

## **Music Standards for Band**

### **Product Performance**

2. Develop and apply instrumental music skills to perform and communicate through the arts

#### **A. Instrumental Performance Skills**

##### Instrumental Performance Classes:

###### Proficient

Apply instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulation)

Demonstrate instrument maintenance and care

Apply the ability to adjust the pitch to a given standard during performance (play in tune)

###### Advanced

Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation)

National Standards MU 2

Content Standards FA 1

2. Develop and apply instrumental music skills to perform and communicate through the arts

#### **B. Expression and Technical Skills**

##### Instrumental Performance Classes:

###### Proficient

Read and perform music notation at a 3 grade-level

###### Advanced

Read and perform music notation at a 4 grade-level or higher

National Standards MU 2

Content Standards FA1

#### **C. Repertoire**

##### Instrumental Performance Classes:

Perform a varied repertoire of music representing diverse cultures, genres and styles  
Apply stylistic elements needed to perform the music of various cultures, genres and styles

National Standards MU 2

Content Standards FA 1

#### **D. Imitation (play by ear)**

##### Instrumental Performance Classes:

###### Proficient

Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument

###### Advanced

Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument

National Standards MU 2

Content Standards FA 1

#### **E. Group Playing**

##### Instrumental Performance Classes:

###### Proficient

Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation

###### Advanced

Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include \*solos, chamber ensembles, and large groups

National Standards MU 2

Content Standards FA 1

### **3. Develop and apply improvisation skills in music to communicate through the arts**

#### **A. Improvisation**

##### General Music/Vocal and Instrumental Performance Classes:

Improvise simple rhythmic and/or melodic variations in a consistent style and meter

National Standards MU 3

Content Standards FA 1

### **4. Develop and apply skills to \*compose, \*arrange, and create music to communicate through the arts**

#### **A. Composition and Arrangement**

##### General Music/Vocal and Instrumental Performance Classes:

###### Proficient

Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines

###### Advanced

Compose music (phrases) in a distinct style, demonstrating creativity in using the \*elements of music for expressive effect

Arrange simple pieces for voices or instruments other than those for which the pieces were originally written (\*transposition)

National Standards MU 4  
Content Standards FA 1

### **Elements of Music**

1. Develop and apply the knowledge and skills to read and notate music

#### **A. Rhythmic \*Notation**

General Music Classes:

Interpret and explain duration and meter in 2/4, 3/4, 4/4 and 6/8 meter signature using bar lines using • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • dotted quarter followed by eighth • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation

Vocal and Instrumental Performance Classes: Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add • \*syncopation • \*alla breve

National Standards MU 5  
Content Standards FA 2

#### **B. Melodic Notation**

General Music Classes: Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (\*middle C), and identify notes in the bass clef

Identify accidentals • sharps • flats • natural signs

Vocal and Instrumental Performance Classes: Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys

National Standards MU 5  
Content Standards FA 2

#### **C. Symbols of Expression**

General Music Classes:

Identify standard symbols for dynamics, tempo and articulation • p for piano • f for forte • mp for mezzo piano • mf for mezzo forte • pp for pianissimo • ff for fortissimo • cresc or < for crescendo • decres or > for decrescendo • dim for diminuendo • accelerando • ritardando • allegro • moderato • andante • largo • a tempo • accent • fermata • ties • slurs • staccato • legato

Vocal and Instrumental Performance Classes: Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including sfz

National Standards MU 5  
Content Standards FA 2

#### **D. Symbols for Rhythm, Pitch, and Expressive Elements**

General Music Classes:

Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures

Vocal and Instrumental Performance Classes:

Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

Interpret selected literature that includes nonstandard notation symbols

National Standards MU 5

Content Standards FA 2

**E. Sight Reading**

Vocal and Instrumental Performance Classes: Proficient Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]

National Standards MU 5

Content Standards FA 2

**Artistic Perceptions**

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance

**A. Musical \*Forms**

General Music Classes: Identify and analyze forms and composition techniques • theme and variation • DC/Fine • DS al coda/Fine • AB/binary • ABA/ternary • song form • sonata • rondo • fugue • opera • ballet • \*musical theatre • symphonic • Jazz • \*sonata

Vocal and Instrumental Performance Classes: Identify forms used in selected ensemble repertoire

National Standards MU 6

Content Standards FA 3

**B. Musical Characteristics, Events, and Descriptors**

General Music Classes and Vocal and Instrumental Performance Classes:

Determine the musical means (source) and size of group of an aural example

Describe the musical expression (mood) of an aural example

Determine the order and organization of an aural example

Determine the possible origin of an aural example (e.g., location and time)

Characterize the use of music by its intended function (purpose) and its intended audience

National Standards MU 6

Content Standards FA 3

2. Develop and apply the knowledge and skills to evaluate music and musical performance

**A. Criteria for Musical Performances and Compositions**

General Music Classes and Vocal and Instrumental Performance Classes:

Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • style • posture/stage presence

National Standards MU 7  
Content Standards FA 3

**B. Critique Musical Performances and Compositions General Music Classes:**

Demonstrate the ability to distinguish between quality and non-quality performance through listening

Vocal and Instrumental Performance Classes:

Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self assessment

Use musical terminology to describe their personal response to musical example

National Standards MU 7  
Content Standards FA 3

**Interdisciplinary Connections**

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts

**A. Connections Between Music and Related Arts and Humanities**

General Music Classes: Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples

Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines

Vocal and Instrumental Performance Classes: Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

National Standards MU 8  
Content Standards FA 4

**B. Connections Between Music and Non-Arts Disciplines**

General Music Classes:

Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences

Vocal and Instrumental Performance Classes: List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups

National Standards MU 8  
Content Standards FA 4, 1.10

## **Historical and Cultural Contexts**

1. Develop and apply the knowledge and skills to understand works of art in time and place

### **A. Genres and Styles**

General Music Classes: Identify music from various styles and historical periods by comparing and contrasting selected elements of music

Vocal and Instrumental Performance Classes:

Identify genre or style from various historical periods through listening to selected ensemble repertoire

National Standards MU 9

Content Standards FA 5

### **B. Stylistic Practices**

General Music Classes: Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples

Vocal and Instrumental Performance Classes:

Proficient and Advanced Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples  
Describe the historical significance of selected musical literature

National Standards MU 9

Content Standards FA 5

### **C. Music's Role and Function in Various Cultures**

General Music Classes:

Describe the effects of society, culture and technology on music

Vocal and Instrumental Performance Classes:

Proficient and Advanced

Categorize the function of music being performed in relation to its function in society or history

National Standards MU 9

Content Standards FA 5

### **D. Careers in Music**

General Music Classes:

Discuss musical figures and their role as composers/performers/ innovators

Vocal and Instrumental Performance Classes:

Compare and contrast music and music-related vocations and avocations

Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire

Cite well-known performers specific to student's instrument and/or voice

National Standards MU 9

Content Standards FA 5

