

**RIDGECROFT SCHOOL  
BAND  
GRADES 6-8**

The middle grades cultural arts program is designed to act as a bridge between the elementary music and high school band programs. The teacher will guide students through developmentally appropriate experiences with instruments which help to build skills and appreciation for different types of music.

Students work frequently within a group of peers, demonstrating skills of cooperation, and learning to compromise and be team players.

The NC Standard Course of Study as stated below gives a foundation for the program at Ridgcroft School. The teacher will differentiate lesson to address objectives appropriately according to the instructional levels of students.

**NC STANDARD COURSE OF STUDY**

<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>
<p><b>FOCUS AREAS</b></p> <ul style="list-style-type: none"> <li>• Demonstrating appropriate expressive and technical vocal and instrumental practices</li> <li>• Demonstrating pitch and rhythmic accuracy</li> <li>• Reading and notating rhythmic and melodic patterns</li> <li>• Identifying and applying traditional symbols and terms and using appropriate terminology</li> <li>• Improvising, composing, and arranging music</li> <li>• Listening to, analyzing, and evaluating music</li> <li>• Developing understanding of music in relation to history, culture, and other content areas</li> <li>• Showing respect for the efforts of others</li> </ul>	<p><b>FOCUS AREAS</b></p> <ul style="list-style-type: none"> <li>• Demonstrating appropriate expressive and technical vocal and instrumental practices</li> <li>• Demonstrating pitch and rhythmic accuracy</li> <li>• Reading and notating rhythmic and melodic patterns</li> <li>• Identifying and applying traditional symbols and terms and using appropriate terminology</li> <li>• Improvising, composing, and arranging music</li> <li>• Listening to, analyzing, and evaluating music</li> <li>• Developing understanding of music in relation to history, culture, and other content areas</li> <li>• Showing respect for the efforts of others</li> </ul>	<p><b>FOCUS AREAS</b></p> <ul style="list-style-type: none"> <li>• Demonstrating appropriate expressive and technical vocal and instrumental practices</li> <li>• Demonstrating pitch and rhythmic accuracy</li> <li>• Reading and notating rhythmic and melodic patterns</li> <li>• Identifying and applying traditional symbols and terms and using appropriate terminology</li> <li>• Improvising, composing, and arranging music</li> <li>• Listening to, analyzing, and evaluating music</li> <li>• Developing understanding of music in relation to history, culture, and other content areas</li> <li>• Showing respect for the efforts of others</li> </ul>
<b>COMPETENCY GOAL 2: THE LEARNER WILL PLAY ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC. (NATIONAL STANDARD 2)</b>		
<p>2.01 Play at least one instrument with appropriate posture, playing position, and technique.</p> <p>2.02 Respond to the cues of a conductor.</p> <p>2.03 Play music representing diverse styles, genres, and cultures.</p> <p>2.04 Show respect for the instrumental playing efforts of others.</p> <p><i>Additionally, for students participating in instrumental classes:</i></p> <p>2.05 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.</p> <p>2.06 Play music written in easy keys, meters, and rhythms in limited ranges.</p>	<p>2.01 Play at least one instrument with appropriate posture, playing position, and technique.</p> <p>2.02 Respond to the cues of a conductor.</p> <p>2.03 Play music representing diverse styles, genres, and cultures.</p> <p>2.04 Play by ear simple melodies.</p> <p>2.05 Show respect for the instrumental playing efforts of others.</p> <p><i>Additionally, for students participating in instrumental classes:</i></p> <p>2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expression and technical accuracy.</p> <p>2.07 Play music written in a variety of keys, meters, and rhythms in limited</p>	<p>2.01 Play at least one instrument with appropriate posture, playing position, and technique.</p> <p>2.02 Respond to the cues of a conductor.</p> <p>2.03 Play music representing diverse styles, genres, and cultures.</p> <p>2.04 Play by ear simple melodies and accompaniments.</p> <p>2.05 Show respect for the instrumental playing efforts of others.</p> <p><i>Additionally, for students participating in instrumental music classes:</i></p> <p>2.06 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.</p> <p>2.07 Play music written in modest</p>

	ranges.	ranges which may include changes of tempo, key, and meter.
<b>COMPETENCY GOAL 3: THE LEARNER WILL IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS. (NATIONAL STANDARD 3)</b>		
3.01 Improvise melodies. 3.02 Improvise rhythmic variations of given melodies. 3.03 Improvise short melodies while accompanied by specified patterns. 3.04 Show respect for the improvisational efforts of others.	3.01 Improvise melodies and accompaniments. 3.02 Improvise melodic variations using major and minor pentatonic and diatonic scales. 3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments. 3.04 Show respect for the improvisational efforts of others.	3.01 Improvise melodies and harmonic accompaniments. 3.02 Improvise rhythmic and melodic variations using major and minor pentatonic and diatonic scales. 3.03 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality. 3.04 Show respect for the improvisational efforts of others.
<b>COMPETENCY GOAL 4: THE LEARNER WILL COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES. (NATIONAL STANDARD 4)</b>		
4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast. 4.02 Create an arrangement of an existing composition, using different voices and/or instruments. 4.03 Use a variety of sound, notational, and technological sources to compose music. 4.04 Show respect for the composing and arranging efforts of others.	4.01 Compose short pieces using the basic elements of music to demonstrate tension and release. 4.02 Create an arrangement of an existing composition, using different voices and/or instruments. 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music. 4.04 Show respect for the composing and arranging efforts of others.	4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast, and tension and release. 4.02 Create an arrangement of an existing composition, using different voices and/or instruments. 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music. 4.04 Show respect for the composing and arranging efforts of others.
<b>COMPETENCY GOAL 5: THE LEARNER WILL READ AND NOTATE MUSIC. (NATIONAL STANDARD 5)</b>		
5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8 and 2/2 meters. 5.02 Identify pitches in treble and bass clefs. 5.03 Sight read simple melodic notation in the treble clef. 5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 5.05 Show respect for the reading and notating efforts of others.	5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 2/4, 4/4, 6/8, and 2/2 meters. 5.02 Identify pitches in the treble and bass clefs. 5.03 Sight read pitch notation in the treble and bass clefs. 5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 5.05 Use standard notation to record own musical ideas and musical ideas of others. 5.06 Show respect for the reading and notating efforts of others.	5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/3, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters. 5.02 Read melodic notation in the treble and bass clefs. 5.03 Identify symbols and traditional terms referring to expressive musical qualities including dynamics and tempo. 5.04 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns. 5.05 Show respect for the reading and notating efforts of others.
<b>COMPETENCY GOAL 6: THE LEARNER WILL LISTEN TO, ANALYZE, AND DESCRIBE MUSIC. (NATIONAL STANDARD 6)</b>		
6.01 Identify specific music events in a given aural example, using appropriate terminology. 6.02 Identify elements of music in aural examples representing diverse genres and cultures. 6.03 Identify the basic principles of meter, rhythm, and tonality in analyses of music. 6.04 Demonstrate auditory perceptual	6.01 Discuss specific musical events in a given aural example, using appropriate terminology. 6.02 Discuss elements of music in aural examples representing diverse genres and cultures. 6.03 Identify and discuss the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analyses of music.	6.01 Describe and explain specific musical events in a given aural example, using appropriate terminology. 6.02 Analyze elements of music in aural examples representing diverse genres and cultures. 6.03 Describe and explain the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic

skills by conducting, moving, answering questions about, and describing aural examples of music. 6.05 Show respect while listening to and analyzing music.	6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music. 6.05 Show respect while listening to and analyzing music.	progressions in the analyses of music. 6.04 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music. 6.05 Show respect while listening to and analyzing music.
<b>COMPETENCY GOAL 7: THE LEARNER WILL EVALUATE MUSIC AND MUSIC PERFORMANCES. (NATIONAL STANDARD 7)</b>		
7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing. 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. 7.03 Identify and describe how interacting musical elements impact one's feelingful response to music. 7.04 Show respect for the musical efforts and opinions of others.	7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in personal listening and performing. 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the musical style and offer constructive suggestions for improvement. 7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music. 7.04 Show respect for the musical efforts and opinions of others.	7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing. 7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. 7.03 Identify and describe how interacting musical elements impact one's feelingful responses to music. 7.04 Show respect for the musical efforts and opinions of others.
<b>COMPETENCY GOAL 8: THE LEARNER WILL UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND CONTENT AREAS OUTSIDE THE ARTS. (NATIONAL STANDARD 8)</b>		
8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose. 8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music. 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art. 8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music. 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.	8.01 Compare in two or more arts areas how the characteristic elements of each art form can be used to transform events, emotions, or ideas into works of art. 8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music. 8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.
<b>COMPETENCY GOAL 9: THE LEARNER WILL UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE. (NATIONAL STANDARD 9)</b>		
9.01 Identify the distinguishing characteristics of representative music genres and styles from a variety of cultures. 9.02 Describe how elements of music are used in various exemplary musical compositions. 9.03 Compare across several cultures of the world and in history, the functions of music, roles of musicians, and conditions under which music is	9.01 Discuss the distinguishing characteristics of representative music genres and styles from a variety of cultures. 9.02 Identify various exemplary musical compositions and discuss characteristics that cause each work to be considered exemplary. 9.03 Compare across several cultures of the world and in history functions of music, roles of musicians, and	9.01 Describe and explain the distinguishing characteristics of representative music genres and styles from a variety of cultures. 9.02 Classify various exemplary musical compositions and discuss the characteristics that cause each work to be considered exemplary. 9.03 Compare in several cultures of the world and in history the functions music serves, roles of musicians, and

typically performed. 9.04 Show respect for music from various cultures and historical periods.	conditions under which music is typically performed. 9.04 Show respect for music from various cultures and historical periods.	conditions under which music is typically performed. 9.04 Show respect for music from various cultures and historical periods.
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