

# **KIRKWOOD SCHOOL DISTRICT BAND CURRICULUM**

**CREATED AND COMPILED 2008**

**JASON REKITTKE  
JEFF MELSHA  
REBECCA FRIESEN  
MARY WILEY**

**ADMINISTRATIVE ASSISTANCE:**

**SUSAN BUBB**



## **Kirkwood Band Rationale**

The Kirkwood band program provides the opportunity for students to develop the technical performance skills, knowledge, and understanding of music necessary to make music a part of their lives. Students will develop the critical thinking skills at every level of band education, which will enable them to appreciate music on an independent level throughout life. The critical thinking developed through band training will enhance the development of thinking skills needed in other academic areas.

The band program assists students in developing knowledge of our musical heritage, which is necessary to become a discerning listener and/or performer. Students learn to make knowledgeable and discriminating analyses about the music that they hear and perform.

Training received in the Kirkwood band program will enable the students to feel confident in their abilities to be a part of the community as amateur performers. They will be prepared, should they choose music as a career, to enter a professional training program in a college or conservatory. Aesthetic education gained throughout all levels of participation in the program will enhance the individual's appreciation of the arts for life.

\*An explanation of Graded Band Music Literature is included in this binder entitled "American Band College Music Grading Chart". A student's grade in school does not match the band literature grading system. The band literature grading system is commonly notated as "Beginning" (grade level 1) through "Advanced" (grade level 6).

## **Learning Targets For Grades 5-12 Band**

Learning Targets in the Band Curriculum remain constant for grades 5-12 while content knowledge and techniques ‘spiral’ to provide continuous refinement of band music skills. Components of musical performance can be demonstrated at levels ranging from beginner through advanced. The Curriculum template illustrates the way in which knowledge and technical skills build within each Target area. Teachers select music literature that is matched to levels of proficiency as the vehicle for student growth in reading skills, and performance skills of tone quality, intonation, technique, rhythm, articulation, and musicality. The level of difficulty is determined by the repertoire chosen at each grade level. The Band Curriculum is aligned with *Show-Me Standards for Missouri Schools (SMS)* and the Department of Elementary and Secondary Education *Fine Arts (FA) Grade Level Expectations (GLE)*.

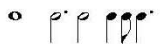





















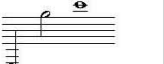














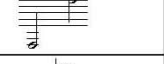
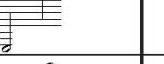




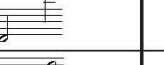







## **Learning Targets included in 5-12 Band Curriculum**

1. Students will perform instrumental skills.
2. Students will demonstrate expression and technical skills.
3. Students will perform a varied repertoire of music.
4. Students will imitate melodic and rhythmic patterns.
5. Students will sing in a group.
6. Students will perform in a group.
7. Students will improvise melodic and rhythmic patterns and melodies.
8. Students will create rhythmic and melodic compositions and arrangements.
9. Students will notate rhythms applicable to grade level.
10. Students will notate melodies applicable to grade level.
11. Students will identify, describe, and apply symbols of expression.
12. Students will identify, describe, and apply symbols for rhythm, pitch, expressive elements.
13. Students will sight read music.
14. Students will identify and analyze musical forms.
15. Students will identify and describe musical characteristics and events.
16. Students will develop criteria to distinguish a quality musical performance and compositions.
17. Students will critique musical performances and compositions.
18. Students will make connections between music and related arts and humanities.
19. Students will make connections between music and non-arts disciplines.
20. Students will identify and characterize music of various genres and historical styles.
21. Students will describe stylistic practices of various musical examples.
22. Students will describe the role and function of music in various cultures.
23. Students will identify careers in music.

## **Kirkwood Band Goals For Graduates**

- Recognize through aesthetic awareness that music is a part of all humanity.
- Acquire skills necessary for life-long music learning and application.
- Prepare and present musically proficient performances alone or in an ensemble.
- Enjoy and appreciate musical performances within their historical and cultural context.

# American Band College Music Grading Chart

Grade	1	2	3	4	5
Meter	Simple: 2/4, 3/4, 4/4, C, $\Phi$	2/4, 3/4, 4/4, C, $\Phi$ , 6/8 (easy compound)	2/4, 3/4, 4/4, C, $\Phi$ , 6/8, 9/8, easy changing/asymmetrical meter	Add: 3/8, 6/8, 9/8, asymmetrical (5/8, 7/8), changing meter	Any meter or combination of meter
Key Signature	One to three flats (Key of C-end of year)	None to four flats	None to five flats	One sharp to six flats	Any key
Tempo	Andante-Moderato (72-120)	Andante-Allegro (72-132) ritard, accel.	Largo-Allegro (56-144) ritard, accel., rall.	Largo-Presto (44-168) ritard, accel., rall.	Largo-Prestissimo (44-208) ritard, accel., rall.
Note/Rest Value		As in Grade 1 plus simple 16th note patterns and triplets	All values in duple excluding complex syncopation plus easy compound rhythms.	All values in duple All values in compound	Complex duple and compound rhythms
Rhythm	Simple; mostly unison rhythm (dotted rhythm end of year)	Add simple syncopation & well-prepared dotted rhythms. More use of non-unison rhythms.	Basic duple and triple syncopation, dotted rhythms.	All rhythms except complex compound or complex 16th note syncopation.	All rhythms
Dynamics	<i>p</i> to <i>f</i>	<i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> short cresc, decresc.	<i>pp</i> to <i>ff</i> cresc., decresc., <i>sfz</i> , <i>fp</i>	<i>ppp</i> to <i>fff</i> broad cresc, decresc.	<i>ppp</i> to <i>fff</i> ; cross dynamics, broad cresc., decresc.
Articulation	Attack, release, slurs, staccato, accent	Attack, release, slurs, staccato, accent, legato	Attack, release, slurs, staccato, accent, legato, tenuto.	Two or more articulations simultaneous in the ensemble.	All forms of articulation.
Ornaments	None	Simple trills and single grace notes.	Trills with entry or exit grace notes, double or triple grace note figures.	Trills, turns, mordents	Trills, turns, mordents
Scoring	Limited color combinations (clar-tpt, sax-tpt) Very limited part division within sections	Independent contrapuntal lines, limited exposed parts, 1 (possibly 2) horn parts.	Solos (fl, cl, sax, tpt, bar) Exposed woodwind or brass. 2-part horns.	Full range of instrumentation, exposed parts for any instrument.	Full range of instrumentation, exposed parts for any instrument, multiple solo/contrapuntal lines.
Length	1 to 3 minutes	2 to 5 minutes	3 to 7 minutes	6 minutes +	Any length
Things to Avoid	Exposed solos, division of horn parts, clarinet crossing the break, frequent meter changes, key changes, changing syncopated rhythms.	Frequent key changes, frequent meter changes, wide range for 3rd parts.	Extreme low and high registers, technical playing for 3rd players. Difficult oboe or bassoon solos.	Extremes of range	Limited only by player ability.
Percussion Usage	Pitched: bells. Non-pitched: triangle, tambourine, cymbals, woodblock, snare, bass drum. Limited use of special effects.	Add: Pitched: chimes, xylophone. Non-pitched: timpani. Special effects on cymbals.	All common non-pitched Latin and traditional percussion. Limit range of special effects.	All instruments. Wide range of special effects.	All instruments. Wide range of special effects with diverse requirements for each member of section.
Flute <small>Whole notes indicate end-of-year, advanced range.</small>					
Oboe					
Bassoon <small>Whole notes indicate end-of-year, advanced range.</small>					
Clarinet <small>Whole notes indicate end-of-year, advanced range.</small>					
Alto/Bass Clarinet <small>Whole notes indicate end-of-year, advanced range.</small>					
Saxophones <small>Whole notes indicate end-of-year, advanced range.</small>					
Trumpet <small>Whole notes indicate end-of-year, advanced range.</small>					
Horn <small>Whole notes indicate end-of-year, advanced range.</small>					
Trombone/Baritone					
Tuba					



# Instrumental Music

Objective: Students will develop and apply instrument music skills to perform and communicate through the arts.

SMS: FA1

GLE: PP2A

Learning Target: Students will perform instrumental skills.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Music literature
Outcomes	Read and perform at least five (5) pitches on a melodic instrument.  Read and perform rhythms in simple meter:  Whole note/rest Quarter note/rest Half note/rest Eighth note/rest Dotted half note Sixteenth notes Dotted quarter followed by eighth syncopation.	Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulations)  Apply the ability to adjust the pitch to a given standard during performance  Demonstrate instrument maintenance and care	Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulations)  Apply the ability to adjust the pitch to a given standard during performance  Demonstrate instrument maintenance and care	Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulations)  Apply the ability to adjust the pitch to a given standard during performance  Demonstrate instrument maintenance and care	<b>Proficient</b> Apply instrumental technique for grade 2-3 literature (e.g., fingerings, bowings, stickings, playing position, tone quality, articulations)  Apply the ability to adjust the pitch to a given standard during performance  Demonstrate instrument maintenance and care  <b>Advanced</b> Apply instrumental technique for grade 4 or higher literature (e.g., fingerings, bowings, stickings, playing position, tone quality, articulations)	Apply instrumental technique for standard jazz literature for grade 3-5 literature  Apply the ability to adjust the pitch to a given standard during performance  Demonstrate instrument maintenance and care

# Instrumental Music

Objective: Students will develop and apply instrument music skills to perform and communicate through the arts.

SMS: FA1

GLE: PP2B

Learning Target: Students will demonstrate expression and technical skills.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Music literature
Outcomes	Read and perform a short song using effective expression and characteristic timbre	Read and perform music notation at a "beginning" to 2 grade-level  Read and perform a short song/piece using effective expression and characteristic timbre	Read and perform music notation at a "beginning" to 2 grade-level  Read and perform a short song/piece using effective expression and characteristic timbre	Read and perform music notation at a "beginning" to 2 grade-level  Read and perform a short song/piece using effective expression and characteristic timbre	<b>Proficient</b> Read and perform music notation at a 3 grade-level  <b>Advanced</b> Read and perform music notation at a 4 grade-level or higher	Read and perform notation at a 4 grade-level or higher Read and perform music notation of jazz literature representing swing, rock, funk, and Latin styles.



# Instrumental Music

Objective: Students will develop and apply instrument music skills to perform and communicate through the arts.

SMS: FA1

GLE: PP2D

Learning Target: Students will imitate melodic and rhythmic patterns.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Teacher Model	Teacher model Student model	Teacher model Student model	Teacher model Student model	Teacher model Student model	Teacher model Student model Recordings Transcriptions
Outcomes	Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument	Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument	Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument	Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument	<p><b>Proficient</b> Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument</p> <p><b>Advanced</b> Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument</p>	Play by ear melodies and tunes in multiple keys on a melodic instrument or simple accompaniments on a harmonic instrument

# Instrumental Music

Objective: Students will develop and apply singing skills to perform and communicate through the arts.

SMS: FA1, 1.6

GLE: PP1E

Learning Target: The students will sing in a group.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature
Outcomes	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble using vocal syllables and techniques.  Match pitch using vocal techniques.  Respond expressively to conductor's cues.	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble using vocal syllables and techniques.  Match pitch using vocal techniques.  Respond expressively to conductor's cues.	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble using vocal syllables and techniques.  Match pitch using vocal techniques.  Respond expressively to conductor's cues.	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble using vocal syllables and techniques.  Match pitch using vocal techniques.  Respond expressively to conductor's cues.	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble using vocal syllables and techniques.  Match pitch using vocal techniques.  Respond expressively to conductor's cues.	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble using vocal syllables and techniques.  Match pitch using vocal techniques.  Respond expressively to conductor's cues.  Apply vocal syllables to contemporary jazz articulations.  Imitate vocal jazz techniques on instrument.

# Instrumental Music

Objective: Students will develop and apply instrument music skills to perform and communicate through the arts.

SMS: FA1

GLE: PP2E

Learning Target: Students will perform in a group.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Teacher model Performance rubric Method book Music literature	Teacher model Performance rubric Method book Music literature	Teacher model Performance rubric Method book Music literature	Teacher model Performance rubric Method book Music literature	Teacher model Performance rubric Method book Music literature Solo literature	Teacher model Performance rubric Jazz literature
Outcomes	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	<p><b>Proficient</b>                      Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation</p> <p><b>Advanced</b>                      Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include solos</p>	Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature for big band and combos

# Instrumental Music

Objective: Students will develop and apply improvisational skills in music to communicate through the arts.

SMS: FA1

GLE: PP3A

Learning Target: Students will improvise melodic and rhythmic patterns and melodies.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Teacher model	Teacher model	Teacher model	Teacher model	Teacher model	Teacher model Head charts
Outcomes	<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic variations on familiar melodies</p>	<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic variations on familiar melodies in a consistent style and meter</p>	<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic variations on familiar melodies in a consistent style and meter</p>	<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic variations on familiar melodies in a consistent style and meter</p>	<p>Improvise simple rhythmic variations on familiar melodies in a consistent style and meter</p>	<p>Improvise simple rhythmic variations on familiar melodies in a consistent style and meter with a rhythm section using standard chord symbols</p>

# Instrumental Music

Objective: Students will develop and apply skills to compose, arrange, and create music to communicate through the arts.

SMS: FA1

GLE: PP4A

Learning Target: Students will create rhythmic and melodic compositions and arrangements.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature
Outcomes	Create or arrange a short song/piece or 3 musical phrases using a variety of sound sources within teacher's specified guidelines	Create or arrange a short song/piece or 3 musical phrases using a variety of sound sources within teacher's specified guidelines	Create or arrange a short song/piece or 3 musical phrases using a variety of sound sources within teacher's specified guidelines	Create or arrange a short song/piece or 3 musical phrases using a variety of sound sources within teacher's specified guidelines	<p><b>Proficient</b></p> <p>Create or arrange a short song/piece or 3 musical phrases using a variety of sound sources within teacher's specified guidelines</p> <p><b>Advanced</b></p> <p>Compose music (phrases) in a distinct style, demonstrating creativity in using the elements of music for expressive effect</p> <p>Arrange simple pieces for instruments other than those for which the pieces were originally written (transposition)</p>	<p><b>Proficient</b></p> <p>Create or arrange a short song/piece or 3 musical phrases using a variety of sound sources within teacher's specified guidelines</p> <p><b>Advanced</b></p> <p>Compose music (phrases) in a distinct style, demonstrating creativity in using the elements of music for expressive effect</p> <p>Arrange simple pieces for instruments other than those for which the pieces were originally written (transposition)</p>



# Instrumental Music

Objective: Students will develop and apply knowledge and skills to read and notate music.

SMS: FA2

GLE: EP1A

Learning Target: Students will notate rhythms applicable to grade level.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
<b>Instructional Resources</b>	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature
<b>Outcomes</b>	<p>Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> <li>• Whole note/rest</li> <li>• Quarter note/rest</li> <li>• Half note/rest</li> <li>• Eighth-note pairs</li> <li>• Dotted half notes</li> <li>• Sixteenth notes</li> <li>• Eighth note/rest</li> <li>• Dotted quarter note/rest</li> <li>• 3 eighth notes beamed together in 6/8</li> <li>• syncopation</li> </ul>	<p>Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> <li>• Whole note/rest</li> <li>• Quarter note/rest</li> <li>• Half note/rest</li> <li>• Eighth-note pairs</li> <li>• Dotted half notes</li> <li>• Sixteenth notes</li> <li>• Eighth note/rest</li> <li>• Dotted quarter note/rest</li> <li>• 3 eighth notes beamed together in 6/8</li> <li>• syncopation</li> </ul>	<p>Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> <li>• Whole note/rest</li> <li>• Quarter note/rest</li> <li>• Half note/rest</li> <li>• Eighth-note pairs</li> <li>• Dotted half notes</li> <li>• Sixteenth notes</li> <li>• Eighth note/rest</li> <li>• Dotted quarter note/rest</li> <li>• 3 eighth notes beamed together in 6/8</li> <li>• syncopation</li> </ul>	<p>Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> <li>• Whole note/rest</li> <li>• Quarter note/rest</li> <li>• Half note/rest</li> <li>• Eighth-note pairs</li> <li>• Dotted half notes</li> <li>• Sixteenth notes</li> <li>• Eighth note/rest</li> <li>• Dotted quarter note/rest</li> <li>• 3 eighth notes beamed together in 6/8</li> <li>• syncopation</li> </ul>	<p>Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> <li>• Whole note/rest</li> <li>• Quarter note/rest</li> <li>• Half note/rest</li> <li>• Eighth-note pairs</li> <li>• Dotted half notes</li> <li>• Sixteenth notes</li> <li>• Eighth note/rest</li> <li>• Dotted quarter note/rest</li> <li>• 3 eighth notes beamed together in 6/8</li> <li>• syncopation</li> <li>• alla breve</li> </ul>	<p>Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> <li>• Whole note/rest</li> <li>• Quarter note/rest</li> <li>• Half note/rest</li> <li>• Eighth-note pairs</li> <li>• Dotted half notes</li> <li>• Sixteenth notes</li> <li>• Eighth note/rest</li> <li>• Dotted quarter note/rest</li> <li>• 3 eighth notes beamed together in 6/8</li> <li>• syncopation</li> <li>• alla breve</li> </ul>

# Instrumental Music

Objective: Students will develop and apply knowledge and skills to read and notate music.

SMS: FA2

GLE: EP1B

Learning Target: Students will notate melodies applicable to grade level.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature
Outcomes	Employ standard pitch notation in the clef appropriate to student's instrument in an appropriate range and key signatures Identify Accidentals <ul style="list-style-type: none"> <li>• Sharps (#)</li> <li>• Flats (b)</li> <li>• Natural signs</li> </ul>	Employ standard pitch notation in the clef appropriate to student's instrument in an appropriate range and key signatures Identify Accidentals <ul style="list-style-type: none"> <li>• Sharps (#)</li> <li>• Flats (b)</li> <li>• Natural signs</li> </ul>	Employ standard pitch notation in the clef appropriate to student's instrument in an appropriate range and key signatures Identify Accidentals <ul style="list-style-type: none"> <li>• Sharps (#)</li> <li>• Flats (b)</li> <li>• Natural signs</li> </ul>	Employ standard pitch notation in the clef appropriate to student's instrument in an appropriate range and key signatures Identify Accidentals <ul style="list-style-type: none"> <li>• Sharps (#)</li> <li>• Flats (b)</li> <li>• Natural signs</li> </ul>	Employ standard pitch notation in the clef appropriate to student's instrument in an appropriate range and key signatures Identify Accidentals <ul style="list-style-type: none"> <li>• Sharps (#)</li> <li>• Flats (b)</li> <li>• Natural signs</li> </ul>	Employ standard pitch notation in the clef appropriate to student's instrument in an appropriate range and key signatures Identify Accidentals <ul style="list-style-type: none"> <li>• Sharps (#)</li> <li>• Flats (b)</li> <li>• Natural signs</li> </ul>

# Instrumental Music

Objective: Students will develop and apply knowledge and skills to read and notate music.

SMS: FA2

GLE: EP1C

Learning Target: Students will identify, describe, and apply symbols of expression.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
<b>Instructional Resources</b>	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature
<b>Outcomes</b>	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> <li>• <i>p</i> for <i>piano</i></li> <li>• <i>f</i> for <i>forte</i></li> <li>• <i>mp</i> for <i>mezzo piano</i></li> <li>• <i>mf</i> for <i>mezzo forte</i></li> <li>• <i>pp</i> for <i>pianissimo</i></li> <li>• <i>ff</i> for <i>fortissimo</i></li> <li>• <i>cresc</i> or &lt; for <i>crescendo</i></li> <li>• <i>deces</i> or &gt; for <i>decrescendo</i></li> <li>• <i>dim</i> for <i>diminuendo</i></li> <li>• <i>accelerando</i></li> <li>• <i>ritardando</i></li> <li>• <i>allegro</i></li> <li>• <i>moderato</i></li> <li>• <i>andante</i></li> <li>• <i>largo</i></li> <li>• <i>a tempo</i></li> <li>• accent</li> <li>• <i>fermata</i></li> <li>• ties</li> <li>• slurs</li> <li>• <i>staccato</i></li> <li>• <i>legato</i></li> </ul>	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> <li>• <i>p</i> for <i>piano</i></li> <li>• <i>f</i> for <i>forte</i></li> <li>• <i>mp</i> for <i>mezzo piano</i></li> <li>• <i>mf</i> for <i>mezzo forte</i></li> <li>• <i>pp</i> for <i>pianissimo</i></li> <li>• <i>ff</i> for <i>fortissimo</i></li> <li>• <i>cresc</i> or &lt; for <i>crescendo</i></li> <li>• <i>deces</i> or &gt; for <i>decrescendo</i></li> <li>• <i>dim</i> for <i>diminuendo</i></li> <li>• <i>accelerando</i></li> <li>• <i>ritardando</i></li> <li>• <i>allegro</i></li> <li>• <i>moderato</i></li> <li>• <i>andante</i></li> <li>• <i>largo</i></li> <li>• <i>a tempo</i></li> <li>• accent</li> <li>• <i>fermata</i></li> <li>• ties</li> <li>• slurs</li> <li>• <i>staccato</i></li> <li>• <i>legato</i></li> </ul>	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> <li>• <i>p</i> for <i>piano</i></li> <li>• <i>f</i> for <i>forte</i></li> <li>• <i>mp</i> for <i>mezzo piano</i></li> <li>• <i>mf</i> for <i>mezzo forte</i></li> <li>• <i>pp</i> for <i>pianissimo</i></li> <li>• <i>ff</i> for <i>fortissimo</i></li> <li>• <i>cresc</i> or &lt; for <i>crescendo</i></li> <li>• <i>deces</i> or &gt; for <i>decrescendo</i></li> <li>• <i>dim</i> for <i>diminuendo</i></li> <li>• <i>accelerando</i></li> <li>• <i>ritardando</i></li> <li>• <i>allegro</i></li> <li>• <i>moderato</i></li> <li>• <i>andante</i></li> <li>• <i>largo</i></li> <li>• <i>a tempo</i></li> <li>• accent</li> <li>• <i>fermata</i></li> <li>• ties</li> <li>• slurs</li> <li>• <i>staccato</i></li> <li>• <i>legato</i></li> </ul>	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> <li>• <i>p</i> for <i>piano</i></li> <li>• <i>f</i> for <i>forte</i></li> <li>• <i>mp</i> for <i>mezzo piano</i></li> <li>• <i>mf</i> for <i>mezzo forte</i></li> <li>• <i>pp</i> for <i>pianissimo</i></li> <li>• <i>ff</i> for <i>fortissimo</i></li> <li>• <i>cresc</i> or &lt; for <i>crescendo</i></li> <li>• <i>deces</i> or &gt; for <i>decrescendo</i></li> <li>• <i>dim</i> for <i>diminuendo</i></li> <li>• <i>accelerando</i></li> <li>• <i>ritardando</i></li> <li>• <i>allegro</i></li> <li>• <i>moderato</i></li> <li>• <i>andante</i></li> <li>• <i>largo</i></li> <li>• <i>a tempo</i></li> <li>• accent</li> <li>• <i>fermata</i></li> <li>• ties</li> <li>• slurs</li> <li>• <i>staccato</i></li> <li>• <i>legato</i></li> </ul>	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> <li>• <i>p</i> for <i>piano</i></li> <li>• <i>f</i> for <i>forte</i></li> <li>• <i>mp</i> for <i>mezzo piano</i></li> <li>• <i>mf</i> for <i>mezzo forte</i></li> <li>• <i>pp</i> for <i>pianissimo</i></li> <li>• <i>ff</i> for <i>fortissimo</i></li> <li>• <i>cresc</i> or &lt; for <i>crescendo</i></li> <li>• <i>deces</i> or &gt; for <i>decrescendo</i></li> <li>• <i>dim</i> for <i>diminuendo</i></li> <li>• <i>accelerando</i></li> <li>• <i>ritardando</i></li> <li>• <i>allegro</i></li> <li>• <i>moderato</i></li> <li>• <i>andante</i></li> <li>• <i>largo</i></li> <li>• <i>a tempo</i></li> <li>• accent</li> <li>• <i>fermata</i></li> <li>• ties</li> <li>• slurs</li> <li>• <i>staccato</i></li> <li>• <i>legato</i></li> </ul>	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> <li>• <i>p</i> for <i>piano</i></li> <li>• <i>f</i> for <i>forte</i></li> <li>• <i>mp</i> for <i>mezzo piano</i></li> <li>• <i>mf</i> for <i>mezzo forte</i></li> <li>• <i>pp</i> for <i>pianissimo</i></li> <li>• <i>ff</i> for <i>fortissimo</i></li> <li>• <i>cresc</i> or &lt; for <i>crescendo</i></li> <li>• <i>deces</i> or &gt; for <i>decrescendo</i></li> <li>• <i>dim</i> for <i>diminuendo</i></li> <li>• <i>accelerando</i></li> <li>• <i>ritardando</i></li> <li>• <i>allegro</i></li> <li>• <i>moderato</i></li> <li>• <i>andante</i></li> <li>• <i>largo</i></li> <li>• <i>a tempo</i></li> <li>• accent</li> <li>• <i>fermata</i></li> <li>• ties</li> <li>• slurs</li> <li>• <i>staccato</i></li> <li>• <i>legato</i></li> </ul>

# Instrumental Music

Objective: Students will develop and apply knowledge and skills to read and notate music.

SMS: FA2

GLE: EP1D

Learning Target: Students will identify, describe, and apply symbols for rhythm, pitch, and expressive elements.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature
Outcomes	Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4, and 4/4 meter signature using bar lines <ul style="list-style-type: none"> <li>• whole note/rest</li> <li>• quarter note/rest</li> <li>• half note/rest</li> <li>• eighth-note pairs</li> <li>• dotted half note</li> <li>• sixteenth notes</li> <li>• <i>p</i> for <i>piano</i></li> <li>• <i>f</i> for <i>forte</i></li> <li>• <i>cresc.</i> for <i>crescendo</i></li> <li>• <i>decresc</i> for <i>decrescendo</i></li> <li>• <i>dim</i> for <i>diminuendo</i></li> </ul>	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments (see Elements of Music)	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments (see Elements of Music)	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments (see Elements of Music)	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments (see Elements of Music)  Interpret selected literature that includes nonstandard notation symbols (see elements of music)	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments (see Elements of Music)  Interpret selected literature that includes nonstandard notation symbols (see elements of music)

# Instrumental Music

Objective: Students will develop and apply knowledge and skills to read and notate music.

SMS: FA2

GLE: EP1E

Learning Target: Students will sight read music.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature
Outcomes	Independently interpret simple rhythmic and melodic notation at sight	Sight read standard musical notation at level 2 difficulty (Level 2 – Easy; may include changes of tempo, key, and meter; modest ranges)	Sight read standard musical notation at level 2 difficulty (Level 2 – Easy; may include changes of tempo, key, and meter; modest ranges)	Sight read standard musical notation at level 2 difficulty (Level 2 – Easy; may include changes of tempo, key, and meter; modest ranges)	<p><b>Proficient</b></p> Sight read standard musical notation at level 3 difficulty (Level 3 – Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements) <p><b>Advanced</b></p> Sight read standard musical notation at level 4 difficulty (Level 4 – moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys)	<p><b>Proficient</b></p> Sight read standard musical notation at level 3 difficulty (Level 3 – Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements) <p><b>Advanced</b></p> Sight read standard musical notation at level 4 difficulty (Level 4 – moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys)

# Instrumental Music

Objective: Students will develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performances.

SMS: FA3

GLE: AP1A

Learning Target: Students will identify and analyze musical forms.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature
Outcomes	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> <li>• AB</li> <li>• ABA</li> <li>• Canon</li> <li>• <i>Ostinati</i></li> <li>• Verse/refrain</li> <li>• Repeat sign</li> <li>• Partner songs</li> <li>• Rondo</li> <li>• First and second endings</li> <li>• Blues</li> <li>• <i>Coda</i></li> <li>• Theme and variation</li> <li>• <i>DC/Fine</i></li> <li>• <i>DS al coda/Fine</i></li> <li>• </li> </ul>	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> <li>• AB/binary</li> <li>• ABA/ternary</li> <li>• Rondo</li> <li>• First and second endings</li> <li>• Repeat signs</li> <li>• Coda</li> <li>• Two-part songs</li> <li>• Theme and variation</li> <li>• DC/Fine</li> <li>• DS al coda/Fine</li> <li>• AABA/song form</li> <li>• Fugue</li> </ul>	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> <li>• AB/binary</li> <li>• ABA/ternary</li> <li>• Rondo</li> <li>• First and second endings</li> <li>• Repeat signs</li> <li>• Coda</li> <li>• Two-part songs</li> <li>• Theme and variation</li> <li>• DC/Fine</li> <li>• DS al coda/Fine</li> <li>• AABA/song form</li> <li>• Fugue</li> </ul>	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> <li>• AB/binary</li> <li>• ABA/ternary</li> <li>• Rondo</li> <li>• First and second endings</li> <li>• Repeat signs</li> <li>• Coda</li> <li>• Two-part songs</li> <li>• Theme and variation</li> <li>• DC/Fine</li> <li>• DS al coda/Fine</li> <li>• AABA/song form</li> <li>• Fugue</li> </ul>	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> <li>• AB/binary</li> <li>• ABA/ternary</li> <li>• Rondo</li> <li>• First and second endings</li> <li>• Repeat signs</li> <li>• Coda</li> <li>• Two-part songs</li> <li>• Theme and variation</li> <li>• DC/Fine</li> <li>• DS al coda/Fine</li> <li>• AABA/song form</li> <li>• Fugue</li> <li>• Sonata allegro</li> <li>• Symphonic</li> </ul>	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> <li>• AB/binary</li> <li>• ABA/ternary</li> <li>• Rondo</li> <li>• First and second endings</li> <li>• Repeat signs</li> <li>• Coda</li> <li>• Two-part songs</li> <li>• Theme and variation</li> <li>• DC/Fine</li> <li>• DS al coda/Fine</li> <li>• AABA/song form</li> <li>• Fugue</li> <li>• Sonata allegro</li> <li>• Symphonic</li> </ul>

# Instrumental Music

Objective: Students will develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performances.

SMS: FA3

GLE: AP1B

Learning Target: Students will identify and describe musical characteristics and events.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature Professional performance	Instructor model Method book Performance rubric Music literature Professional performance	Instructor model Method book Performance rubric Music literature Professional performance	Instructor model Method book Performance rubric Music literature Professional performance	Instructor model Method book Performance rubric Music literature Professional performance
Outcomes	Identify contrasting musical elements for instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., instrumental ensemble groupings-Jazz Band/Concert Band, etc.)	Determine the musical means (source) and size of group of an aural example Describe the musical expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by it's intended function (purpose) and it's intended audience	Determine the musical means (source) and size of group of an aural example Describe the musical expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by it's intended function (purpose) and it's intended audience	Determine the musical means (source) and size of group of an aural example Describe the musical expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by it's intended function (purpose) and it's intended audience	Determine the musical means (source) and size of group of an aural example Describe the musical expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by it's intended function (purpose) and it's intended audience	Determine the musical means (source) and size of group of an aural example Describe the musical expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by it's intended function (purpose) and it's intended audience

# Instrumental Music

Objective: Students will develop and apply the knowledge and skills to evaluate music and musical performance.

SMS: FA3

GLE: AP2A

Learning Target: Students will develop criteria to distinguish a quality musical performance and compositions.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band	
Instructional Resources	Instructor model Method book Performance rubric Music literature Professional performance	Instructor model Method book Performance rubric Music literature Professional performance	Instructor model Method book Performance rubric Music literature Professional performance	Instructor model Method book Performance rubric Music literature Professional performance	Instructor model Method book Performance rubric Music literature Professional performance	Instructor model Method book Performance rubric Music literature Professional performance	
Outcomes	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> <li>• tone quality</li> <li>• expression/phrasing</li> <li>• rhythmic accuracy</li> <li>• pitch accuracy</li> <li>• part acquisition</li> <li>• blend/balance</li> <li>• diction/articulation</li> <li>• posture/stage presence</li> </ul>	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> <li>• tone quality</li> <li>• expression/phrasing</li> <li>• rhythmic accuracy</li> <li>• pitch accuracy</li> <li>• part acquisition</li> <li>• blend/balance</li> <li>• diction/articulation</li> <li>• style</li> <li>• posture/stage presence</li> </ul>	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> <li>• tone quality</li> <li>• expression/phrasing</li> <li>• rhythmic accuracy</li> <li>• pitch accuracy</li> <li>• part acquisition</li> <li>• blend/balance</li> <li>• diction/articulation</li> <li>• style</li> <li>• posture/stage presence</li> </ul>	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> <li>• tone quality</li> <li>• expression/phrasing</li> <li>• rhythmic accuracy</li> <li>• pitch accuracy</li> <li>• part acquisition</li> <li>• blend/balance</li> <li>• diction/articulation</li> <li>• style</li> <li>• posture/stage presence</li> </ul>	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> <li>• tone quality</li> <li>• expression/phrasing</li> <li>• rhythmic accuracy</li> <li>• pitch accuracy</li> <li>• part acquisition</li> <li>• blend/balance</li> <li>• diction/articulation</li> <li>• style</li> <li>• posture/stage presence</li> </ul>	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> <li>• tone quality</li> <li>• expression/phrasing</li> <li>• rhythmic accuracy</li> <li>• pitch accuracy</li> <li>• part acquisition</li> <li>• blend/balance</li> <li>• diction/articulation</li> <li>• style</li> <li>• posture/stage presence</li> </ul>	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> <li>• tone quality</li> <li>• expression/phrasing</li> <li>• rhythmic accuracy</li> <li>• pitch accuracy</li> <li>• part acquisition</li> <li>• blend/balance</li> <li>• diction/articulation</li> <li>• style</li> <li>• posture/stage presence</li> </ul>



# Instrumental Music

Objective: Students will develop and apply the knowledge and skills to evaluate music and musical performance.

SMS: FA3

GLE: AP2B

Learning Target: Students will critique musical performances and compositions.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature	Instructor model Method book Performance rubric Music literature
Outcomes	Use prerequisite music terms to describe their personal response to a musical example (offer suggestions for improvement)	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment  Use musical terminology to describe their personal response to a musical example	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment  Use musical terminology to describe their personal response to a musical example  Attend a concert featuring a jazz artist

# Instrumental Music

Objective: Students will develop and apply knowledge and skills to understand relationships between music and other disciplines.

SMS: FA4

GLE: IC1A

Learning Target: Students will make connections between music and related arts and humanities.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	<p>Instructor model</p> <p>Method book</p> <p>Performance rubric</p> <p>Music literature</p>	<p>Instructor model</p> <p>Method book</p> <p>Performance rubric</p> <p>Music literature</p>	<p>Instructor model</p> <p>Method book</p> <p>Performance rubric</p> <p>Music literature</p>	<p>Instructor model</p> <p>Method book</p> <p>Performance rubric</p> <p>Music literature</p>	<p>Instructor model</p> <p>Method book</p> <p>Performance rubric</p> <p>Music literature</p>	<p>Instructor model</p> <p>Method book</p> <p>Performance rubric</p> <p>Music literature</p>
Outcomes	<p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast</p>	<p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>Compare characteristics of two or more arts within a particular historical period of style and cite examples from various cultures</p> <p>Discuss ways that each of the arts can enhance understanding and communication globally</p>	<p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>Compare characteristics of two or more arts within a particular historical period of style and cite examples from various cultures</p> <p>Discuss ways that each of the arts can enhance understanding and communication globally</p>	<p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>Compare characteristics of two or more arts within a particular historical period of style and cite examples from various cultures</p> <p>Discuss ways that each of the arts can enhance understanding and communication globally</p>	<p>Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures</p> <p>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts</p>	<p>Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures</p> <p>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts</p>

# Instrumental Music

Objective: Students will develop and apply knowledge and skills to understand relationships between music and other disciplines.

SMS: FA4

GLE: IC1B

Learning Target: Students will make connections between music and non-arts disciplines.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	<p>Instructor model</p> <p>Method book</p> <p>Music literature</p>	<p>Instructor model</p> <p>Method book</p> <p>Music literature</p> <p>Professional recordings</p>	<p>Instructor model</p> <p>Method book</p> <p>Music literature</p> <p>Professional recordings</p>	<p>Instructor model</p> <p>Method book</p> <p>Music literature</p> <p>Professional recordings</p>	<p>Instructor model</p> <p>Method book</p> <p>Music literature</p> <p>Professional recordings</p>	<p>Instructor model</p> <p>Method book</p> <p>Music literature</p> <p>Professional recordings</p>
Outcomes	<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.</p> <p>Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)</p>	<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.</p> <p>Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)</p>	<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.</p> <p>Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)</p>	<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.</p> <p>Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)</p>	<p>List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups</p>	<p>List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups</p>

# Instrumental Music

Objective: Students will develop and apply the knowledge and skills to understand works of art in time and place.

SMS: FA5

GLE: HC1A

Learning Target: Students will identify and characterize music of various genres and historical styles.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Music literature Professional recordings	Instructor model Method book Music literature Professional recordings	Instructor model Method book Music literature Professional recordings	Instructor model Method book Music literature Professional recordings	Instructor model Method book Music literature Professional recordings	Instructor model Method book Performance rubric Professional recordings
Outcomes	Identify genre or style from various historical periods through listening to selected ensemble repertoire	Identify genre or style from various historical periods through listening to selected ensemble repertoire	Identify genre or style from various historical periods through listening to selected ensemble repertoire	Identify genre or style from various historical periods through listening to selected ensemble repertoire	Identify genre or style from various historical periods through listening to selected ensemble repertoire	Identify genre or style from various historical periods through listening to selected big bands and combos

# Instrumental Music

Objective: Students will develop and apply the knowledge and skills to understand works of art in time and place.

SMS: FA5

GLE: HC1B

Learning Target: Students will describe stylistic practices of various musical examples.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Method book Music literature	Instructor model Method book Music literature	Instructor model Method book Music literature	Instructor model Method book Music literature	Instructor model Method book Music literature	Instructor model Method book Music literature
Outcomes	Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples	Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples	Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples	Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples	<b>Proficient and Advanced</b> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples  Describe the historical significance of selected musical literature	<b>Proficient and Advanced</b> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples  Describe the historical significance of selected musical literature

# Instrumental Music

Objective: Students will develop and apply the knowledge and skills to understand works of art in time and place.

SMS: FA5

GLE: HC1C

Learning Target: Students will describe the role and function of music in various cultures.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model Music literature	Instructor model Music literature	Instructor model Music literature	Instructor model Music literature	Instructor model Music literature	Instructor model Method book Performance rubric Music literature
Outcomes	Describe the function of music in various settings and cultural events  Attend and describe live musical experiences	Describe the function of music in various settings and cultural events  Attend and describe live musical experiences	Describe the function of music in various settings and cultural events  Attend and describe live musical experiences	Describe the function of music in various settings and cultural events  Attend and describe live musical experiences	<b>Proficient and Advanced</b>  Categorize the function of music being performed in relation to its function in society or history	<b>Proficient and Advanced</b>  Categorize the function of music being performed in relation to its function in society or history

# Instrumental Music

Objective: Students will develop and apply the knowledge and skills to understand works of art in time and place.

SMS: FA5

GLE: HC1D

Learning Target: Students will identify careers in music.

	Beginning Band	Grade 6	Grade 7	Grade 8	Grade 9 - 12	Jazz Band
Instructional Resources	Instructor model	Instructor model	Instructor model	Instructor model	Instructor model Music literature	Instructor model Music literature
Outcomes	Identify available music-related careers in a given setting	Compare and contrast a variety of music and music-related vocations and avocations	Compare and contrast a variety of music and music-related vocations and avocations	Compare and contrast a variety of music and music-related vocations and avocations	<p><b>Proficient and Advanced</b></p> <p>Compare and contrast music and music-related vocations and avocations</p> <p>Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire</p> <p>Cite well-known performers specific to student's instrument</p>	<p><b>Proficient and Advanced</b></p> <p>Compare and contrast music and music-related vocations and avocations</p> <p>Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire</p> <p>Cite well-known performers specific to student's instrument</p>

**Band Method books (textbooks) used for instruction in the  
classroom rehearsal for 5-12 grade**

5<sup>th</sup> grade beginning band: Accent on Achievement book 1 (Alfred publisher)

6<sup>th</sup> grade band: Essential Elements 2000 Book 1 (Hal Leonard)

7<sup>th</sup> grade band: Essential Elements 2000 Book 2 (Hal Leonard)

8<sup>th</sup> grade band: Essential Technique 2000 (Hal Leonard)

9<sup>th</sup> – 12<sup>th</sup> grade band (Wind Ensemble, Symphonic Band, Concert Band)

Rhythm Etudes (Alfred publisher)

Scale Etudes (out of print)

Symphonic Warm-ups for Band (Hal Leonard publisher)

Symphonic Technique s for Band (Hal Leonard publisher)

Foundations for Superior Performance (Kjos publisher)

Harmonized Rhythm Studies (Kjos publisher)

Alternative Rehearsal Techniques (Hal Leonard publisher)

Exercises for Ensemble Drill - Fussell (Belwin, CCP publisher)



# Kirkwood R-7 Middle School Instrumental Music Report Card

Name \_\_\_\_\_

Class \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

## I. Product Performance

Goal: Develop and apply instrumental music skills to perform and communicate artistically at grade level.

Beginning	Approaching	Meeting	Surpassing
-----------	-------------	---------	------------

### Instrument Performance Skills

#### A. Tone Quality

Has difficulty producing the expected tone.	Sometimes produces the expected tone.	Consistently produces a characteristic tone given defined grade level expectation.	Consistently produces a characteristic tone that matches the model.
---	---------------------------------------	--	---

#### B. Position and Posture

Has difficulty using proper posture and position.	Sometimes uses proper posture and position with reminders.	Consistently uses proper posture and position with occasional reminders.	Consistently uses proper posture and position without reminders.
---	--	--	--

#### C. Technique (fingering, bowing, sticking)

Has difficulty using proper technique.	Sometimes uses proper technique.	Consistently uses proper technique similar to the model.	Consistently uses proper technique that matches the model.
--	----------------------------------	--	--

#### D. Care of Instrument and Supplies

Has difficulty putting instrument and music away after use.	Sometimes puts instrument and music away after use.	Consistently puts instrument and music away after use.	Consistently puts instrument and music away, and encourages others to do the same.
---	---	--	--

## II. Elements of Music

Goal: Develop and apply the knowledge and skills to read and notate music at grade level.

Beginning	Approaching	Meeting	Surpassing
-----------	-------------	---------	------------

### Music Reading Skills

#### A. Rhythmic Notation

Has difficulty reading and clapping rhythms.	Sometimes reads and claps rhythms correctly.	Consistently reads and claps rhythms correctly.	Consistently reads and claps rhythms without assistance.
--	--	---	--

#### B. Melodic Notation

Has difficulty reading and naming notes.	Sometimes reads and names notes correctly.	Consistently reads and names notes correctly.	Consistently reads and names notes without assistance.
--	--	---	--

#### C. Symbols of Expression

Has difficulty performing and interpreting musical symbols.	Sometimes performs and interprets musical symbols.	Consistently performs and interprets musical symbols.	Consistently performs and interprets musical symbols without assistance.
---	--	---	--

## III. Artistic Perceptions

Goal: Develop and apply the knowledge and skills to listen to, analyze, and describe music at grade level.

Beginning	Approaching	Meeting	Surpassing
-----------	-------------	---------	------------

### Music Analysis

#### A. Musical Forms and Characteristics

Has difficulty interpreting form and characteristics of music.	Sometimes interprets form and characteristics of music.	Consistently interprets form and characteristics of music.	Consistently interprets form and characteristics of music without assistance.
--	---	--	---

#### B. Music Criteria

Has difficulty in offering critique and assessment of music.	Sometimes offers accurate critique and assessment of music.	Consistently offers accurate critique and assessment of music.	Consistently offers accurate critique and assessment of music without assistance.
--	---	--	---

## IV. Historical and Cultural

Goal: Develop and apply the knowledge and skills to understand works of art in time and space.

Beginning	Approaching	Meeting	Surpassing
-----------	-------------	---------	------------

### Contexts of Music

#### A. Genres, Styles, and Functions

Has difficulty identifying the genre, style, and function of music.	Sometimes identifies the genre, style, and function of music.	Consistently identifies the genre, style, and function of music.	Consistently identifies the genre, style, and function of music without assistance.
---	---	--	---

#### B. Concert Attendance

Has not attended a live performance for this grading period.	Has attended once, but not all live performances for this grading period.	Has attended all required performances for this grading period.	Has attended all required performances and has assisted in the organization and setup of the performances.
--	---	---	--

## V. Rehearsal Skills

Goal: Develop and apply behaviors conducive to musical proficiency and awareness.

Beginning	Approaching	Meeting	Surpassing
-----------	-------------	---------	------------

### Ensemble Expectations

#### A. Class Preparation

Is rarely prepared to perform assigned materials indicating a lack of practice.	Is sometimes prepared to perform assigned materials indicating some practice.	Is always prepared to perform assigned materials indicating acceptable practice methods.	Is always prepared to perform assigned material and has worked beyond the assigned level of expectation.
---	---	--	--

#### B. Class Materials

Rarely attends class with the required instrument, music and supplies needed for success in music.	Occasionally lacking the required instrument, music and supplies needed for success in music.	Attends all classes with the required instrument, music and supplies needed for success in music.	Has all materials and has demonstrated proper care and maintenance of the instrument and music.
--	---	---	---

#### C. Engages in Teamwork

Rarely focused on the material rehearsal and often distracts others.	Usually focused on rehearsal with occasional lapses causing some distractions.	Always attentive and focused on the rehearsal.	Always focused on the rehearsal and encourages others to listen to and follow directions.
--	--	--	---

# **WIND ENSEMBLE / SYMPHONIC BAND AUDITION FOR WINDS**

NAME \_\_\_\_\_

INSTRUMENT \_\_\_\_\_

**CHROMATIC SCALE: \_\_\_\_\_ /5**

articulation    tempo    accuracy    memorization

**MAJOR SCALE #1: \_\_\_\_\_ /5**

articulation    tempo    accuracy    memorization

**MAJOR SCALE #2: \_\_\_\_\_ /5**

articulation    tempo    accuracy    memorization

**MINOR SCALE #2: \_\_\_\_\_ /5**

articulation    tempo    accuracy    memorization

**MINOR SCALE #1: \_\_\_\_\_ /5**

**ETUDE #1 (LYRICAL) \_\_\_\_\_ /25**

ARTIC.            NOTES            RHYTHM            TEMPO            DYNAMICS            STYLE

**ETUDE #2 (TECHNICAL) \_\_\_\_\_ /20**

ARTIC.            NOTES            RHYTHM            TEMPO            DYNAMICS            STYLE

**SIGHT READING: \_\_\_\_\_ /10**    ART.    TEM.    DYN.    NOTE ACC.    RHYTHM

**OVERALL TONE QUALITY: \_\_\_\_\_ /20**

**TOTAL: \_\_\_\_\_ /100**

**LETTER GRADE: \_\_\_\_\_**

# End of Quarter Self-Evaluation

Name \_\_\_\_\_

Class \_\_\_\_\_

## Product Performance

Goal: Develop and apply instrumental music skills to perform and communicate artistically at grade level.

Beginning	Approaching	Meeting	Surpassing
-----------	-------------	---------	------------

### Instrument Performance Skills

#### A. Tone Quality

Has difficulty producing the expected tone.	Sometimes produces the expected tone.	Consistently produces a characteristic tone given defined grade level expectation.	Consistently produces a characteristic tone that matches the model.
---	---------------------------------------	--	---

#### B. Position and Posture

Has difficulty using proper posture and position.	Sometimes uses proper posture and position with reminders.	Consistently uses proper posture and position with occasional reminders.	Consistently uses proper posture and position without reminders.
---	--	--	--

#### C. Technique (fingering, bowing, sticking)

Has difficulty using proper technique.	Sometimes uses proper technique.	Consistently uses proper technique similar to the model.	Consistently uses proper technique that matches the model.
--	----------------------------------	--	--

#### D. Care of Instrument and Supplies

Has difficulty putting instrument and music away after use.	Sometimes puts instrument and music away after use.	Consistently puts instrument and music away after use.	Consistently puts instrument and music away, and encourages others to do the same.
---	---	--	--

## Rehearsal Skills

Goal: Develop and apply behaviors conducive to musical proficiency and awareness.

Beginning	Approaching	Meeting	Surpassing
-----------	-------------	---------	------------

### Ensemble Expectations

#### A. Class Preparation

Is rarely prepared to perform assigned materials indicating a lack of practice.	Is sometimes prepared to perform assigned materials indicating some practice.	Is always prepared to perform assigned materials indicating acceptable practice methods.	Is always prepared to perform assigned material and has worked beyond the assigned level of expectation.
---	---	--	--

#### B. Class Materials

Rarely attends class with the required instrument, music and supplies needed for success in music.	Occasionally lacking the required instrument, music and supplies needed for success in music.	Attends all classes with the required instrument, music and supplies needed for success in music.	Has all materials and has demonstrated proper care and maintenance of the instrument and music.
--	---	---	---

#### C. Engages in Teamwork

Rarely focused on the music rehearsal and often distract to others.	Usually focused on rehearsals with occasional lapses causing some distractions.	Always attentive and focused on the rehearsal.	Always focused on the rehearsal and encourages others to listen to and follow directions.
---	---	--	---

**What can you improve on for the second quarter?**

**How can I help you meet this goal?**