

Mrs. Paulson

Band: Beginning Level

SCHOOL GRADE: 9-12

PLAYING YEAR: 5-8

Traditional and Emerging Ensembles:

BASIC SKILLS

Developing basic musicianship skills continues to be a priority. Students will begin to use more articulations, perform scales and music in more difficult key signatures. Ensemble skills will become more developed as students participate in full band settings. Students will describe concepts common to music and other disciplines and will be involved in discussing various cultures, styles, composers, and historical periods.

CREATING

Generate and conceptualize artistic ideas and work (*Generate musical ideas for various purposes and context*)

HSa.MUe.Cr.1.1.a Compose and improvise ideas for arrangements, short, compositions, or solos for the specific purpose to reflect elements from a variety of cultures, historical periods, and genres

Organize and develop artistic ideas and work (*Select and develop musical ideas for defined purposes and context*)

HSa.MUe.Cr.2.1.a Select and develop arrangements, sections, and short composition from a variety of cultures and historical periods.
Preserve draft compositions using standard notation or audio/video recording

Refine and complete artistic work (*Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria*)

HSa.MUe.Cr.3.1.a Evaluate and refine draft melodies, rhythmic passages, arrangements, improvisations, and short compositions based on teacher, collaborative, and personally developed criteria

(*Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality*)

HSa.MUe.Cr.3.2.1 Share personally-developed melodic ideas, rhythmic passages, arrangements, improvisations, and sort compositions individually or as an ensemble

PERFORMING

Analyze, interpret, and select artistic works for presentation (*Selected varied musical works to present based on interest, knowledge, technical skills and context*)

HSa.MUe.Pr.4.1.a Develop and apply criteria to study and perform repertoire that challenges the performing ensemble

(*Analyze the structure and context of varied musical works and their implications for performances*)

HSa.MUe.Pr.4.2.a Evaluate and critique, using music reading skills, how the structure and context impact and inform prepared and improvised performances

(*Develop personal interpretations that consider creators' intent*)

HSa.MUe.Pr.4.3.a Demonstrate how understanding the style, genre, and context of repertoire help the performer's ability to connect with the audience

Develop and refine artistic works for presentation (*Evaluate and refine personal and ensemble performances, individual or in collaboration with others*)

HSa.MUe.Pr.5.1.a Apply and refine rehearsal strategies to address individual and ensemble challenges

Convey meaning from the presentation of artistic work (*Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context*)

HSa.MUe.Pr.6.1.a Perform repertoire demonstrating mastery of technical accuracy and expressive qualities to connect with an audience. Repertoire should represent diverse cultures, styles genres, and historical periods using multiple types of ensembles

RESPONDING

Identify and analyze artistic works (*Choose music appropriate for specific purposes and context*)

HSa.MUe.Re.7.1.a Justify repertoire choices using research and personally developed criteria citing knowledge of the music's purpose and context

(*Analyze how the structure and context of varied musical works inform and response*)

HSa.MUe.Re.7.2.a Demonstrate and justify analysis of structures, contexts, and performance decisions influence and response to music

Interpret intent and meaning in artistic work (*Support an interpretation of a musical work that reflects the creators'/performers' expressive intent*)

HSa.MUe.Re.8.1.a Support interpretation of the expressive intent and meaning of the musical works; using elements of music, context, setting of the text, personal research and varied researched sources

Apply criteria to evaluate artistic work (*Support personal evaluation of musical works and performance based on analysis, interpretation, and established criteria*)

HSa.MUe.Re.9.1.a Develop and justify evaluation of the music and performance based on criteria, personal decision-making, research, and understanding of context

CONNECTING

Synthesize and relate knowledge and personal experiences to make artistic works (*Synthesize and relate knowledge d personal experiences to make music*)

HSa.MUe.Cn.10.1.a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music

Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding (*Relate musical ideas and works with varied context to deepen understanding*)

HSa.MUe.CN.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, different contexts, and daily life

BAND MUSIC CURRICULUM

INSTRUMENTAL MUSIC GENERAL OUTCOMES

Concept	Beginning Level
General	- Students should know the fingerings for all notes on their instrument from memory, including alternate technical fingerings - Students should recognize and interpret musical ornaments in a stylistically appropriate manner (i.e. trills, grace notes, glissando, etc) - Students will use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments - Students will maintain attendance with required materials - Students will demonstrate completion of assignments and/or practice
Posture	Students will demonstrate proper posture, embouchure, hand position, and playing position
Tone	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch
Intonation	Students will adjust intonation and match pitches independently
Tempo	Students will perform tempo changes and a variety of rhythms and meters through materials being studied
Articulation	Students will perform all articulations in materials being studied, including double-tongue, triple-tongue, and breath attacks if applicable for the instrument
Dynamic Contrast, Phrasing, and Expression	- Students will use dynamic contrast and technical skills as means of expression - Students will use embellishments, extreme tessitura, and a variety of timbre effects - Students will perform eight bar phrases in common time in one breath - Students will demonstrate musical phrasing through dynamics emphasis and tempo modification
Ensemble Skills	Students will blend instrumental timbres, match dynamics/style/intonation, and respond to conducting gestures
Scales	- The student will perform all major and minor scales, ascending and descending, in a variety of rhythmic patterns and articulations - The students will perform a chromatic scale, ascending and descending - The percussion student will perform the 40 Percussive Arts Society International Drum Rudiments, open-close-open

Music Reading	• Students will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision • Students will sight-read music of varying styles and levels of difficulty
Music History	• Students will perform music from a variety of cultures, styles, and historical periods • Students will associate aural examples of music with a variety of cultures, styles, and historical periods
Instrument Knowledge	• Students will identify parts of the instrument and demonstrate proper care and maintenance
Concerts and Performances	• Students will participate in concerts, performance, cross-disciplinary activities, and co-curricular activities • Students will demonstrate concert etiquette as a performer and a listener • Students will demonstrate concert etiquette as an active listener
Judgement and Criticism	• Students will analyze concepts common to music and other disciplines • Students will describe interrelationships between music and other disciplines • Students will evaluate and improve personal performance as compared to an exemplary model • Students will articulate expressive qualities of music
Music Theory	• Students will improvise a short melody within teacher specified parameters
Outside Connections	• Students will identify career options in music • Students will identify, define, and apply music terms and symbols from materials being studied

INSTRUMENT-SPECIFIC PERFORMANCE OUTCOMES

Instrument	Beginning Level
Flute	- Consistently plays the full extended range of the instrument - Consistently applies tonguing techniques - Uses a variety of vibrato techniques to enhance musical expression and interpretation
Oboe	- Can consistently play the full extended range of the instrument - Uses a variety of vibrato techniques to enhance musical expression and interpretation - Independently performs reed maintenance
Clarinet	- Consistently performs using at least a 3 strength reed - Demonstrates a basic understanding of vibrato - Can consistently play the full extended range of the instrument - Independently performs reed maintenance
Saxophone	- Consistently performs using at least a 3 strength reed - Demonstrates a basic understanding of vibrato - Can consistently play the full extended range of the instrument - Independently performs reed maintenance
Trumpet	- Consistently plays the full extended range of the instrument - Consistently applies tonguing technique - Uses a variety of vibrato techniques to enhance musical expression and interpretation
Horn	- Consistently plays the full extended range of the instrument - Consistently applies tonguing technique - Uses a variety of vibrato techniques to enhance musical expression and interpretation - Regularly performs with appropriate muting and stopping techniques
Trombone	- Consistently plays the full extended range of the instrument - Consistently applies tonguing technique - Uses a variety of vibrato techniques to enhance musical expression and interpretation
Euphonium/Baritone	- Consistently plays the full extended range of the instrument - Consistently applies tonguing technique - Uses a variety of vibrato techniques to enhance musical expression and interpretation
Baritone T.C.	See Euphonium

Tuba	• Consistently plays the full extended range of the instrument • Understand the concepts of tuba mutes and fingering transpositions, with application if equipment is available
Percussion	• Use multiple mallet techniques on timpani, tuning drums to reference pitches without gauges and making changes during performances of an instrumental work • Demonstrate appropriate techniques on auxiliary instruments including tambourine triangle crash cymbals, and suspended cymbal • Using a given piece of music, independently determine the appropriate multi-percussion set-up

High School Concert Band

School Grade: 9-12

Playing Year: 5-8

9th Grade

By the end of 9th grade students will have mastered these skills:

- Perform an 6 bar phrase on one breath in common time
- Play all 12 major scales 2 octaves in quarter-eighth rhythm
- Play the a, e, b, d, g, c natural and harmonic minor scales 1 octave
- Will be able to recognize and interpret the symbols for trills and grace notes
- The students will perform a chromatic scale, ascending and descending, in eighth notes
- Will be able to look up alternate fingerings
- Percussion students will perform the following rudiments from the Percussive Arts Society International Drum Rudiments, open-close-open:
 - Single stroke roll
 - Multiple bounce roll
 - Double stroke roll
 - 5 stroke roll
 - 7 stroke roll
 - 9 stroke roll
 - 10 stroke roll
 - 11 stroke roll
 - 13 stroke roll
 - 15 stroke roll
 - 17 stroke roll
 - Single paradiddle
 - Double paradiddle
 - Flam flam accent
 - Flam tap
 - Flamacue
 - Flam paradiddle
 - Flam paradiddle-diddle
 - Drag
 - Single drag tap
 - Double drag tap
 - Lesson 25
 - Drag paradiddle #1
 - Drag paradiddle #2
 - Single ratamacue
 - Double ratamacue
 - Triple ratamacue

10th Grade

By the end of 10th grade students will have mastered these skills:

- Perform an 8 bar phrase on one breath in common time
- Play all 12 major scales for the full practice range of their instrument in quarter-eighth
- Play all 12 natural and harmonic minor scales 1 octave in quarter notes
- Know the technical fingerings to interpret the symbols for trills and grace notes
- The students will perform a chromatic scale, ascending and descending, in eighth notes
- Percussion students will perform all 40 rudiments from the Percussive Arts Society International Drum Rudiments

11th Grade

By the end of 11th grade students will have mastered these skills:

- Perform all major scales, ascending and descending, in variety of rhythmic patterns and articulations for the full range of their instrument
- Play all 12 natural and harmonic minor scales 1 octave in quarter-eighth
- Play the a, e, b, d, g, and c melodic minor scales 1 octave in quarter notes
- The students will perform a chromatic scale, ascending and descending, in sixteenth notes

12th Grade

By the end of 12th grade students will have mastered these skills:

- Perform all major and minor scales, ascending and descending, in a variety of rhythmic patterns and articulations for the full range of their instruments
- The student will perform a chromatic scale, ascending and descending