

Instrumental Music

Grades 10-12

Marching/Symphonic Band (Level IV)

Level IV Instrumental Music is designed to extend students' technical skills and artistry and to provide students with a deeper understanding and appreciation of the study of music. At this level, students perfect their command of all registers on their personal instruments, sight-read Grade IV music at a mastery level, and master the variety of scales and rudiments required to meet the demands of Level IV music.

Students who master Level IV standards demonstrate a thorough command of their instruments in terms of tone quality, intonation, technique, balance, musical interpretation, stage deportment, and overall musical effect. They have an understanding of the various roles musicians perform in society, and they leave the high school program able to take advantage of the many options available for continued participation in instrumental music activities. These activities may range from taking part in community musical events to continuing the study of music at the postsecondary level.

Content in Level IV Instrumental Music may be used to fulfill the requirements for a one-half Fine Arts credit if taken in Grades 9-12.

Produce

Students will:

1. Produce a characteristic tone in all registers at all dynamic ranges.
2. Sight-read Grade IV literature.
 - Counting music in all meter signatures using a counting system
 - Performing music in all meter signatures
 - Performing music containing all dynamic markings
 - Performing music utilizing all articulations, including *spiccato*, *sforzando*, *louré*, and *flautando* for strings
3. Perform all major scales, C harmonic minor, A melodic minor, and their related *arpeggios*, including two octaves for flute, clarinet, and strings.
 - Performing all standard snare drum rudiments (Percussionists)
4. Demonstrate a combination of mature tone, good pitch center, and proper balance when performing as a member of a group.

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5. Demonstrate correct fingerings for all notes in the practical range of personal instruments.
 - Using alternate positions, when needed, on trombone
 - Using alternate fingering, when needed, on valved instruments
 - Using chromatic fingerings on woodwind instruments
 - Using 4th valve for intonation adjustment on tuba and euphonium
 - Using trill fingerings throughout the practical range of an instrument
6. Perform music using tempo markings.
 - Responding to the tempo markings: grave, larghetto, largo, lento, adagio, andante, andantino, moderato, allegretto, allegro vivace, presto, prestissimo, and vivo
 - Responding to tempo changes: accelerando, allargando, a temp, fermata, l'istesso temp, meno mosso, piu mosso, rallentando, ritardando, ritenuto, stringendo, and tempo primos
 - Playing rubato both in response to a conductor's direction and when playing a solo passage
7. Perform music in a variety of styles.
 - Responding to style markings: accent, agitato, cantabile, con moto, dolce, gradioso, grazioso, legato, maestoso, marcato, meno, molto, poco a poco, piu, sempre, simile, sostenuto, staccato, subito, tenuto
8. Demonstrate compositional skills by creating sixteen-measure melody over a given accompaniment.
 - Having the opportunity to create compositions and arrangements using computer software

Respond

9. Evaluate in written form a live performance with respect to tone, intonation, balance, technique, interpretation, musical effect, and stage deportment.
 - Hearing music of the highest quality, performed by professionals
 - Interacting with, questioning, and receiving feedback from professional performers
 - Hearing music performed by younger ensembles
10. Notate from aural dictation rhythms commonly found in triple meters.

Understand

11. Demonstrate the construction of a natural minor scale using the whole step-half step pattern.
12. Compose a harmonic accompaniment to a given melody using the I, IV, and V chords.
 - Demonstrating the construction of major triads on the first, fourth and fifth scale degrees of a major scale
13. Describe ways in which concepts of music relate to concepts in other disciplines.
Examples: relationship between ratios in music and ratios in mathematics,
relationship between topics in patriotic music to topics in history
 - Comparing music of several cultures of the world
Example: comparing Russian folk music to American folk music