

Instrumental Music

Grades 6 and 7

Sixth Grade Band/Beginning Band

(Level I)

Level I Instrumental Music is designed for the beginning instrumental music student in Grades 6-12. Though taken most frequently by 6th and 7th Grade students, this course may be taken in any grade, 6-12, allowing students to begin instrumental music instruction even in high school. The classroom environment, therefore, challenges and supports the varied needs of students whose ages range from 11 to 18. For most instrumental music programs, Level I standards will be met during the first year of experience on an instrument. Content in Level I Instrumental Music may be used to fulfill the requirements for a one-half Fine Arts credit if taken in Grades 9-12.

Level I Instrumental Music standards emphasize the essential elements needed for playing a musical instrument. Students who master these standards are able to produce sounds characteristic of the instrument and demonstrate the components essential to the production of characteristic tones, including posture, ear, *embouchure*, attack, breath support, sustaining tone, and release. Students become well-versed in the ability to count and sight-read rhythms. They are becoming adept at learning the full spectrum of scales; percussionists are also beginning to develop mastery of rudiments. All students learn the value of listening to and imitating the tone quality they hear through recorded performances. They also learn that music connects to the history of their own culture as well as to other cultures around the world.

Produce

Students will:

1. Demonstrate the components necessary for characteristic tone production in the middle register at a *mezzo forte* level. (The components of characteristic tone production are included in seven fundamentals of tone production. The seven fundamentals are posture, hearing, breathing, *embouchure*, attack, sustain and release.)
 - Playing with correct posture
 - Sit with both feet flat on the floor
 - Sit with back away from the back of the chair (except tuba)
 - Sit with rib cage elevated but not strained
 - Sit with elbows away from the body
 - Sit with head tilted neither up nor down
 - Playing after first hearing the pitch desired
 - Playing using correct breathing techniques
 - Take full, relaxed breaths through the mouth with initial expansion in the abdomen and with minimal expansion in the chest
 - Blow the air in a steady, focused stream, regulated by the abdominal muscles and without tension
 - Use these techniques while performing various breathing exercises

Instrumental Music Sixth Grade Band/Beginning Band (Level I)

- Playing using correct embouchure
 - Play brass instruments with a flat chin, corners of the mouth in a basically neutral position, with lips touching and teeth apart; the mouthpiece should be placed on the lips approximately in the center with approximately 50% top lip and 50% bottom lip (French horn should be 70% top and 30% bottom)
 - Play reed instruments with a flat chin, lower lip covering the bottom teeth and lip pressure converging towards the center of the mouth; the mouthpiece should go into the mouth up to the point where the reed and the mouthpiece come together. The top teeth should be on the mouthpiece.
 - Play the flute with lip corners in a basically neutral position, lower lip rolled slightly out and covering approximately 1/3 of the mouth plate hole. The mouth plate hole should be rolled forward until it is approximately perpendicular to the plan of the lip aperture.
 - Starting each note with a correct attack
 - Start notes by blowing while touching the tip of the tongue to the tip of the reed. (Reed player)
 - Start notes by blowing while touching the tip of the tongue on the roof of the mouth, behind the teeth. (Brass player)
 - Sustaining each note without wavering
 - Releasing each note without changing the pitch
 - Adjusting pitch to a tuning standard
2. Sight-read unison literature in the appropriate clef.
- Counting music that contains the whole note and rest, half note and rest, dotted half note, quarter note and rest, eighth note and rest, and dotted quarter note and eighth rest in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{2}{2}$ meter signatures using a counting system
 - Count by saying the count names of notes and by remaining silent during rests
 - Sustain the count name of notes for the full duration of the note
 - Use the word “and” to represent notes that occur on the second half of a beat
 - Performing music that contains the whole note and rest, half note and rest, dotted half note, quarter note and rest, eighth note and rest, and dotted quarter note and eighth rest in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{2}{2}$ meter signatures
 - Playing notes from the printed page within the appropriate clef
 - Recognize, identify, and perform notes in treble clef (Flute, clarinets, saxophones, trumpets, French horns, percussion)
 - Recognize, identify, and perform notes in bass clef (Trombones, euphoniums, tuba)
 - Performing music containing the dynamic markings of *crescendo*, *decrescendo*, *p*, *mp*, *mf*, and *f*
 - Performing music that combines the basic articulations of tonguing, slurring, accent, *legato*, and *staccato*
 - Performing as a member of a large group and small ensemble with attention to balance and intonation
 - Performing music containing first and second endings, codas, and breath marks
3. Perform the B^b and E^b major scales.

Instrumental Music
Sixth Grade Band/Beginning Band (Level I)

4. Demonstrate correct fingerings for all notes in the practical range of personal instruments.
5. Demonstrate alternate fingerings within the practical range of personal instruments.
6. Compose an eight-measure melody based on a diatonic scale and written in the practical playing range of an instrument.

Respond

7. Demonstrate conducting patterns of four, three, and two beats per measure; entrance cues; and cutoffs.
8. Identify characteristics of various forms of musical compositions.
9. Critique live or videotaped performances with respect to tone quality.
10. Critique live or videotaped performances with respect to tempo, dynamic contrast, articulation, style, rhythm, correctness of notes, attacks, and releases.

Understand

11. Name written pitches on the instrument when given concert pitch. (Students will be responsible for transposing the instrument they play.)
12. Identify the size of the interval between two given notes.
13. Demonstrate appropriate care of personal instruments.
Examples: assembling a clarinet, removing moisture from a flute, applying rosin to a violin bow
14. Define the elements of music, including melody, rhythm, form, timbre, harmony, and texture.
15. Discuss the importance of instrumental music in other cultures.
 - Performing a work utilizing elements from different cultures and/or perform a work that is connected to an event of historic significance
Examples: Echoes of Kyoto (music of Japan);
Arrival at Normandy (commemorates D-Day)