

## ODE Music Standards: Traditional &amp; Emerging Ensembles Strand

## Priority Standards for Salem-Keizer

(ODE codes in green boxes below, SK codes in the following scope &amp; sequence)

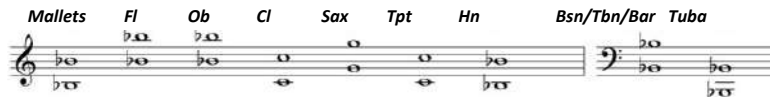
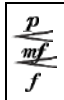



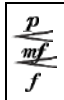



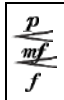




**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.**Essential Question:** How do musicians improve the quality of their performance?

Novice MU.TE.5.PR2.HS1	Intermediate MU.TE.5.PR2.HS2	Proficient MU.TE.5.PR2.HS3	Accomplished MU.TE.5.PR2.HS4	Advanced MU.TE.5.PR2.HS5
Use self-reflection and peer feedback to <b>refine</b> individual and <b>ensemble performances</b> of a varied <b>repertoire</b> of music.	<i>Develop strategies to address technical <b>challenges</b> in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b>.</i>	Develop strategies to address <i>expressive</i> challenges in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b> .	<i>Develop and apply appropriate rehearsal strategies to address individual and <b>ensemble challenges</b> in a varied <b>repertoire</b> of music, and evaluate their success.</i>	Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and <b>ensemble challenges</b> in a varied repertoire of music.

## Band

**Novice:** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU:TE.5.PR2.HSI).















### Essential Learning & Skills

Musical Critique											
C.1: Develop <b>criteria for music criticism</b> and comparison.											
C.2: <b>Critique performances</b> of self and others.											
C.3: Prepare music from <b>representative cultures, periods, and styles</b> .											
Notational Literacy	Individual Skills	Ensemble Skills	Knowledge								
NL.1: <b>Instantaneously name any pitch</b> on the respective staff (treble: E-F, bass: G-A).	IS.1: Demonstrate proper <b>assembly</b> and <b>maintenance</b> of instrument(s), including <b>adjustment of snare height</b> .	ES.1: <b>Tune</b> several unison pitches with another musician.	K.1: Read and explain <b>key signatures</b> denoting keys of <b>Bb, F, and Eb</b> .								
NL.2: Accurately read, finger, and perform with correct fingering diatonic pitches within the following <b>ranges</b> :	IS.2: Demonstrate proper <b>posture and position</b> , including <b>eye contact</b> with the teacher while playing.	ES.2: Keep a steady beat while <b>staying together</b> with other students. This includes starting and stopping, and playing different rhythms to the pulse together at one time.	K.2: Understand differences between <ul style="list-style-type: none"><li>- <b>Unison</b> v. <b>2- and 3-part</b> playing</li><li>- <b>Melody</b> v. <b>accompaniment</b></li><li>- <b>Scale</b> v. <b>arpeggio</b></li><li>- <b>Chord</b> and <b>interval</b></li></ul>								
	IS.3: Demonstrate proper <b>hand position</b> while playing (percussion: <b>grip</b> ).	ES.3: <b>Dynamically balance</b> to ensemble.	K.3: Recognize <b>simple forms</b> such as ABA form.								
NL.3: Read and perform at least one <b>major</b> and <b>chromatic scale</b> , with good <b>tone</b> and <b>intonation</b> . Percussionists will demonstrate <b>proper sticking</b> .	IS.4: Demonstrate <b>diaphragmatic breathing</b> and formation of the <b>proper embouchure</b> .	ES.4: Proficiently perform multiple assignments in the method book, incorporating <b>expressive elements</b> .	K.4: Identify the meaning and function of the following <b>musical terms and symbols</b> :								
NL.4: Percussionists: Perform <b>single-stroke rolls</b> , <b>multiple-bounce rolls</b> , <b>double-stroke rolls (at the quarter-, half-, and whole-note level)</b> , <b>flams</b> , and <b>paradiddles</b> . Perform <b>single-stroke rolls on timpani</b> if applicable.	IS.5: Maintain steady, <b>sustained, even</b> and <b>characteristic tone</b> in the middle range of the instrument. Percussionists will demonstrate this through <b>proper stroke, rebound, and placement</b> .	ES.5: Demonstrate ability to <b>attend rehearsals and performances</b> regularly and punctually with necessary materials.	<table><tr><td></td><td>Piano Mezzoforte Forte Crescendo Decrescendo</td></tr><tr><td></td><td>Flat Natural Sharp Treble clef Bass clef</td></tr><tr><td></td><td>Accent Legato Slur Staccato Breath</td></tr><tr><td></td><td>Fermata Repeat sign Single measure repeat sign 1<sup>st</sup>, 2<sup>nd</sup> endings D.C. al Fine</td></tr></table>		Piano Mezzoforte Forte Crescendo Decrescendo		Flat Natural Sharp Treble clef Bass clef		Accent Legato Slur Staccato Breath		Fermata Repeat sign Single measure repeat sign 1 <sup>st</sup> , 2 <sup>nd</sup> endings D.C. al Fine
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NL.5: Instantly identify <b>note and rest values</b> for the following:	IS.6: Demonstrate proper <b>articulation</b> -- including legato, staccato, accents and slurs -- while maintaining a steady airstream (percussion: <b>appropriate stroke height, rebound, and placement</b> ).	ES.6: Demonstrate attention to and execution of <b>rules of comportment</b> , appropriate to varying venues, as communicated by the director.									
	IS.7: Demonstrate the <b>tuning process</b> of instrument.										
NL.6: Identify and define <b>2/4</b> , <b>3/4</b> , and <b>4/4</b> meters. <i>Percussionists only</i>	IS.8: Aurally <b>discriminate between sharp and flat</b> when comparing to a reference tone.										
NL.7: Using a <b>counting system</b> , count and perform rhythms listed in NL.5 at moderate tempi and with a steady pulse in the meters listed in NL.6.	IS.9: <b>Vary simple dynamics, tempo, and phrasing</b> while performing assignments in method book.										
NL.8 Perform basic <b>tied</b> and <b>slurred</b> note combinations.											
NL.9: Read and respond to the music <b>vocabulary and symbols</b> listed in K.4.											

## Band

**Intermediate:** Develop strategies to address technical challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU:TE.5.PR2.HS2).



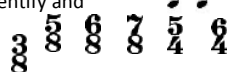
### Essential Learning & Skills

Musical Critique													
C.1: Develop <b>strategies</b> for advancing the technique outlined below.													
C.2: <b>Evaluate performances</b> of self and others.													
C.3: Prepare music from <b>representative cultures, periods, and styles</b> .													
Notational Literacy	Individual Skills	Ensemble Skills	Knowledge										
NL.1: Read, finger, and perform all pitches, diatonic and chromatic, within the following <b>ranges</b> :	IS.1: Demonstrate consistent habits of <b>instrument care</b> .	ES.1: Consistently adjust and <b>tune</b> pitches, in unison and by interval, to match the ensemble.	K.1: Identify <b>whole and half step patterns</b> of the major scale.										
	IS.2: Demonstrate consistent habits of well-developed <b>playing position</b> , proper <b>hand position</b> , and <b>instrument angle</b> .	ES.2: Demonstrate <b>rhythmic independence</b> within literature containing several different parts.	K.2: Understand and identify differences in <b>form and style</b> of music.										
NL.2: Perform the following concert scales from the staff and by memory (percussionists included): <b>Bb major, Eb major, F major, Ab major, C major, Db major, and a 1-octave chromatic scale</b> . Perform all 12 major scales and a 2-octave chromatic scale from the staff.	IS.3: Demonstrate consistent habits of correct <b>embouchure, breath support</b> , and <b>breath control</b> .	ES.3: Demonstrate correct <b>uniformity of articulation</b> , appropriate to the style of music.	K.3: Identify the meaning and function of the following <b>musical terms and symbols</b> :										
NL.3: Percussionists: Perform <b>flam accents, double paradiddles, triple paradiddles, drags, single drag taps, 7-stroke rolls, 13-stroke rolls, and 15-stroke rolls</b> .	IS.4: Demonstrate good <b>tone quality</b> throughout a range of no less than 1.5 octaves for brass and 2 octaves for woodwinds.	ES.4: <b>Balance/blend</b> to others with uniformity of sound.	<table><tr><td>Accelerando Allegro Andante Largo Moderato Ritardando</td><td>Accelerate Fast Walking speed Very slow Moderate speed Gradually slowing</td></tr></table>	Accelerando Allegro Andante Largo Moderato Ritardando	Accelerate Fast Walking speed Very slow Moderate speed Gradually slowing								
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NL.4: Instantly identify <b>note values</b> for the following:	IS.5: Demonstrate proper <b>articulation techniques</b> , including <b>marcato</b> and <b>tenuto</b> .	ES.5: Demonstrate <b>ensemble dynamics</b> regarding contrast and balance.	<table><tr><td>Fortepiano <i>fp</i> Fortissimo <i>ff</i> Mezzopiano <i>mp</i> Pianissimo <i>pp</i> Sforzando <i>sfz</i></td><td>Loud then soft Very loud Moderately soft Very softly Sudden strong accent</td></tr></table>	Fortepiano <i>fp</i> Fortissimo <i>ff</i> Mezzopiano <i>mp</i> Pianissimo <i>pp</i> Sforzando <i>sfz</i>	Loud then soft Very loud Moderately soft Very softly Sudden strong accent								
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	IS.6: Demonstrate the correct usage of a mechanical <b>tuning device</b> .	ES.6: Develop sensitivity to <b>ensemble phrasing</b> appropriate to the style of music performed.	<table><tr><td>Coda </td><td>Concluding section</td></tr></table>	Coda 	Concluding section								
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NL.5: Identify and define <b>8 C C</b> and <b>meters</b> .	IS.7: Demonstrate an awareness of <b>intonation</b> , as well as <b>corrective strategies</b> .	ES.7: Demonstrate ability to <b>attend rehearsals and performances</b> regularly and punctually with necessary materials.	<table><tr><td>Da Capo</td><td>Repeat from the beginning</td></tr><tr><td>Dal Segno </td><td>Repeat from the sign</td></tr><tr><td>Fine</td><td>End, close</td></tr></table>	Da Capo	Repeat from the beginning	Dal Segno 	Repeat from the sign	Fine	End, close				
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NL.6: Using a <b>counting system</b> , count and perform rhythms listed in NL.4 at various tempi and in the meters listed in NL.5.	IS.8: Demonstrate <b>phrasing</b> concepts by connecting logical notes together.	ES.8: Demonstrate attention to and execution of <b>rules of comportment</b> , appropriate to varying venues, as communicated by the director.	<table><tr><td>Grand Pause //</td><td></td></tr><tr><td>Marcato </td><td>Strong accent</td></tr><tr><td>Simile</td><td>In the same way</td></tr><tr><td>Tacet</td><td>Be silent</td></tr><tr><td>Tenuto </td><td>Held, sustained</td></tr></table>	Grand Pause //		Marcato 	Strong accent	Simile	In the same way	Tacet	Be silent	Tenuto 	Held, sustained
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NL.7: Read and respond to the music <b>vocabulary and symbols</b> listed in K.4.	IS.9: Prepare for an <b>audition</b> (minimum: scales, technical, and lyrical passages).												
NL.8: Perform <b>grade 2.5-3 literature</b> .													
NL.9: <b>Sight-read</b> with ease <b>grade 1-2 literature</b> .													

## Band

**HS Proficient:** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU:TE.5.PR2.HS3).

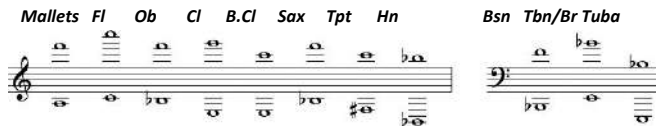
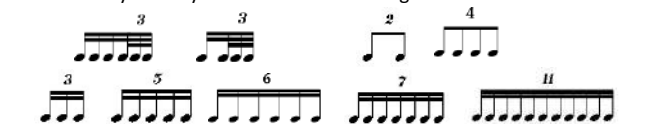
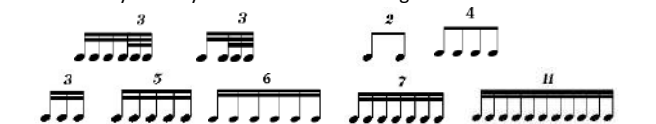
### Essential Learning & Skills

Musical Critique																																									
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C.2: <b>Evaluate performances</b> of self and others.																																									
C.3: Prepare music from <b>representative cultures, periods, and styles</b> .																																									
Notational Literacy	Individual Skills	Ensemble Skills	Knowledge																																						
NL.1: Read, finger, and perform pitches, diatonic and chromatic, throughout the following <b>ranges</b> :	IS.1: Demonstrate an advanced characteristic <b>tone</b> over the listed range, performed with varying dynamic levels.	ES.1: Refine <b>ensemble pitch discrimination</b> .	K.1: Demonstrate knowledge of <b>pitch tendencies</b> , as related to the range listed in NL.1.																																						
<i>Mallets Fl Ob Cl B.Cl Sax Tpt Hn Bsn Tbn/Br Tuba</i>	IS.2: Demonstrate proper <b>articulation techniques</b> , including double and triple tonguing where applicable.	ES.2: Refine <b>balance/blending</b> of the instrument tone <b>within sections</b> of the large ensemble.	K.2: Demonstrate knowledge of the <b>theory of scale construction</b> , including the three <b>forms of minor</b> .																																						
	IS.3: Demonstrate <b>corrective pitch discrimination</b> .	ES.3: Demonstrate constant awareness and sensitivity to <b>artistic phrasing concepts of the ensemble</b> .	K.3: Identify the meaning and function of the following <b>musical terms</b> :																																						
NL.2: Perform a <b>full-range chromatic scale</b> , using proper chromatic fingerings where appropriate.	IS.4: Demonstrate the ability to identify the difference between <b>major and minor</b> tonalities.	ES.4: Develop facility and experience in <b>grade 3 and 4</b> ensemble literature, incorporating <b>various styles</b> and periods.	<table><tr><td>A Tempo</td><td>Original speed</td></tr><tr><td>Adagio</td><td>Slow</td></tr><tr><td>Andantino</td><td>Slightly faster than Andante</td></tr><tr><td>Allegretto</td><td>Slightly slower than Allegro</td></tr><tr><td>Animato</td><td>Animated</td></tr><tr><td>Vivace</td><td>Lively, quick</td></tr><tr><td>Rallentando</td><td>Dramatically slowing and broadening</td></tr><tr><td>Rubato</td><td>An elastic, flexible tempo</td></tr><tr><td>Dolce</td><td>Soft, smooth, sweet</td></tr><tr><td>Maestoso</td><td>Majestic and stately</td></tr><tr><td>Mezzo</td><td>Somewhat</td></tr><tr><td>Molto</td><td>Very</td></tr><tr><td>Piu</td><td>More</td></tr><tr><td>Poco</td><td>A little</td></tr><tr><td>Col</td><td>With</td></tr><tr><td>Segue</td><td>Continue without break</td></tr><tr><td>Senza</td><td>Without</td></tr><tr><td>Sostenuto</td><td>Sustained</td></tr><tr><td>Subito</td><td>Suddenly</td></tr></table>	A Tempo	Original speed	Adagio	Slow	Andantino	Slightly faster than Andante	Allegretto	Slightly slower than Allegro	Animato	Animated	Vivace	Lively, quick	Rallentando	Dramatically slowing and broadening	Rubato	An elastic, flexible tempo	Dolce	Soft, smooth, sweet	Maestoso	Majestic and stately	Mezzo	Somewhat	Molto	Very	Piu	More	Poco	A little	Col	With	Segue	Continue without break	Senza	Without	Sostenuto	Sustained	Subito	Suddenly
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NL.3: Perform all <b>major scales and arpeggios, from the staff and from memory</b> , with correct chromatic fingerings. Perform all minor scales, in all forms, from the staff.	IS.5: Demonstrate constant awareness and sensitivity to <b>artistic phrasing concepts</b> .	ES.5: <b>Develop</b> necessary skills for <b>field and parade</b> presentations.																																							
NL.4: Percussionists: Perform the <b>40 essential rudiments</b> on snare drum. Demonstrate proper <b>timpani tuning</b> .	IS.6: Prepare and <b>perform a successful audition</b> (minimum: scales, technical, and lyrical passages).	ES.6: Readily identify the difference in ensemble <b>tonality</b> .																																							
NL.5: Instantly identify <b>values</b> for the following:		ES.7: Demonstrate ability to <b>attend rehearsals and performances</b> regularly and punctually with necessary materials.																																							
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NL.7: Using a <b>counting system</b> , count and perform rhythms listed in NL.5 at various tempi and in the meters listed in NL.6.																																									
NL.8: Read and respond to the music <b>vocabulary</b> listed in K.3.																																									
NL.9: Perform <b>grade 3-4 literature</b> .																																									
NL.10: <b>Sight-read</b> with ease <b>grade 2-2.5</b> literature.																																									

## Band

**HS Accomplished:** Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success (MU:TE.5.PR2.HS4)

### Essential Learning & Skills

Musical Critique																																			
C.1: Develop and apply rehearsal strategies for advancing the individual and ensemble technique outlined below.																																			
C.2: Evaluate performances of self and others.																																			
C.3: Prepare music from representative cultures, periods, and styles.																																			
<div>Notational Literacy</div> <div>NL.1: Read, finger, and perform pitches, diatonic and chromatic, throughout the following ranges:</div> <div></div> <div>NL.2: Perform all minor scales and arpeggios from the staff and from memory with correct chromatic fingerings.</div> <div>NL.3: Percussionists: Demonstrate proper technique on all handheld instruments (all .</div> <div>NL.4: Instantly identify values for the following:</div> <div></div> <div>NL.5: meters: Identify and define the following</div> <div></div> <div>NL.6: Using a counting system, count and perform rhythms listed in NL.3 at various tempi and in the meters listed in NL.4.</div> <div>NL.7: Read and respond to the music vocabulary listed in K.5.</div> <div>NL.8: Perform grade 4-5 literature.</div> <div>NL.9: Sight-read with ease grade 3 literature.</div>	<div>Individual Skills</div> <div>IS.1: Display a mature characteristic tone with soloistic qualities including vibrato concepts where applicable.</div> <div>IS.2: Demonstrate and refine articulation techniques where applicable, including extended techniques such as flutter tonguing.</div> <div>IS.3: Demonstrate immediate corrective pitch discrimination.</div> <div>IS.4: Demonstrate refined awareness and sensitivity to artistic phrasing concepts.</div> <div>IS.5: Aurally identify intervals.</div> <div>IS.6: Transpose a line or pattern to another key.</div> <div>IS.7: Prepare an audition.</div>	<div>Ensemble Skills</div> <div>ES.1: Refine ensemble pitch discrimination within the content of grade 4 and 5 literature.</div> <div>ES.2: Refine balance/blending within and between ensemble sections.</div> <div>ES.3: Demonstrate refined awareness and sensitivity to the artistic phrasing concepts of the ensemble.</div> <div>ES.4: Develop ensemble facility and experience in grade 4 and 5 literature, incorporating various styles and periods.</div> <div>ES.5: Demonstrate the ability to follow and interpret different conductors while performing grade 4 and 5 literature.</div> <div>ES.6: Independently participate in student-led sectionals and develop skills necessary to instruct less-advanced students.</div> <div>ES.7: Refine necessary skills for field and parade presentations.</div> <div>ES.8: Demonstrate ability to attend rehearsals and performances regularly and punctually with necessary materials.</div> <div>ES.9: Demonstrate attention to and execution of rules of comportment, appropriate to varying venues, as communicated by the director.</div>	<div>Knowledge</div> <div>K.1: Demonstrate knowledge of the theory of scale construction, including modes.</div> <div>K.2: Read and recognize triads, and know which part of the chord they play.</div> <div>K.3: Know intonation tendencies of pitches within chordal harmonies.</div> <div>K.4: Know pitch tendencies on one’s instrument and how to apply appropriate corrective techniques.</div> <div>K.5: Identify the meaning and function of the following musical terms:</div> <table><tr><td>Adagietto</td><td>Somewhat faster than Adagio</td></tr><tr><td>Grave</td><td>Solemn</td></tr><tr><td>L’istesso</td><td>The same tempo as before</td></tr><tr><td>Larghissimo</td><td>As slow as possible</td></tr><tr><td>Lento</td><td>Slow</td></tr><tr><td>Prestissimo</td><td>As fast as possible</td></tr><tr><td>Presto</td><td>Very fast</td></tr><tr><td>Strigendo</td><td>With quickening of tempo</td></tr><tr><td>Vivo</td><td>More lively than vivace</td></tr><tr><td>Brillante</td><td>Showy and sparkling in style</td></tr><tr><td>Con Sordino</td><td>With mute</td></tr><tr><td>Divisi</td><td>Divided</td></tr><tr><td>Meno</td><td>Less</td></tr><tr><td>Mosso</td><td>Moved, agitated</td></tr><tr><td>Pesante</td><td>In a heavy manner</td></tr><tr><td>Senza Sordino</td><td>Without mute</td></tr></table>	Adagietto	Somewhat faster than Adagio	Grave	Solemn	L’istesso	The same tempo as before	Larghissimo	As slow as possible	Lento	Slow	Prestissimo	As fast as possible	Presto	Very fast	Strigendo	With quickening of tempo	Vivo	More lively than vivace	Brillante	Showy and sparkling in style	Con Sordino	With mute	Divisi	Divided	Meno	Less	Mosso	Moved, agitated	Pesante	In a heavy manner	Senza Sordino	Without mute
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## Band

**HS Advanced (CCR):** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music (MU:TE.5.PR.2.HS5).

### Essential Learning & Skills

<p><u>Musical Critique</u></p> <p>C.1: Apply and refine <b>rehearsal strategies</b> for advancing the individual and ensemble technique outlined below.</p> <p>C.2: <b>Evaluate performances</b> of self and others.</p> <p>C.3: Prepare music from <b>representative cultures, periods, and styles</b>.</p>			
<u>Notational Literacy</u>	<u>Individual Skills</u>	<u>Ensemble Skills</u>	<u>Knowledge</u>
NL.1: Perform a one-octave scale in all <b>modes</b> , beginning on the same pitch.	IS.1: Prepare and perform <b>solo literature</b> for various audiences.	ES.1: Develop ensemble facility and experience in <b>grade 5 and 6</b> literature, incorporating <b>various styles</b> and periods.	K.1: Develop knowledge of <b>music history and theory</b> to be able to teach performance practice.
NL.2: Using a <b>counting system</b> , count and perform complex rhythms in <b>mixed meters</b> .	IS.2: <b>Critically self-evaluate</b> . Analyze technical challenges and identify the most efficient strategies for mastery.	ES.2: Demonstrate responsibility to <b>lead rehearsals and/or performances</b> (section, small ensemble, or full ensemble), developing technical skill and ensemble sensitivities in: <ul style="list-style-type: none"> <li>• Blend/balance</li> <li>• Pitch</li> <li>• Dynamics</li> <li>• Articulation</li> <li>• Tempi</li> <li>• Rhythm</li> <li>• Phrasing</li> </ul>	K.2: Develop knowledge of the <b>history and development of band literature</b> .
NL.3: Perform <b>grade 5-6 literature</b> ; instantly respond to music symbols and terms appropriate to the literature.	IS.3: <b>Accept constructive criticism</b> from peers and qualified evaluators.		K.3: Develop knowledge of the <b>core composers</b> for band literature.
NL.4: <b>Sight-read</b> with ease <b>grade 4</b> literature.	IS.4: Seek out a variety of evaluators and/or teachers for <b>constructive criticism</b> .	ES.3: Demonstrate the ability to follow and interpret <b>different conductors</b> while performing grade 5 and 6 literature.	K.4: Develop <b>knowledge of all band instruments</b> and ability to teach the fundamentals of hand placement, embouchure, tone, and technique.
	IS.5: Prepare a <b>college audition</b> .	ES.4: Develop ensemble skills reflective of <b>various performance groups</b> (chamber music literature, symphony orchestra literature, solo repertoire, etc.).	K.5: Develop a working knowledge of <b>music notation software</b> , such as Finale or Sibelius.
	IS.6: <b>Arrange</b> or compose a piece, chorale, or series of technique exercises for <b>mixed instrumentation</b> .		K.6: Develop <b>conducting skills</b> .
	IS.7: Develop <b>piano skills</b> for functional (chord-based) accompaniment as well as for solo performance.		