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.

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

Objective 5
Demonstrate knowledge, use, and care of selected instruments.

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

Objective 6
Perform varied repertoire.

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

Create

Standard 2
I can improvise and compose music.

Objective 1
Improvise rhythmic and melodic ideas and phrases.

- 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.
- 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.