

# Band Level 1

**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 an acceptable tone over a limited range of the instrument using proper embouchure, posture, hand position, and breath support or stick control.
  - Describe the characteristics of a good embouchure (or grip and stroke for percussion).
  - Explain and demonstrate the principles of proper breath support and teach this to other students.
  - Consistently use proper posture, position, and embouchure (grip and stroke for percussion) with less and less prompting by the teacher.
- b. Demonstrate fluency in the following performance skills: basic major scales, chromatic scale, articulation, dynamics, rhythmic accuracy, note accuracy, ensemble listening, tuning, targeted practice techniques, balance/blend, and rudimentary ear training.
  - Demonstrate understanding of technique, tonal centers, key signatures, and scales in the concert keys of F, B-flat, and A-flat by learning to play (slur and tongued) and write scales and related patterns in those keys, as well as the chromatic scale, throughout a comfortable range of the instrument.
  - Play in musical phrases.
  - Perform a range of dynamic contrasts and tempo changes.
  - Describe tuning an instrument and tune the instrument to a given pitch.
  - Define and utilize technical instrumental terminology.
- c. Develop notational literacy and sight-reading skills.
  - “Count and finger” through unfamiliar exercises or pieces individually and with the ensemble.
  - “Spell and finger” (say note names while fingering the notes) through unfamiliar short exercises or pieces individually and with the ensemble.
  - Correctly explain all standard notation symbols in instrumental music.
  - Perform simple unfamiliar short exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.
- d. Develop productive rehearsal habits as an individual and as ensemble member.
  - Examine and improve rehearsal skills through preparation, conscientious attendance, alertness, participation and cooperation.
  - Show patience, kindness, and respect to classmates and instructors.
  - Take care of music department 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, solos and ensembles in the style indicated. Make appropriate interpretive musical decisions as the performer.
  - Identify and define standard notation terms and symbols for pitch, rhythm, dynamics.

**CREATE – Students will conceptualize, generate artistic ideas and work.**

**They will complete and refine musical works.**

- a. Improve/generate and respond, with guidance, to simple ideas and phrases. While developing aural skills.
  - Play simple rhythmic variation (e.g., dividing a quarter note into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.
  - Play a simple melodic variation (e.g., trills, passing tones, neighbor tones, turns) on a simple scale or familiar melodies.
- b. With guidance, develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity.
  - Use the musical staff to notate and perform whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and alla breve meter signatures.
  - Accurately count, clap, and play rhythms using the above notes, rests, and time signatures.
  - Correctly write short dictated rhythms using the above notes, rests, and time signatures.
- c. Evaluate and refine musical ideas, applying teacher-provided criteria and, with guidance, using selected elements of music.
  - Finish 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.
  - Listen to a variety of musical styles and ideas.
  - Compare/contrast live performances with recordings.
- b. Identify and describe, with guidance, 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 proper behavior while at a concert.
- c. Use self-assessment to judge and improve the quality of musical

## Band Level 1-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 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, with guidance, 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.