consider the implications of music within various cultures through their indigenous music. Students will perform the music of various nations that give students intimate insight into world cultures.

VI. Text and Resources

Standard of Excellence Book 1; Standard of Excellence Book 2; Standard of Excellence Book 3, Foundations for Superior Performance, Standard of Excellence Jazz Ensemble Method; National Standards for the Arts, MENC; Various Band Literature; Smart Music, Finale, and Garage Band software.