

Band Standards: Grades 6-8

Adopted by the Arizona Department of Education 6-27-06

Music is a subject with its own unique skills and knowledge, a respected repertoire or quality literature, an advanced system of notation and literacy, and a challenging form of cognition. Scientifically, music is an auditory symbol system that the brain conceives as spatial-temporal reasoning. The brain organizes the elements of pitch, rhythm, timbre and harmony in neurological pathways that cannot be replicated in any other manner. Historically, musical expression is an innate human activity that bridges cultures and time.

Strand 1: CREATE

Concept 1 Singing, alone and with others, music from various genres and diverse cultures

- Singing their own instrumental parts within an ensemble
- Singing their own instrumental parts in tune with appropriate articulation, phrasing and dynamics
- Singing rhythmic patterns of different meters
- Singing their own instrumental parts with good posture and with proper breath support

Concept 2 Playing instruments, alone and with others, music from various genres and diverse cultures

- Properly assembling and identifying the various parts of their instrument
- Demonstrating proper care and maintenance of their instrument
- Playing solo & ensemble literature on grade level 2-3 on a scale of 1-6
- Identifying and playing the following note/rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter and sixteenth as well as other note/rest values encountered in the repertoire
- Playing Ab, C, G and D major scales for one octave and a chromatic scale with appropriate range
- Identifying and playing articulations and symbols as they occur in the repertoire
- Demonstrating how factors such as embouchure shape and tension, mouthpiece and reed selection, slide position stick/mallet placement, and fingerings influences the intonation and tone quality and their instrument
- Playing on pitch, in rhythm, with appropriate articulation, dynamics, phrasing, and tempo
- Playing exercises from memory at appropriate level
- Playing notated music at grade level 2-3 on a scale of 1-6
- Playing repertoire accurately and with good breath control, tone quality, and technique at grade level 2-3
- Sight-reading accurately and expressively at one level below performance level
- Playing a varied repertoire from different genres at appropriate level (e.g., traditional, military, popular, folk)
- Responding to conductor's cues (e.g., phrasing and expression)
- Playing independent parts while others play contrasting parts within a band at grade level 2-3 on a scale of 1-6
- Playing together as an ensemble (e.g., tempo, intonation, balance, and blend)
- Playing by rote short rhythmic and/or melodic patterns in tempo
- Moving in a synchronized manner with music (e.g., hand clapping, foot tapping, marching)
- Percussionists, applying percussion rudiments appropriate to the repertoire encountered
- Tuning their own instrument using a tuner or other pitch reference
- Recognizing intonation with the ensemble

Concept 3 Improvising rhythms, melodies, variations, and accompaniments

- Playing simple improvised melodies within an appropriate harmonic structure for a minimum of 8 measures
- Playing melodic and rhythmic improvised accompaniments for a minimum of 8 measures

Concept 4 Composing and arranging music

- Manipulating compositional elements of music (e.g., dynamics, tone color, tempo) to change the style of music
- Creating short compositions for own instrument or others, a minimum of 4 measures within teacher guidelines
- Transposing/arranging/transcribing music within teacher specified guidelines

Concept 5 Reading and notating music

- Identifying the key of other instruments within the ensemble in relation to concert pitch
- Explaining the difference between simple/compound and duple/triple meter
- Explaining and applying the terms encountered in the repertoire
- Playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire
- Identifying intervals encountered in the repertoire
- Recognizing and playing key signatures and accidentals in the repertoire
- Describing and playing musical forms as encountered in repertoire

Strand 2: RELATE

Concept 1 Understanding the relationships among music, the arts, and other disciplines outside the arts

- Explaining the relationship between music and various functions/events (e.g., specific to content area)
- Identifying how music can be transcribed from one music medium to another (e.g., one instrument to another)
- Recognizing composers' motivations for creating the music being performed by the ensemble
- Recognizing the connections between music and other content areas as encountered in the repertoire
- Describing and applying the physical factors essential to playing within the repertoire (e.g., posture, breathing)
- Analyzing and applying the effect the instrument's physical properties has on its sound as skill level increases
- Recognizing acoustic properties as they effect the performers and the performance space
- Comparing how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g., sound in music, movement in dance, images in art, words in poetry)

Concept 2 Understanding music in relation to history and culture

- Recognizing the origins and development of instrumental music
- Identifying and comparing a varied repertoire of music from diverse genres and musical styles
- Playing a varied repertoire of music utilizing appropriate stylistic elements reflective of history and culture
- Applying appropriate audience behavior in the context and style of music being performed
- Identifying and discussing the composers of the works being played
- Identifying various roles of music in daily experiences
- Explaining and applying the musical characteristics that make a piece of music appropriate for a specific event
- Identifying and discussing the roles/careers musicians play in various societies

Concept 3 Understanding music in relation to self and universal themes

- Describing their preference for specific musical works and styles
- Discussing the roles and impact music plays in their lives and the lives of others
- Describing the various ways that music conveys universal themes (e.g., contrast, conflict, emotion)

Strand 3: EVALUATE

Concept 1 Listening to, analyzing and describing music

- Describing music from various cultures and genres
- Identifying and describing the musical characteristics that make a piece of music appropriate for a specific event
- Comparing/contrasting the performance of a solo & ensemble relation to the genre or style performed
- Using appropriate terminology to describe and explain music
- Identifying and explaining the elements of music in the repertoire
- Comparing multiple interpretations of the same piece of music
- Describing their role (e.g., melody, harmony, accompaniment) within the texture of the ensemble
- Describing the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music used to create moods
- Listening to musical examples with sustained attention

Concept 2 Evaluation music and music performances

- Describing the characteristics that evoke a temperament or mood in a piece of music
- Using teacher or student specified criteria to evaluate a musical performance
- Showing respect for personal work and the work of others through appropriate critique
- Evaluating the effect of audience and performers' behavior on the performance
- Describing the experience of their performance and the performance of others

Broad experience in music is necessary if students are to make informed musical judgments. To meet the standards in this framework, students must learn vocabularies and concepts associated with various types of work in music. By understanding the contribution music makes to culture and history, students are better prepared to live and work in multicultural settings. The adult life of every student is enriched by the skills, knowledge and dispositions acquired through the study of music.