



MUSIC IN CATHOLIC SCHOOLS CURRICULUM GUIDE
(Fulfills all 10 of the National Music Education Standards)

BEGINNING BAND

EMPHASIS

OUTCOME

Care of Instrument

1. Cleanliness.
2. Lubrication

1. Development of proper care
2. Proper mechanical operation of instrument.

Holding Instrument

1. Finger and hand position.
2. Angle of instrument.

Continuous growth and development of muscular facility.

Tone Production

1. Proper embouchure.
2. Use of tongue.
3. Breathing.
 - a. Inhalation through mouth.
 - b. Using diaphragm for support.
 - c. Exhalation with continuous airstream.
4. Posture.

Development of characteristic sound

Music Reading/Listening

1. Letter names of staff.
2. Letter names of notes.
3. Meter, key signatures.
4. Note values.
5. Fingering.
5. Dynamics.

1. Cultivate sensitivity to pitch, melodic line, dynamics, tone quality, phrasing, and rhythm.
2. Development of eye coordination.
3. Listening, analyzing, and describing music.
4. Evaluate music and music performance.

Group Attitudes

- Awareness of each individual's responsibility to the group
- a. Attendance
 - b. Conduct
 - c. Preparation of music

Progress through teamwork.

INTERMEDIATE BAND/ADVANCED BAND (2ND THROUGH 4TH YEAR)

Same as Beginning Band, with these additions:

EMPHASIS**OUTCOME****Care of Instrument**

Awareness of sound due to reeds, mouthpiece, and quality of instrument

Music Reading

1. Greater emphasis on dynamics, phrasing, and key signatures.
2. Development to the point where simple standard literature can be played

EXPECTED OUTCOMES RELATED TO TEN ASPECTS OF INSTRUMENTAL MUSIC TRAINING
(BASED ON NATIONAL STANDARDS)

(Four-Year Plan)

1. Breath Control

1st Year: Understanding of correct breathing procedure. Introduced to phrasing. Able to play forte, mezzo forte, and piano.

2nd Year: Able to start a tone at fortissimo and decrescendo to pianissimo; and able to start a tone at fortissimo, decrescendo to pianissimo and crescendo to fortissimo.

3rd Year: Increase mastery of dynamics and phrasing.

4th Year: Able to start a tone at fortissimo, decrescendo to pianissimo and crescendo to fortissimo throughout the range of the instrument.

2. Chromatic Scale

1st Year: Recognize sharps, flats, and naturals. Introduce enharmonics.

2nd Year: Recognize and play chromatic scale one octave.

3rd Year: Recognize and play chromatic scale two octaves at quarter note = 120 mm.

4th Year: Recognize and play chromatic scales starting at varying levels in eighth notes at 80 mm throughout the range of the instrument.

3. Scales

1st Year: Play from memory one octave scale in key of Bb concert, with arpeggio.

2nd Year: Play from memory one-octave scales in concert keys of Bb & Eb, with arpeggios. Able to play F and Ab concert scales.

3rd Year: Play from memory scales above, plus C and Db, with arpeggios. Able to play relative minors for those major scales learned.

4th Year: Able to play major and minor scales from memory above, with arpeggios.

4. Articulation

1st Year: Understanding correct attacks and release. Able to play natural attack and slur.

2nd Year: Understanding correct attacks and releases. Able to play accent, staccato, legato, and simple duple articulation patterns.

3rd Year: Able to play natural attack, slur, staccato, legato, accent, forte-piano, duple articulation patterns, and slur additional variety of combined articulations in varying rhythms and tempi.

4th Year: Continue the above.

5. Rhythm

1st Year: Recognize and play note values in “quarter” time. Be able to recognize, describe, and play whole, half, quarter, eighth, and dotted quarter notes (including writing in the counting.)

2nd Year: Recognize and play varied rhythm patterns in “quarter” and alla breve time, including sixteenth notes in quarter time, and be able to recognize, describe, and play rhythm patterns (including writing in the counting.)

3rd Year: Able to recognize, describe, and play rhythm patterns, (including writing in the counting) in “eight” time. Continue the above. Be able to recognize dictated rhythms in proper notation, indicating understanding of rhythms.

4th Year: Be able to play, write, and count all different rhythms.

6. Posture and Embouchure

1st Year: Demonstrate formation of a good embouchure and good sitting and standing position.

2nd Year: Correct posture and correct embouchure as applied to range of instrument.

3rd Year: Continue the above.

4th Year: Continue the above.

7. Theory/Ear Training

1st Year: Be able to recognize whole and half steps. Be able to distinguish major from minor scales and hear right and wrong intervals in major scales. Be able to recognize various key signatures. Recognize key of instrument and know definition of concert key.

2nd Year: Be able to recognize seconds, thirds, fifths, and octaves. Be able to recognize key signatures and names of these keys: Bb, Eb, F, and Ab.

3rd Year: Continue the above. Introduced to transposition on individual instrument, recognizing difference between various instruments and concert key.

4th Year: Be able to transpose concert notes to written notes of each individual’s instrument.

8. Relationships to other arts and disciplines:

Understanding relationships between music, other arts, and disciplines outside the arts.

Understanding music in relation to history and culture.

All Four Years: Band method books, full band music, small group pieces, and solos are used. Music materials will be diverse and will reflect all acceptable styles, types, cultures, and historical times. Related background information, explanations, analogies, and general awareness of culture, historical significance, and correspondence to all disciplines will be included.

9. Create Music: Improvising melodies, variations, and accompaniments.

Composing and arranging music with specific guidelines.

1st Year: Students will play simple songs “by ear” and will have composing opportunities.

2nd-4th Years: Increased and longer examples

10. Singing

All Four Years: Students will sing to enhance correct listening and playing skills.