

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Music  
**COURSE TITLE:** Grade 9-12 Instrumental Music  
**GRADE LEVEL:** Grade 9 – 12  
**PREREQUISITES:** Successful completion of 8<sup>th</sup> grade band and completion of the Advanced Beginner level of the Individual Developmental Performance Record, or pre-approval of director.

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**COURSE DESCRIPTION:** This course, which is open to 9-12 grade students, is a performance-based class, giving approximately 30 performances each school year. Band meets every day. Two substantial units of study will take place throughout the year: 1. Marching Band 2. Concert Band or Wind Ensemble. During quarter 1, all students enrolled in band will study marching band. During quarter 2, 3, and 4, all students enrolled in band will be placed by ability in either the Concert Band (for intermediate students) or the Wind Ensemble (for proficient and advanced students). All groups will perform at many concerts within the school district and contests around the state.

**CONTENT STANDARDS:**

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's UHS Instrumental Music should be able to . . .

**Content Standard I. Sing or perform on instruments alone and with others, a varied repertoire of music.**

Benchmarks: Perform alone on instruments (or with others) a varied repertoire  
Perform assigned part in an ensemble

**Content Standard II. Read and notate music.**

Benchmarks: Demonstrate the ability to read and perform rhythm in a variety of literature.  
Read and perform melodic components of literature  
Demonstrate the ability to read and perform articulations in a variety of literature.  
Sight read accurately and expressively.

**Content Standard III. Listen to, analyze, and describe music.**

Benchmark: Analyze examples of a varied repertoire of music.  
Demonstrate knowledge of the technical vocabulary of music.  
Evaluate a performance, composition, arrangement, or improvisation.

**Content Standard IV. Understand music in relation to culture and careers.**

Benchmark: Recognize the valid and natural links between the arts and other existing disciplines.  
Recognize music from other cultures.  
Identify various roles that musicians perform.  
Perform selections of Western music genres.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR  
GRADE 5 INSTRUMENTAL MUSIC**

**Standard I: Sing or perform on instruments alone and with others, a varied repertoire of music. The students in UHS Instrumental Music should be able to . . .**

**Benchmark: Perform alone on instruments (or with others) a varied repertoire.**

Indicators: A: Identify and perform dynamic contrast, tempo, phrasing, articulation as notated in music.  
A: Demonstrate proper embouchure, playing position, instrumental technique, and posture.  
A: Show prompt and regular attendance to lessons.

Assessments: Teacher observation of identified criteria  
Instrumental Development Record (IDR)  
Attendance record  
Optional solo contest performance ballot  
Verbal self-evaluation  
Individual performance test of over band literature

**Benchmark: Perform assigned part in an ensemble**

Indicators: A: Demonstrate balance, intonation, dynamic contrast, and tempo as notated in music.  
A: Phrase and articulate musical selections in an ensemble setting.  
A: Respond to the gestures of the conductor.  
A: Show prompt and regular attendance to rehearsals and performances, and accountability to the group.

Assessments: Teacher observation of identified criteria  
Attendance record  
Concert performances  
Large group performance ballot  
Optional small ensemble contest performance ballot



**Standard II. Read and notate music. The students in Grade 9-12 Instrumental Music should be able to . . .**

**Benchmark: Demonstrate the ability to read and perform rhythm in a variety of literature.**

Indicators: A: Identify and play various rhythmic patterns using the following fundamental note values: sixteenth and sixteenth/eighth combinations.  
I: Identify and play various rhythmic patterns using the following fundamental note values: dotted eighth/sixteenth and triplets.  
I: Identify and play various rhythmic patterns using the following fundamental note values: rhythms associated with asymmetric meters.  
D: Analyze and define meter and tempo indications: 3/8, 6/8, Allegretto.  
A: Analyze and define meter and tempo indications: 2/2, moderato, rallentando, ritardando, a tempo.  
A: Use a counting system properly (1e+a and 1-la-li).

Assessment: Teacher observation of identified criteria  
Verbal self-evaluation  
IDR  
Performances (e.g. concerts, solos, lessons, rehearsals)

**Benchmark: Read and perform melodic components of literature.**

Indicators: A: Identify notated pitches and demonstrate on instrument.  
D: Identify and perform all twelve major keys.  
I: Identify and perform relative minor keys.  
A: Identify important melodic ideas (e.g., melody, harmony, accompaniment).  
D: Identify and perform diatonic scale patterns.  
D: Display a continuing refinement of tone quality.

Assessment: Teacher observation of identified criteria  
Verbal self-evaluation  
IDR  
Performances (e.g. concerts, solos, lessons, rehearsals)

**Benchmark: Demonstrate the ability to read and perform articulations in a variety of literature.**

Indicators: A: Identify and play the fundamental articulations (staccato, legato, accent, marcato, sforzando).

Assessment: Teacher observation of identified criteria  
Verbal self-evaluation  
IDR  
Performances (e.g. concerts, solos, lessons, rehearsals)



**Benchmark: Sight read accurately and expressively.**

Indicators: A: Examine literature for notes, rhythms, key and time signatures, articulations, tempo markings, form.  
I: Sight read selected literature at an intermediate level.

Assessment: Teacher observation of identified criteria  
Verbal self-evaluation  
IDR

**Standard III. Listen to, analyze, and describe music. The students in Grade 9-12 Instrumental Music should be able to . . .**

**Benchmark: Analyze examples of a varied repertoire of music.**

Indicators: D: Explain style of a piece (e.g., overture, chorale, march).

Assessments: Class discussion

**Benchmark: Demonstrate knowledge of the technical vocabulary of music.**

Indicators: A: Demonstrate knowledge and application of terms (e.g., dynamics, repeats, 1<sup>st</sup> and 2<sup>nd</sup> endings).  
A: Demonstrate knowledge and application of terms (e.g., DC, DS, al Coda, al Fine).

Assessments: Teacher observation of identified criteria  
IDR  
Performances (e.g. concerts, solos, lessons, rehearsals)

**Benchmark: Evaluate a performance, composition, arrangement, or improvisation.**

Indicators: D: Determine criteria on which to evaluate performances  
D: Update criteria as abilities of students and expectations increase  
D: Identify and comment on technical qualities and overall effect of the performance

Assessments: Class discussion  
Verbal/written self and peer evaluation  
Examination of rubrics or ballots

**Standard IV. Understand music in relation to culture and careers. The students in Grade 9-12 Instrumental Music should be able to . . .**

**Benchmark: Recognize the valid and natural links between the arts and other existing disciplines.**



Indicators: D: Demonstrate an understanding of the relationship between music and other subject matter (e.g., math & rhythm).

Assessments: Class discussion

**Benchmark: Recognize music from other cultures.**

Indicators: D: Show an understanding for music from other cultures.

Assessments: Completion of lesson book material according IDR

**Benchmark: Identify various roles that musicians perform.**

Indicators: D: Recognize the value of being a life-long performer or consumer of music.

Assessments: Class discussion

**Benchmark: Perform selections of Western music genres.**

Indicators: D: Perform music representative of the various Western music genres (e.g., jazz, marches).

Assessments: Performances (e.g., concert solos, lessons, rehearsals).

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

