

La Salle Institute: Fine Arts and Performing Arts Department

The Music Program

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Prologue: In any school founded by Saint John Baptist De LaSalle, his two fundamental objectives must remain prominent if the school is to maintain its LaSallian Identity. For Saint John Baptist De LaSalle, the patron saint of teachers, those two objectives were spiritual and academic. Saint John Baptist De LaSalle, first and foremost, wanted his pupils to attain unto heaven; and secondly he wanted his pupils to be able to maneuver in the day-to-day work world, in order be able to earn an honest living, and not be taken advantage of by others. The Music Program at LaSalle Institute endeavors to remain to those objectives, in the following manner.

Department Goals:

Principle #1: The Music Program is centered in the person of Jesus Christ

Principle #2 The Music Program provides a sense of our History/Culture

Principle #3 The Music Program promotes life-long music education learning

Principle #4: The Music Program makes student performance transparent

Principle #5: The Music Program is distinguished by excellence

Scope: The purpose of LaSalle Institute's Music Program is to have student musicians produce music that engages an audience, maintain a level of excellence, and promote life-long music education. The music program provides students the Skills, Knowledge Content, and Opportunities to understand and accept Christ through the power and uplift of music.

Principles

The *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* outline the basic **principles** built upon the twin **purposes** of moving an audience to god, and giving the student musicians the skills to do so. These purposes are directly derived from St. John Baptist De LaSalle's **objectives** of spirituality and academic acumen.

Christ-----**Principles**-----Excellence

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Move and Audience -----**Purpose**-----Musical Skills

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Spiritual-----**Objectives**----- Academic

Topics

There are nine topics or elements, sometimes called *parameters*, in Western Civilization's Music. These parameters are **tempo, rhythm, meter, melody, harmony, articulation, dynamics, form** and **orchestration**. Musical skills involve all of these, oftentimes all at the same time. One's practice is consumed with overcoming instrumental or vocal obstacles that occur in these nine parameters. Linking "Topics and Skills" into our overall chart, as begun on page two would look as followed: ***(Please read from the bottom up)***

An Audience-Moving Performance

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Skills

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Topics

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Principles

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Purposes

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Objectives

Sequence: ALL BRACKETED ITEMS ARE APPLIED TO PERCUSSIONISTS ONLY

Grade Level	Basic	Intermediate	Advanced
Seniors	<p>In duple meter, play syncopated rhythms containing 16th notes at a tempo of quarter note = 140</p> <p>In triple meter, play syncopated rhythms containing 8th note triplets at a tempo of dotted quarter note = 120</p> <p>The musician regardless of the instrument is able to play two octaves from lowest to highest note. This constitutes a measurable, attainable, result-oriented and time-bound goal with regard to the musical element of range</p> <p>[Proper stick grip]</p> <p>[Paradiddle at quarter note = 160]</p> <p>[Playing 16th notes at quarter note = 120 for four measures]</p> <p>[Flam] [Ruff] [Drag]</p> <p>[5-stroke roll 9-stroke roll, 13-stroke roll, 17-stroke roll]</p>	<p>In duple and triple meter, play scales, chords and melodies of both a syncopated and non-syncopated rhythm, with change of dynamics from pianissimo (pp) through fortissimo (ff), with articulation variances from marcato, staccato, tenuto, through legato, ranging in tempo fro quarter note = 60 through 160</p>	<p>The senior must be able to play in an ensemble setting. The musical element of orchestration involves the ability of intonation, counting/rhythm, dynamical balance among various instrumental sections of the ensemble, and encompassing the musical element of form</p> <p>Seniors must be able to perform music at a level IV/V difficulty rating based on the New York State School Music Association's (NYSSMA) difficulty rating scale</p>

<p>Juniors</p>	<p>In duple meter play syncopated rhythms containing 16th notes at a tempo of quarter note = 120</p> <p>In triple meter play syncopated rhythms containing 8th note triplets at a tempo of dotted quarter note = 120</p> <p>The musician regardless of the instrument will demonstrate a two octave range</p> <p>[Proper stick grip]</p> <p>[Paradiddle at quarter note = 140]</p> <p>[Playing 16th notes at quarter note = 110 for four measures]</p> <p>[Flam] [Ruff] [Drag]</p> <p>[5-stroke roll 9-stroke roll, 17-stroke roll]</p>	<p>In duple and triple meter, play scales, chords and melodies of both a syncopated and non-syncopated rhythm, with change of dynamics from pianissimo (pp) through fortissimo (ff), with articulation variances from marcato, staccato, tenuto, through legato, ranging in tempo from quarter note = 60 through 150</p> <p>Based on the NYSSMA difficulty rating scale, Juniors must be able to perform a level IV composition</p>	<p>The Junior must be able to play in an ensemble setting a level IV composition involving orchestral demands of good intonation, counting/rhythm, dynamical balance and understanding of harmony and form</p>
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<p>Sophomores</p>	<p>In duple meter, play syncopated rhythms containing 8^h notes at a tempo of quarter note = 140</p> <p>In triple meter, play syncopated rhythms containing 8th note triplets at a tempo of dotted quarter note = 100</p> <p>A sophomore with at least three years experience will demonstrate a range of two octaves</p> <p>[Proper stick grip]</p> <p>[Paradiddle at quarter note = 140]</p> <p>[Playing 16th notes at quarter note = 100 for four measures]</p> <p>[Flam] [Ruff] [Drag]</p> <p>[5-stroke roll 9-stroke roll,]</p>	<p>In duple and triple meter, play scales, chords and melodies of both a syncopated and non-syncopated rhythm, with change of dynamics from pianissimo (pp) through fortissimo (ff), with articulation variances from marcato, staccato, tenuto, through legato, ranging in tempo fro quarter note = 60 through 140</p> <p>Based on the NYSSMA difficulty rating scale, Sophomores must be able to perform level III-IV composition</p>	<p>The Sophomore must be able to play in an ensemble setting a level III composition involving orchestral demands of good intonation, counting/rhythm, dynamical balance and understanding of harmony and form</p>
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<p>Freshmen</p>	<p>In duple meter, play non-syncopated rhythms containing 8^h notes at a tempo of quarter note = 130</p> <p>In triple meter, play non-syncopated rhythms containing 8th note triplets at a tempo of dotted quarter note = 90</p> <p>A freshmen with at least two years experience will demonstrate a range of two octaves</p> <p>[Proper stick grip]</p> <p>[Paradiddle at quarter note = 120]</p> <p>[Playing 8th notes at quarter note = 140 for four measures]</p> <p>[Flam] [Ruff]</p>	<p>In duple and triple meter, play scales, chords and melodies of both a syncopated and non-syncopated rhythm, with change of dynamics from pianissimo (pp) through fortissimo (ff), with articulation variances from marcato, staccato, tenuto, through legato, ranging in tempo fro quarter note = 60 through 130</p> <p>Based on the NYSSMA difficulty rating scale, Freshmen must be able to perform level II-III composition</p>	<p>The Freshmen must be able to play in an ensemble setting a level II composition involving orchestral demands of good intonation, counting/rhythm, dynamical balance and rudimentary understanding of form</p>
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<p>Eighth Grade</p>	<p>In duple meter, play non-syncopated rhythms containing 8^h notes at a tempo of quarter note = 120</p> <p>In duple meter play concert Bb Eb and F Major scales. Also, be able to perform melodies in those keys, in non-syncopated rhythms, with only minor change in dynamics, with articulation variances from staccato, tenuto, and legato, ranging in tempo from quarter note = 60 through 120</p> <p>The 8th Grader regardless of instruments must demonstrate a range of a 12th</p> <p>The 8th Grader must be able to play in an ensemble setting a level II composition involving orchestration demands of good intonation 90 percent of the time, accurate counting and rhythm, dynamical balance, recognizing the difference between melody and background</p>	<p>Based on the NYSSMA difficulty scale, the 8th Grader must be able to perform music at a level II difficulty</p>	<p>[Proper stick grip]</p> <p>[Paradiddle at quarter note = 100]</p> <p>[Playing 8th notes at quarter note = 120 for four measures]</p> <p>[Flam] [Ruff]</p>
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<p>Seventh Grade</p>	<p>In duple meter, play non-syncopated rhythms containing 8^h notes at a tempo of quarter note = 100</p> <p>In duple meter play concert Bb and Eb scales. Also, be able to perform melodies in those keys, in non-syncopated rhythms, with only subtle changes in dynamics with articulation variances from staccato to slurred passages only, ranging in tempo from quarter note = 60 through 100</p> <p>The 7th Grader regardless of instruments must demonstrate a range of a 12th</p> <p>[Proper stick grip]</p> <p>[Paradiddle at quarter note = 90]</p> <p>[Playing 8th notes at quarter note = 100 for two measures]</p> <p>[Flam] [Ruff]</p>	<p>Based on the NYSSMA difficulty scale, the 7th Grader must be able to perform music at a level I-II difficulty</p>	<p>The 7th Grader must be able to play in an ensemble setting a level II composition involving orchestration demands of good intonation 75 percent of the time, accurate counting and rhythm, dynamical balance, recognizing the difference between melody and background</p>
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<p>Sixth Grade</p>	<p>In duple meter, play quarter notes at a tempo of 120</p> <p>In duple meter play concert Bb and melodies in that key with articulation variances from staccato to slurred passages</p> <p>Regardless of instrument the sixth grader will demonstrate the range of one octave</p> <p>[Proper stick grip]</p> <p>[Paradiddle at quarter note = 80]</p> <p>[Playing 8th notes at quarter note = 90 for two measures]</p> <p>[Flam] [Ruff]</p>	<p>Based on the NYSSMA difficulty scale, the 6th Grader must be able to perform music at a level I difficulty</p>	<p>The Sixth Grader must be able to perform in an ensemble setting a level I composition involving the orchestration demands of good intonation 50 percent of the time, with accurate counting and rhythm</p>
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MIDDLE SCHOOL INTERMEDIATE BAND School Grade: 6
Playing Level: Intermediate
Music Grade: I
Playing Year: 3

Skills that apply only to percussionists are [bracketed]

Performance and Production

By the end of the year, students will:

- Demonstrate proper posture, embouchure, hand position, and playing position.
- Adjust intonation and match pitches with teacher guidance.
- Demonstrate a variety of articulations (staccato, legato, accent)
- Perform the following major scales (non-transposed), ascending and descending, using the eighth note arpeggio pattern at M.M. quarter note = 60 through 120: D, G, C, F, B-flat, E-flat, and A- flat
- [Perform the following rudiments from the Percussive Arts Society (PAS)

International Drum Rudiments, open-close-open: multiple bounce roll, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single paradiddle, flam, flam tap, drag, single drag tap]
- Perform a Concert F or Concert B-flat chromatic scale, one octave, in even eighth notes at M.M. quarter note = 72
- Demonstrate trills and alternate fingerings when performing on wind instruments, as required by the concert repertoire.
- Demonstrate ensemble skills by responding to conducting gestures and matching dynamic levels and intonation
- Identify minor problems of the instrument being studied.

MIDDLE SCHOOL INTERMEDIATE BAND School Grade: 7
Playing Level: Intermediate
Music Grade: II
Playing Year: 4

By the end of the year, students will:

- Demonstrate proper posture, embouchure, hand position, and playing position.
- Adjust intonation and match pitches without teacher guidance.
- Demonstrate a variety of articulations (staccato, legato, accent, marcato, and tenuto)
- Perform the following major scales (non-transposed), ascending and descending, in quarter note arpeggio rhythm at M.M. quarter note = 92: E, A, D, G, C, F, B-flat, E-flat, and A-flat
- [Perform the following rudiments from the Percussive Arts Society (PAS) International
 - Drum Rudiments, open-close-open: multiple bounce roll, , double stroke roll, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single paradiddle, flam, flam accent, flam tap, flam paradiddle, drag, single drag tap, drag paradiddle, single ratamacue]
- Perform a Concert F or Concert B-flat chromatic scale, two octaves, in even eighth notes at M.M. quarter note = 72
- Demonstrate trills and alternate fingerings when performing on wind instruments, as required by the concert repertoire.
- Demonstrate ensemble skills by blending instrumental timbres, matching dynamics, style, and intonation, and responding to conducting gestures in simple & compound meter.
- Identify minor problems of the instrument being studied.

MIDDLE SCHOOL INTERMEDIATE BAND School Grade: 8
Playing Level: Intermediate
Music Grade: II-III
Playing Year: 5

By the end of the year, students will:

- Demonstrate proper posture, embouchure, hand position, and playing position.
- Adjust intonation and match pitches.
- Demonstrate a variety of articulations (staccato, legato, accent, marcato, and tenuto)
- Perform major scales, ascending and descending, in quarter note arpeggio rhythm. Play E, A, D, G, C, F, B-flat, E-flat, and A-flat scales, two octaves (when appropriate), at M.M. quarter note = 60-120

Play D-flat, G-flat/F-sharp, and B scales, one octave, at M.M. quarter note = 72

[Perform the following rudiments from the Percussive Arts Society (PAS) International

Drum Rudiments, open-close-open: single stroke roll, multiple bounce roll, double stroke roll, five stroke roll, nine stroke roll, seventeen stroke roll, single paradiddle, flam, flam accent, flam tap, flamacue, flam paradiddle, drag, single drag tap, double drag tap, lesson 25, drag paradiddle, and single ratamacue]

Perform a chromatic scale, ascending and descending, two octaves, in even eighth notes at M.M. quarter note = 72

Demonstrate expression through the use of vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments

[Use multiple mallet techniques on three timpani, tuning drums to reference pitches without gauges. Demonstrate appropriate techniques on auxiliary instruments when performing on percussion instruments.]

Demonstrate ensemble skills by blending instrumental timbres, matching dynamic levels, style, and intonation, and responding to conducting gestures in simple & compound meter.

Identify and repair minor problems of the instrument being studied.

HIGH SCHOOL SYMPHONIC BAND
School Grade: 9-10
Playing Level: ADVANCED
Music Grade: IV
Playing Year: 6

By the end of 9th grade students will have mastered these skills:

- Perform an 6 bar phrase on one breath in common time
- Will be able to recognize and interpret the symbols for trills and grace notes

The student will perform a chromatic scale, ascending and descending, in s eighth notes (M.M. quarter note = 72 or faster) throughout the practical range of the instrument.

- Percussion students will perform the following rudiments from the Percussive Arts

Society (PAS) International Drum Rudiments, open-close-open:

- single stroke roll
- multiple bounce roll
- double stroke roll
- 5 stroke roll
- 7 stroke roll
- 9 stroke roll
- 10 stroke roll
- 11 stroke roll
- 13 stroke roll
- 15 stroke roll
- 17 stroke roll
- single paradiddle

- double paradiddle
- flam flam accent
- flam tap
- flamacue
- flam paradiddle
- flam paradiddle-diddle
- drag
- single drag tap
- double drag tap
- single ratamacue
- double ratamacue
- triple ratamacue
- Will be able to use a trill book to look up alternate fingerings
- Successfully Sight Read Grade III Music
- Successfully perform Grade IV Music

By the end of 10th grade students will have mastered these skills:

- Perform an 8 bar phrase on one breath in common time
- Play all 12 major scales for the full practical range of their instrument in quarter-eighth-eighth rhythm (M.M. quarter note = 100) with a 1 octave tonic arpeggio
- Play all 12 natural and harmonic minor scales 1 octave in quarter-eighth-eighth rhythm (M.M. quarter note = 100) with a 1 octave tonic arpeggio.

- Know the technical fingerings to interpret the symbols for trills and grace notes
- The student will perform a chromatic scale, ascending and descending, in sixteenth notes

(M.M. quarter note = 96 or faster) throughout the practical range of the instrument.

- Percussion students will perform all 40 rudiments from the Percussive Arts Society

(PAS) International Drum Rudiments, open-close-open:

- Successfully sight read NYSSMA Grade 4 music
- Has met the range specifics set out in the curriculum for grade level

HIGH SCHOOL SYMPHONIC BAND

School Grade: 11-12

Playing Level: Artist

Music Grade: IV-V

Playing Year: 7-9

By the end of 11th grade students will have mastered these skills:

- Perform all major scales, ascending and descending, in a variety of rhythmic patterns and articulations for the full range of their instrument.
- The student will perform a chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 112 or faster) throughout the practical range of the instrument.
- Successfully sight read NYSSMA Grade 4 music
- Successfully perform grade V music

By the end of 12th grade students will have mastered these skills:

- Perform all major and minor scales, ascending and descending, in a variety of rhythmic patterns and articulations for the full range of their instrument
- The student will perform a chromatic scale, ascending and descending, using the NYSSMA state audition tempo and range requirements for the instrument
- Successfully sight read NYSSMA Grade 4 music
- Successfully perform grade V music
- Has met the range specifics set out in the curriculum for artist level