

## **Defining the goals of the South Hadley Instrumental Music Curriculum:**

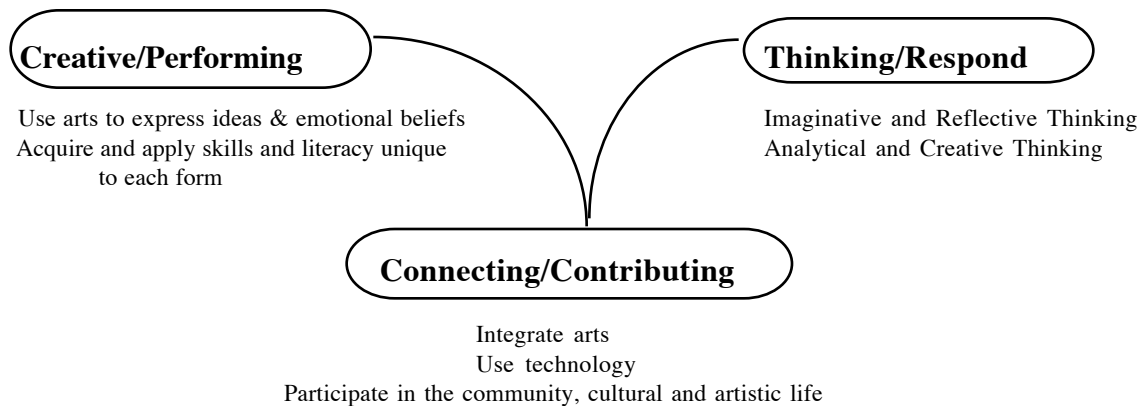
The National Standards for Arts Education were accepted by Secretary of Education Richard Riley at a press conference in Washington D.C on March 11, 1994. This document was the culmination of five years of work by the Consortium of National Arts Education Associations and included a curricular framework denoting what students in Kindergarten through grade twelve should know and be able to do in Theater, Visual Arts, Dance (physical education) and Music. These voluntary educational goals for arts education are now part of the Goals 2000: Educate America Act, legislation that includes standards in mathematics, science, geography, language arts and other curricular subjects. Standards in all of these subject areas are part of a National effort to reform public education.

National standards in music education are also manifesting themselves in educational reform efforts at State levels. According to a publication from Music Educator's National Conference (MENC) approximately 88% of States and District of Columbia have adopted state music standards or are in the process of standards adoption. Many of the state standards are based on the National Standards. The standards are neither a methodology or curricular prescription; they are a detailed description of what all American students are expected to know and be able to do.

As a result of Goals 2000: Educate America, the arts were recognized as a core subject in the public school curriculum. In anticipation of the need for national arts standards, The Consortium of Arts Education Association developed the National Standards for Art Education. This document outlined nine Content Standards that students should be know and be able to do.

- 1. Sing, alone and with others a varied repertoire of music**
- 2. Perform on instruments, alone and with others a varied repertoire of music**
- 3. Improvise melodies, variations and accompaniment.**
- 4. Composing, Arranging music with specific guidelines**
- 5. Read and Notate music**
- 6. Listen to, analyzing and describe music.**
- 7. Evaluate music and musical performances.**
- 8. Understand relationship between music, the arts and other disciplines.**
- 9. Understand music in relation to history and culture.**

As a result of the Massachusetts Education Reform Act of 1993, The Practice of Creating was created to articulate the standards and expectations for students learning in about and through the arts. This document is similar in structure to the National Standards, but it is organized in a different manner. The document is divided into 3 three strands each with specific subdivisions. It is the teachers responsibility to be conscious of how they build arts curriculum, instruction, and assessments to reflect the core concept by combining the three strands into all classroom work. The Strands and Concepts of the State Frameworks are organized as three separate but associated strands. Each has subdivisions that are listed below the strand.



The Seven Strands of the South Hadley Instrumental Music Curriculum are designed so as to combine the elements of the National Standards and that of the State Frameworks. Both the National Standards and the State Frameworks are concerned with which results in the form of student learning are characteristic of the learning process, but not with how these results ought to be delivered. There is room for interpretation as long as specific terms are established.

By combining the goals of each document the South Hadley Instrumental Music Curriculum was created. The primary goal is to create a structure that's organized around concepts rather than discipline. This structure must help students make connections between concepts and across subjects while leaving flexibility for middle school scheduling constraints. In order to establish sequence to the process of musical growth & years of study, curriculum is divided into four levels:

<b>Beginning Band</b>	<b><u>Level I</u></b>	<b>(Grades 4-5)</b>	<b>Proficient High School</b>	<b><u>Level III</u></b>
<b>Grade 6-8 Band</b>	<b><u>Level II</u></b>	<b>(Grades 6-8)</b>	<b>Advanced High School</b>	<b><u>Level IV</u></b>