ADVANCED BAND
Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Beginning Band, Intermediate Band, or Consent of Instructor

Course Overview:
Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate band literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and knowledge. Marching techniques may also be incorporated with regard to specific performance situations. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation.

Units of Study:
- Instrumental pedagogy
- Styles periods
- Presentation
- Musical literacy
- Cultural awareness
- Aesthetic values

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets *(Type)*:
1) I can sing note names in rhythm while fingering my instrument. *(K,R,S,P)*
2) I can sing a melodic line with solfeggio or note reading systems. *(K,R,S,P)*
3) I can sing a varied repertoire of world music. *(K,R,S,P)*

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

Learning Targets *(Type)*:
1) I can sing my music in a group with or without piano. *(K,R,S,P)*
2) I can sing my part independently while in harmony with other musicians. *(K,R,S,P)*

Benchmark 3: Students demonstrate well-developed ensemble skills.

Learning Targets *(Type)*:
1) I can sing my part musically with attention to nuance and phrasing. *(K,R,S,P)*

NATIONAL STANDARD 2: **Students perform on instruments, alone and with others, a varied repertoire of music.**

Benchmark 1: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can create good characteristic tone on my instrument using an appropriate embouchure. *(K,S)*
2) I can breathe properly to use wind as a vehicle for sound. *(S,P)*
3) I can perform an expressive musical phrase. *(K,R,S,P)*
4) I can demonstrate the fundamentals of good intonation. *(K,R,S,P)*
5) I can perform with proper playing posture and position for my instrument. *(S,P)*
6) I can correctly assemble, care for, and maintain my instrument. *(K, S)*
7) I can perform with skill-appropriate technique on my instrument. *(K,S,P)*
8) I can perform with skill level-appropriate artistic expression. *(K,R,S,P)*
9) I can recognize and perfor4m scales in relation to a given key signature. *(K, R, S, P)*
10) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K,P)*

Benchmark 2: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

Learning Targets *(Type)*:

1) I can identify all note names and enharmonic equivalents. *(K,R)*
2) I can identify and perform rhythms up through sixteenth note subdivision. *(K,R,S,P)*
3) I can identify and perform pieces written in mixed meter. *(K,R,S,P)*
4) I can identify and perform pieces written in contemporary, non-traditional notation. *(K,R,S,P)*
5) I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. *(K,R)*
6) I can perform music written with aleatoric elements. *(K,R,S,P)*
7) I can perform major scales in the key signatures of B-flat, E-flat, F, A-flat, C., D-flat, G, D, A. *(K,R,S,P)*
8) I can perform all relative minor scales in the key signatures of B-flat, E-flat, F, A-flat, C, D-flat, G, D, A. *(K,R,S,P)*
9) I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). *(K,R,S,P)*
10) I can identify and perform skill level-appropriate advanced modern time signatures. *(K,R,S,P)*
11) I can identify and perform skill level-appropriate articulations including slurred, legato, marcato, and staccato. *(K,R,S,P)*
12) I can perform a chromatic scale the full range of my instrument. *(K,R,S,P)*

Benchmark 3: Students perform in small ensembles with one student on a part.

Learning Targets *(Type)*:

1) I can prepare and perform my part independently within the ensemble. *(K,R,S,P)*
2) I can blend my sound with the other members of the ensemble. *(K,R,S,P)*
3) I can perform my part to achieve correct balance within the ensemble. *(K,R,S,P)*
4) I can adjust my pitch to the other members of the ensemble. *(K,R,S,P)*

5) I can create a musical phrase with and within the ensemble. *(K,R,S,P)*
6) I can perform with a high level of nuance and musicality. *(K,R,S,P)*
7) I can perform with varied articulations within the ensemble. *(K,R,S,P)*
8) I can function as a conductor within my ensemble. *(K,R,S,P)*

NATIONAL STANDARD 3: **Students improvise melodies, variations, and accompaniments.**

Benchmark 1: Students improvise stylistically appropriate harmonizing parts.

Learning Targets *(Type)*:

1) I can improvise melodies in a variety of styles and key center. *(K,R,S,P)*
2) I can improvise a harmony to a given melody. *(K,R,S,P)*
3) I can improvise a counter-melody to a given melody. *(K,R,S,P)*

Benchmark 2: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Learning Targets *(Type)*:

1) I can improvise a rhythmic variation from a given rhythm. *(K,R,S,P)*
2) I can improvise a melodic variation from a given melody. *(K,R,S,P)*
3) I can improvise a counter-melody to a given melody. *(K,R,S,P)*

Benchmark 3: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Learning Targets *(Type)*:

1) I can improvise over given chord progressions. *(K,S)*
2) I can improvise an original melody based on a given melody. *(K,R,S,P)*

NATIONAL STANDARD 4: **Students compose and arrange music within specified guidelines.**

Benchmark 1: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

Learning Targets *(Type)*:

1) I can compose original rhythmic ideas. *(K,R,S)*
2) I can compose original melodic ideas. *(K,R,S)*
3) I can notate my original musical ideas using traditional methods of notation. *(K,R,S)*

Benchmark 2: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

Learning Targets *(Type)*:

1) I can arrange songs for a variety of instruments. *(K,R,S)*
2) I can arrange songs for an assigned instrumentation. *(K,R,S)*

Benchmark 3: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Learning Targets *(Type)*:

1) I can write and arrange music for instruments within my ensemble. *(K,R,S)*

NATIONAL STANDARD 5: **Students read and notate music.**

Benchmark 1: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Learning Targets *(Type)*:

1) I can notate rhythmic ideas using traditional music notation. *(K,R,S)*
2) I can notate melodic ideas using traditional music notation. *(K,R,S)*
3) I can notate a dictated rhythmic figure of an appropriate skill level. *(K,R,S)*
4) I can recognize and perform a major and/or minor scale in relation to a given key signature. *(K,R,S,P)*
5) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. *(K, P)*
6) I can read and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. *(K,S,P)*

Benchmark 2: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can sight read skill level-appropriate band literature up to grade 4. *(K, R, S, P)*

NATIONAL STANDARD 6: **Students listen to, analyze, and describe music.**

Benchmark 1: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Learning Targets *(Type)*:

1) I can develop an understanding of music through listening to a variety of recordings, live concerts, and recitals. *(K,R)*
2) I can identify and understand a variety of musical styles such as Classical, Baroque, Romantic, folk, jazz, rock, and contemporary. *(K,R)*
3) I can recognize form and repetition in music, including but not limited to 1st and 2nd endings, da capo and del segno markings, AB, ABA, rondo, theme and variations, and imitation. *(K,R,S)*
4) I can recognize the use of sequence and repeated patterns. *(K,R, S)*
5) I can identify musical styles other than Western Art Music. *(K,R,S)*

Benchmark 2: Students demonstrate extensive knowledge of the technical vocabulary of music.

Learning Targets *(Type)*:

1) I can define the musical terms found within my music. *(K,R)*
2) I can use musical vocabulary to describe music that I listen to. *(K,R)*
3) I can use musical vocabulary to critique a musical performance. *(K,R)*
4) I can utilize outside sources to help identify unfamiliar musical terms. *(K,R)*

Benchmark 3: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Learning Targets *(Type)*:

1) I can identify compositional techniques used by composers. *(K,R)*
2) I can explain compositional devices used by composers. *(K,R)*
3) I can identify the use of tension and release within a musical composition. *(K,R)*

4) I can cite musical examples that use these compositional techniques within my ensembles literature. *(K,R).*

NATIONAL STANDARD 7: **Students evaluate music and music performances.**

Benchmark 1: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

Learning Targets *(Type)*:

1) I can make an informed decision about the quality of a piece of music. *(K,R)*
2) I can make an informed decision about the quality of a performance. *(K,R)*
3) I can listen to and evaluate a musical composition and make critical decisions regarding musical quality. *(K,R)*
4) I can listen to and evaluate performances and make critical decisions regarding musical quality. *(K,R)*
5) I can give detailed reasoning for my evaluation of a performance or piece. *(K,R)*
6) I can continue my musical growth by listening and evaluating musical performances of unique genres. *(K,R,S)*

Benchmark 2: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Learning Targets *(Type)*:

1) I can make informed decisions about music or performances through comparisons with professional performances. *(K,R)*
2) I can give detailed reasoning for my comparison of a performance or piece. *(K,R)*
3) I can identify and explain the creative elements of an improvised performance. *(K,R)*

NATIONAL STANDARD 8: **Students understand relationships between music, the other arts, and disciplines outside the arts.**

Benchmark 1: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

Learning Targets *(Type)*:

1) I can draw connections between music and other art forms. *(K,R)*

Benchmark 2: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can compare two different pieces from the same time period. *(K,R)*
2) I can distinguish characteristics of representative music genres such as Native American, Latin American, Asian, African, Jazz, European, and World Music. *(K,R)*

Benchmark 3: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind,

percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

Learning Targets *(Type)*:

1) I can draw connections between music and other subjects in school and life. *(R)*
2) I can synthesize projects that identify and relate music to other arts and disciplines outside the arts. *(K,R,P)*

NATIONAL STANDARD 9: **Students understand music in relation to history and culture, including Montana American Indian history and culture.**

Benchmark 1: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

Learning Targets *(Type)*:

1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. *(K,R)*
2) I can classify music into separate groups by listening to recordings. *(K,R)*
3) I can give reasonable justifications for my genre classifications. *(K,R)*

Benchmark 2: Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

Learning Targets *(Type)*:

1) I can trace different styles of music to their origins. *(K,R)*
2) I can identify names of well known American musicians. *(K,R)*
3) I can create timelines of American music genres. *(K,R)*

Benchmark 3: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Learning Targets *(Type)*:

1) I can state the different roles that musicians perform within our culture. *(K,R)*
2) I can give examples of how musicians perform their roles. *(K)*
3) I can understand the functions of music, roles of musicians, and conditions under which music is typically performed in a variety of world cultures. *(K,R)*