

**PERFORM – Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.**

- a. Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instrument.
  - Produce a characteristic tone at various dynamic levels throughout a full range.
  - Perform musical examples spanning the *p*, *mp*, *mf*, and *f* dynamic levels while demonstrating characteristic tone at each level.
  - Describe the adjustments needed in embouchure and breath support (or grip and stroke) to perform at various dynamic levels.
  - Identify the adjustments and physical development that are required to increase the playing range on a particular instrument.
  - Perform musical examples that utilize pitches reaching into the upper and lower tessitura while maintaining a characteristic tone.
- b. Demonstrate fluency in the following performance skills: major scales, minor scales, chromatic scales, articulation, dynamics, rhythmic accuracy, note accuracy, ensemble listening, tuning, targeted practice techniques, balance/blend, and ear training.
  - Perform musical examples that use combinations of legato, staccato, marcato, accent and slur articulation.
  - Describe the sound characteristics of various articulations and the physical process needed to produce each.
  - Name and write the pitches in twelve major scales.
  - Play the chromatic, twelve major scales and the following minor scales in the natural, harmonic, and melodic form: a, d, g, c, and f.
  - Describe tuning and tune the instrument to a given pitch.
- c. Develop notational literacy and sight-reading skills.
  - Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
  - Perform correct pitch and rhythm while sight reading.
- d. Develop productive rehearsal habits as an individual and as ensemble member.
  - Show respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.
  - Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.
  - Assist in the organization and care of supplies, facilities, and equipment.
- e. Demonstrate knowledge, use, and care of instruments.
  - Identify and explain the names and functions of various parts of the instrument.
  - Demonstrate the proper assembling of the instrument and care following playing.
  - List responsibilities of instrument owner in care and maintenance, part replacement, and damage repair.
- f. Perform a varied repertoire and exhibit proper concert etiquette.
  - Perform in public and/or for adjudication band pieces in the style indicated.
  - Demonstrate ability to follow the conductor.

## Band Level 2-Continued

**CREATE - Students will conceptualize, generate artistic ideas and work. They will complete and refine musical works.**

- a. Improvise/generate and respond to simple ideas and phrases, while developing aural skills.
  - Play back short scale fragments or rhythmic motives with and without accompaniment.
  - Create short scale fragments or rhythmic motives for others to replicate.
  - Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.
  - Answer (vocally, then with instruments) phrases provided by the teacher.
  - Participate in group improvisation using the tones of the pentatonic or major scales.
  - Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.
- b. Develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity.
  - Use appropriate terms and symbols in notating simple compositions and arrangements.
  - Finish notating partially written phrases.
  - Write variations of given phrases.
  - Write a consequent phrase for a given antecedent phrase.
  - Complete a given partial melody so that it ends in different ways.
- c. Evaluate and refine musical ideas, apply student criteria, and use a variety of musical elements.
  - Finish notating partially written phrases.
  - Write variations of a given phrase.
  - Write a consequent phrase for a given antecedent phrase.

**RESPOND - Students will perceive and analyze, using music vocabulary, artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.**

- a. Analyze and evaluate musical examples.
  - Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
  - Analyze what the music is communicating and how. Describe the composer’s intent.
  - Make value judgments based on effectiveness of musical events and expressive effects.
  - Compare/Contrast live musical performances with recordings.
- b. Identify and describe the musical and structural elements and the technical and musical skills evident in a quality performance.
  - List important criteria for determining the quality of a music performance.
  - Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.
  - Demonstrate commendable behavior while at a concert.
- c. Use self-assessment to judge and improve the quality of musical performance.
  - Using criteria from “evaluate ensemble performances,” evaluate strengths and weaknesses in personal performance

## Band Level 2-Continued

**CONNECT** - Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- a. Examine how music relates to personal development and enjoyment of life.
  - Evaluate how the study of music expands the ability to communicate with and understand others.
  - Tell how music can be a joyful part of daily activities.
  - Describe how making music together helps to develop skills and success in working with others.
  - Describe how self and/or class have used music to be of service to someone.
  - Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.
  - Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- b. Experience how music connects to history, culture, heritage, and community.
  - Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
  - Perform and enjoy music related to various cultures, times, and places.
  - Explain what the music experienced above means personally.
  - Examine how musical works are influenced by the composer's heritage and experiences.

### STATEMENT

The development of proficiency in any art form requires a steady sequential study and development of skills. The basic concepts of Music are the same for general, instrumental, or vocal studies. These basic concepts are also the same from beginning through intermediate to advanced study. Although the fundamental concepts are the same, the level of skill and performance abilities will increase over time. Even though the progress to more advanced study occurs, attention to the fundamental skills and practices of the art form are found at every level.