Curriculum Writing Project

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**Philosophy/Psychology Explanation**

The Fourth Grade Beginning Band Curriculum was created using the Understanding by Design framework (Conway, 2015). The music students will receive a tailored education in their band lessons and rehearsals which are based on the use of their prior knowledge, by recalling information from the general music education classes. The learning goals in this curriculum are set to be challenging and attainable, while promoting growth and success. This allows the educator to plan ahead to obtain the desired outcomes, show evidence, and create a learning plan that is custom to student learning. With purpose, goal, and understanding in mind the educator can structure learning effectively.

The Fourth Grade Band will build upon prior knowledge from the student’s general music classroom experience. Through constructivism, the students will recall information that they have learned prior in their education (McLeod, 2019). With all learning based on student’s past experiences and social interactions students will grow, succeed, and develop their own form of understanding. Students in this program will continue to grow and develop based on a spiral curriculum, where each topic is addressed and then the expectation and material becomes a little more advanced. The constructivist theory supports the learning letting the student take charge of their learning and while developing understanding.

As a professional educator and dedicated musician, the intention of a formal education in the fundamentals of music and music performance has become an integral focus in how I teach and what I teach. I teach with the idea that all students deserve a sound education in music, beginning in pre-school and through high school (NAfME, 2021). Ethics in my teaching is an integral part in the way that I plan my lessons, how I treat my students, and how I carry myself as a professional. My students reach their full potential through collaboration within the class and the understanding that we develop in our classroom. I believe in the promise of every child through fostering the values of excellence, integrity, teamwork, and attitude. *“Open your eyes. Open Your Ears. Look at where you are and create what needs to be there.” – Jim Yancey* (Bowman, 2012, p. 447)

I will always put my student’s best interests first. This allows me to support the needs of each student in the beginning band program. I believe that the process that students experience nurtures each student as an individual, creating well-rounded citizens ready to enter society. These experiences will be positive through their involvement and contributions to society. I believe that each students creativity should be fostered by encouraging them to become life-long learners who are willing to take risks which will lead to their adaptation into society and their active participation in our music classroom.

The Fourth Grade Beginning Band Curriculum has been written using the Massachusetts State Music Standards which directly reflect the National Music Standards. There are four domains that are addressed in these standards: Creating, Performing, Responding, and Connecting. These allow students to better grasp an understanding of the material that they are learning. The curriculum map (attached) will provide an overview of what each student should comprehend and recall. In the curriculum guide I have laid goals for both the lessons and full band rehearsal; this will demonstrate the expectations within the Band Karate Program that will be used for assessment.

# Novice Solo and Ensemble Standards (Massachusetts)

##### **Creating**

1. **Generate and conceptualize artistic ideas and work.** Improvise short melodic and rhythmic ideas that reflect characteristics of different genres. (N.M.Cr.01)
2. **Organize and develop artistic ideas and work.** Record decisions about accuracy of written music (e.g., adding reminder of key signature, or indicating beat subdivisions for a difficult rhythm). (N.M.Cr.02)
3. **Refine and complete artistic work.** Refine musical interpretations exploring different elements (e.g. dynamics and articulations). (N.M.Cr.03)

##### **Performing**

1. **Select, analyze and interpret artistic work for presentation.** Identify basic strategies musicians use to practice and employ them in readying a musical work for performance. (N.M.P.04)
2. **Develop and refine artistic techniques and work for presentation.** Perform with accuracy and expression works from the vocal or instrumental literature with a level of difficulty of 2, on a scale of 1 to 6; or a comparable scale. (N.M.P.05)
3. **Convey meaning through the presentation of artistic work.** Match a musical performance with expressed intent (e.g., wanting the audience to identify with an emotion). (N.M.P.06)

##### **Responding**

1. **Perceive and analyze artistic work**. Analyze how cultures are reflected in a diverse range of musical works. (N.M.R.07)
2. **Interpret intent and meaning in artistic work.** Explain how a musical work is connected to a particular cultural, historical context where it was created. (N.M.R.08)
3. **Apply criteria to evaluate artistic work.** Develop criteria for a rubric for evaluating musical works (e.g., students create criteria for a performance that is juried by students). (N.M.R.09)

##### **Connecting**

1. **Synthesize and relate knowledge and personal experiences to make art.** Describe influences of one’s personal musical style and preferences. (N.M.Co.10)
2. **Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding.** Identify musical ideas from different cultures studied in history and social science (e.g., American native). (N.M.Co.11)

**References**

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McLeod, S. (2019). *Saul McLeod*. Constructivism as a Theory for Teaching and Learning | Simply Psychology. Retrieved June 24, 2022, from https://www.simplypsychology.org/constructivism.html

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**Elementary Beginning Band**

**Concept Map**

**Content Area:** 4th Grade Beginning Band

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Trimester** | **Wk. 1** | **Wk. 2** | **Wk. 3** | **Wk. 4** | **Wk. 5** | **Wk. 6** | **Wk. 7** | **Wk. 8** | **Wk. 9** | **Wk.10** | **Wk.11** | **Wk.12** |
| **1** |  | | | | **Set-up and Introductions**  **Putting my instrument together**  **Forming the correct Embouchure**  **Playing the instrument- creating my first sound**  **Playing my first notes (Concert Bb, C, D)- fingerings, listening, and imitating**  **Begin Band Karate- Sequence- At students own pace**  **Note Identification- reading music on the staff** | | | | **Starting Band Karate- White Badge Edition**  **Work on belts**  **Learn and master new concepts and new notes (Concert Eb, F)**  **Breathing- using the breath mark**  **Pitch Matching**  **Embouchure**  **Band Karate Sequence- At students own pace**  **Note Identification- Commit to memory and reading on the staff Working in a Large Ensemble**  **Creating a blended and balanced sound**  **Breathing as an Ensemble- Unison and Staggered Breathing** | | | | |
| **2** | **Small Ensemble Skills- Playing with my friends**  **Listening and playing- how do I blend- do not overblow**  **All new notes**  **Rhythms- Clap/Pat, then play using one note**  **Band Karate Sequence- At students own pace**  **Note Identification- Commit to memory and reading on the staff**  **Creating a blended and balanced sound**  **Breathing as an Ensemble- Unison and Staggered Breathing** | | | | **Playing with a good ear**  **What do I hear? - Identifying my mistakes**  **Band Karate Sequence- At students own pace**  **Note Identification- Commit to memory and reading on the staff**  **Creating a blended and balanced sound**  **Breathing as an Ensemble- Unison and Staggered Breathing** | | | | **Preparing for our First Concert- JUNE if this trimester**  **Band Karate Sequence- At students own pace**  **Rhythm and Pitch**  **Note Identification- Commit to memory and reading on the staff**  **Creating a blended and balanced sound**  **Breathing as an Ensemble- Unison and Staggered Breathing**  **New Concert Music- Full Band Pieces- out of Standard of Excellence book, and Full Band Pieces** | | | | |
| **3** | **Preparing for our First Concert- JUNE if this trimester**  **Band Karate Sequence- At students own pace**  **Rhythm and Pitch**  **Note Identification- Commit to memory and reading on the staff**  **Creating a blended and balanced sound**  **Breathing as an Ensemble- Unison and Staggered Breathing**  **Concert Music- Full Band Pieces- out of Standard of Excellence book, and Full Band Pieces** | | | | **Preparing for our First Concert- JUNE if this trimester**  **Band Karate Sequence- At students own pace**  **Rhythm and Pitch**  **Note Identification- Commit to memory and reading on the staff**  **Creating a blended and balanced sound**  **Breathing as an Ensemble- Unison and Staggered Breathing**  **Concert Music- Full Band Pieces- out of Standard of Excellence book, and Full Band Pieces** | | | | **Preparing for our First Concert- JUNE if this trimester**  **Band Karate Sequence- At students own pace**  **Rhythm and Pitch**  **Note Identification- Commit to memory and reading on the staff**  **Creating a blended and balanced sound**  **Breathing as an Ensemble- Unison and Staggered Breathing**  **Concert Music- Full Band Pieces- out of Standard of Excellence book, and Full Band Pieces** | | | | |

***\*\*\*Note: My 4th grade Beginning band classes consist of in school lessons once a week for 20 minutes, and one-one hour band rehearsal starting in January. We have a lot of overlap in the way that the curriculum is designed. As you will see in the next document, the actual band karate plan is extensive and takes a long period of time to complete. This badge system is designed to encourage student growth, and develop through the course of the year, while preparing them to play in a larger ensemble setting.***

***4th Grade Beginning Band***

***Conceptualized Guide and Assessment Plan***

**Content Area:** 4th Grade Beginning Band

**Instructional Materials:** Standard of Excellence Band Method (Conductor, Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, Combined Percussion, Piano Accompaniment)

**Publisher:** Neil A. Kjos Music Company

**Assessment Style:** 1- Does not Pass, 2- Needs Improvement, 3- Proficient, 4- Advanced

**Band Karate Sequence**

|  |  |  |  |
| --- | --- | --- | --- |
| **Page/ Song No.** | **Song Title** | **Belt Color** | **Concepts Covered** |
| p 43 #1-20 | Rhythms |  | Reading Rhythms Accurately |
| p8 #17 | Au Claire De La Lune | **White** | Winds- first three notes, Whole note and rest, phrase  **First Five New Notes: Concert Bb, C, D, Eb, F**  Percussion- rudiments, single paradiddle |
| p9 #23 | Merrily we Roll Along | **Pink** | Winds- Repeat Signs, Common time, Fermata, Solo, Soli, Tutti, 4/4 Time  Percussion- Multiple Bounce Stroke (MBS) |
| p9 #29 | Go for Excellence | Bead |  |
| P10 #34 | Farm Out | **Yellow** | Winds- Ties, Time Signature  **New Notes: Concert G, Low Concert A**  Percussion- Ties, Time Signature |
| P11 #38 | Mary Ann | Bead | Winds- Key Signature  Percussion- Flam, Flam-Tap, One-Measure Repeat Sign |
| P45 #1-8 | Rhythms | Bead | All- 2/4 Time |
| P13 #48 | Go Tell Bill | **Orange** | Winds- Eighth Notes  Percussion- Eighth Notes |
| P14 #51 | Skip it Lou | Bead | Applies all concepts that have been learned this far |
| P44 #21-36 | Rhythms | Bead | Applies all concepts that have been learned this far |
| P15 #58 | Erie Canal Creepers | Bead | Pick-up note |
| P16 #63 | Bingo | Red | Applies all concepts that have been learned this far  **New Notes- Concert Ab** |
| P45 3/4 #1-8 | Rhythms | Bead | 3/4 Time Signature, Key Signature |
| P17 #70 | Down in the Valley (3/4) | **Green** | Dotted Half Note, Forte, Piano |
| P18 #78 | Minuteman March | Blue | Winds- Natural Sign  **New Notes- Low Concert Ab**  Percussion- Flam Accent, Single Eighth Note, Eighth Rest |
| P19 #80 | Mexican Hat Dance | **Brown** | Winds- Accent, 1st and 2nd Endings, One-Measure Repeat Sign  Percussion- 1st and 2nd Endings |
| P19 #81 | Frere Jacques | Bead | Reinforces the one-measure repeat sign, Long Rest (Multi-measure rest) |
| P22 #87 | Danza Giovanni | **Gold** | **New Notes- Low Concert G, F, High Concert A, Bb, Concert E**  Percussion- Sixteenth Notes, Flam Paradiddle |
| Handout | America | **Red, White and Blue** | Playing a familiar Patriotic Song, and Dotted Quarter Notes |
| Handout | Star Wars (Band Arrangement) | **Purple** | Playing a Full Band Arrangement |
| Handout | Happy Birthday | **Hot Pink** | Playing the octave, the first eight notes |
| P22 #88 | Concert Bb Major Scale | **Black** | Playing the Concert Bb Major Scale |
| Teacher | Music Concept Quiz | Bead | Recalling all the musical concepts and symbols that have been learned this far |
| Teacher | Range and Control- Woodwinds- Low and High Break, Percussion- Stick Control | Bead | Assessment of the concepts of what has been learned |
| Teacher | Attendance/Preparation- Understands Lesson Objectives | Bead | Tracked by teacher through the year |

**Assessment for 4th Grade Beginning Band White Badge**

1. **Not Passing-** Student did not meet the requirements to pass the required material. Student will need to practice this material again for next week, student did not know their fingerings, and had to ask for help for most of their notes.
2. **Needs Improvement-** Student played few notes correctly, had some intonation problems, and had to write in most or all of their notes, and knew a partial amount of their fingerings.
3. **Proficient-** Student played 50-75 percent of the notes correctly, had to write only few to no notes in, and had pretty good intonation, student knew most of their fingerings and needed little guidance.
4. **Advanced-** Student played all notes correctly with outstanding intonation, student did not have to write any note names in and knew all their fingerings.

**Goals for 4th Grade Beginning Band (1-Year)**

**In a Group or Individual Lesson Setting:**

* Students will produce a good full tone, using a full breath of air.
* Students will listen actively in their lessons, and band rehearsal while playing with other students or in an ensemble setting.
* Students will demonstrate their understanding of basic music concepts on their instrument.
* Students will demonstrate their understanding of basic music terms by sight.
* Students will learn to proficiently read music.

**In an Ensemble Setting:**

* Students will listen actively to each other while playing in Unison.
* Students will listen actively to each other while playing as an ensemble.
* Students will assess what they hear and share their findings in rehearsal.
* Students will identify their mistakes and discuss it in class.
* Students will demonstrate the ability to play as an ensemble member, while playing their individual part.

**\*\*\*Although this may seem like a lot of goals, however, these are used in succession with other goals on the list to help with a constant and consistent reinforcement of the goals that are needed to advance to Advance Band in 5th and 6th Grade.**

**Appendix A**

**Complete Personal Mission Statement**

**Professional Mission Statement**

Our school music program exists to provide every student with a sense of belonging, provide a welcoming community open to all creative individuals, provide a safe place where all musicians can be confident in their abilities.  Our music program exists to promote friendships and skills that carry you through life.  We believe in the promise of every child, and their continued success.

**Our music program instills and teaches………………**

* Understanding and exposure to all the elements of music: Rhythm, Melody, Harmony, Form, Expressive Elements, Dynamics, and Timbre.
* Basic to advanced skills in rhythm and the understanding of its importance in all aspects of music.
* Basic to Intermediate skills in melody, and its function in our ability to understand, repeat, and identify pieces or songs in music.
* Basic skills in harmony and its use in music to create an aural interest.
* Positive, collaborative teacher-student relationships working together to create effective and moving music or musical performances.
* Understanding that the field of music reaches far beyond that of the classroom teacher.
* Create and maintain retention in our music classes.

Our music program is recognizable, or unique in the sense that all students are encouraged to take risks to be successful.  These risks help the students develop the confidence that will help them perform to the best of their ability. Our program also is known in our community by the high level of performance that we create in our program through the understanding and rigor.

**Our program will achieve the following……….**

* A renewed culture towards music and its purpose in society. (2 years)
* Alleviate the trauma that was onset by the previous music educator. (2 years)
* Build an instilled level of confidence for all musicians involved. (2-3 years)
* Create a willingness to perform solo and as ensemble (3 years)
* Develop a music background for all musicians that maintains and exhibits retention within our music program. (2-4 years)

One thing that I would clearly share with my students is that *“We believe in the promise of every child, remain positive, stay focused, take risks, and aim for the stars,”* Every step of the way we are here to support and guide you.  You will only fail if you choose to fail.

**Justification……….**

All students in our music program understand that music can be a blast and enjoyable. With a positive and forward moving attitude, they can accomplish this. When I was attained this position, I had to reorganize the curriculum into a more grade level manageable system and created a sequence that was attainable and more grade level appropriate. The statement “*We believe in the promise of every child”* comes from our school’s mission statement and holds true in all that I do. This means that every child can be successful if guided correctly.

The level of performances that our school puts on are well followed in the community and are held in high regard, we have performed in mass. (500 singers) at our Veteran’s Day assembly on November 10, 2022. The attendance of this event was so great that we had to hold it outside in the front of our school. Concerts had a large attendance and seem to be growing as we move forward.

My concepts are based on the ideals and different needs of my students in my current teaching assignment. These have helped me lead my students in the direction of growth and development, while creating retention. Their experience is enjoyable, while learning at the same time.

Our achievements are based on the small bit of research that I have completed up on arrival. The outcome of the results was very disheartening. In finding how much the students hated music class prior to my arrival caused me to put a plan into action. Thus, causing the movement to change the culture into something that his more positive and enjoyable. With the implementation of the Quaver Music Curriculum, and other activities of my creation we have managed to move the culture change about 30% for the better, and it continues to change as we move forward.

My philosophy is not based on the consensus, or typical practices. I strive to be different, effective, engaging, while ensuring students success. I believe that all these ideas are necessary in creating, developing, and building a successful music education program. My many years of success in growth, development, and student performance shows and speaks for itself. I believe in the promise of every child through fostering the values of excellence, integrity, teamwork, and attitude. I also believe that it is my mission to provide a respectful, safe, and collaborative community where all learners are invested.

I find that encouragement and support are what students need most in their music education, and through my mission, as a music educator, I can instill that in my students.

***References***

Rush, S. (2009). *The evolution of a successful band director: Workbook and Study Guide; a proven plan to improve your effectiveness*. GIA Publications.