

## Core Standards of the Course Band

### Perform

#### Standard 1

I can use body, voice, and instruments as means of musical expression.

#### Objective 1

Produce a beautiful tone.

- a. I can produce an acceptable tone over a limited range of the instrument using proper embouchure, posture, hand position, and breath support or stick control.
- b. I can describe the characteristics of a good embouchure (or grip and stroke for percussion).
- c. I can explain and demonstrate the principles of proper breath support and teach this to other students.
- d. I can consistently use proper posture, position, and embouchure (grip and stroke for percussion) with less and less prompting by the teacher.

#### Objective 2

Demonstrate technical performance skills.

- a. I can demonstrate understanding of technique, tonal centers, key signatures, and scales in the concert keys of F, B-flat, E-flat, and A-flat by learning to play (slur and tongued), and write scales and related patterns in those keys as well as the chromatic scale throughout a comfortable range of the instrument.
- b. I can play in musical phrases.
- c. I can perform a range of dynamic contrasts and tempo changes.
- d. I can describe tuning an instrument and tune the instrument to a given pitch.
- e. I can define and utilize technical instrumental terminology.

#### Objective 3

Demonstrate notational literacy.

- a. I can “count and finger” through unfamiliar exercises or pieces individually and with the ensemble.
- b. I can “spell and finger” (say note names while fingering the notes) through unfamiliar short exercises or pieces individually and with the ensemble.
- c. I can correctly explain all standard notation symbols in instrumental music.
- d. I can perform simple unfamiliar short exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.

#### Objective 4

Demonstrate productive rehearsal habits.

- a. I can examine and improve rehearsal skills through preparation, conscientious attendance, alertness, participation, and cooperation.
- b. I can show patience, kindness, and respect to classmates and instructors.
- c. I can take care of music department supplies, facilities, and equipment.

#### Objective 5

Demonstrate knowledge, use, and care of selected instruments.

- a. I can identify and explain the names and functions of various parts of the instrument.
- b. I can demonstrate the proper assembling of the instrument and care following playing.
- c. I can list responsibilities of an instrument owner in care and maintenance, part replacement, and damage repair.

#### Objective 6

Perform varied repertoire.

- a. I can perform in public and/or for adjudication band pieces in the style indicated.
- b. I can identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- c. I can follow the conductor.
- d. I can prepare and perform accompanied solos.
- e. I can exhibit satisfactory performance etiquette.

#### Create

##### Standard 2

I can improvise and compose music.

##### Objective 1

Improvise rhythmic and melodic ideas and phrases.

- a. I can play a simple rhythmic variation (e.g., dividing a quarter into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.
- b. I can play a simple melodic variation (e.g., trills, passing tones, neighboring tones, turns) on a simple scale fragment or familiar melodies.

## Objective 2

Record musical thoughts in standard notation.

- a. I can use the musical staff to notate and perform whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and alla breve meter signatures.
- b. I can accurately count, clap, and play rhythms using the above notes, rests, and time signatures.
- c. I can correctly write short dictated rhythms using the above notes, rests, and time signatures.

## Objective 3

Write original melodies and short compositions.

- a. I can finish partially written phrases.
- b. I can write variations of a given phrase.
- c. I can write a consequent phrase for a given antecedent phrase.

## Listen/Analyze/Evaluate

### Standard 3

I can expand music listening skills and use music vocabulary to analyze and evaluate music.

#### Objective 1

Analyze and evaluate musical examples.

- a. I can describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- b. I can analyze what the music is communicating and how.
- c. I can make value judgments based on effectiveness of musical events and expressive effects.

#### Objective 2

Evaluate ensemble performances.

- a. I can list important criteria for determining the quality of a music performance.
- b. I can evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.
- c. I can demonstrate proper behavior while at a concert.
- d. I can compare/contrast live musical performances with recordings.

### Objective 3

Document personal growth as a musician.

- a. I can evaluate strengths and weaknesses in personal performance.
- b. I can organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- c. I can select a piece of my own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.

### Discover Meaning

#### Standard 4

I can find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

### Objective 1

Examine how music relates to personal development and enjoyment of life.

- a. I can evaluate how the study of music expands the ability to communicate with and understand others.
- b. I can tell how music can be a joyful part of daily activities.
- c. I can describe how making music together helps develop skills and success in working with others.
- d. I can describe how I and/or my class have used music to be of service to someone.
- e. I can explain how participation in music can become a lifetime pursuit and develop analytical and creative thinking skills.

### Objective 2

Experience how music connects us to history, culture, heritage, and community.

- a. I can demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- b. I can perform and enjoy music related to various cultures, times, and places.
- c. I can explain what the music experienced above means to me personally.