

HS BAND I

Course Number: 13023000

District Course Description:

The purpose of this course is to provide students with instruction in the application of musicianship, performance techniques, and aesthetic awareness through rehearsal and performance of varied band literature. The content should include, but not be limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and an interdisciplinary approach to music appreciation, and the improvisation of music.

Prerequisite:

Successful completion of M/J Level I, II, or III and/or director recommendation.

A. Skills and Techniques

Demonstrate the ability to produce a characteristic tone on the instrument of choice.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.1.4.3 use vocal ensemble skills (e.g., balance, intonation and rhythmic unity) in both formal or informal settings.	<ul style="list-style-type: none"> • sing in unison and match pitch in simple melodic examples. • demonstrate proper posture, breath support, and intonation. • sing as 'an ensemble (e.g. Treasury of Scales. chorales). 	1,2,4,8,9

Demonstrate ability to produce a characteristic tone with proper posture, position, and fingering on the instrument of choice.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.4.1 perform on at least one instrument alone and in groups using proper playing techniques (e.g., embouchure, posture, fingerings) and attends to melodic phrasing, rhythmic accuracy, and articulation	<ul style="list-style-type: none"> • demonstrate rhythmic patterns in simple and compound meters (e.g. 2/4, 3/4, 4/4, 2/2, and 6/8). • demonstrate proper tone production for the student's instrument. • perform major scales and arpeggios for the practical range of the instrument to include all 12 major diatonic scales with arpeggios. • perform a chromatic scale over the practical range of the student's instrument. • (percussion) perform standard rudiments, using appropriate grip techniques, to include: multiple bounce roll, double stroke open roll, five stroke roll, nine stroke roll, seventeen stroke single, flamacue, paradiddle, flam, flam accent, flam tap, flam paradiddle, drag, and lesson 25. • (percussion) demonstrate proper technique on timpani, mallet instruments, and auxiliary instruments. 	1,2,4,5,8,9

Explain and demonstrate performance techniques appropriate to varied band literature such as phrasing, articulation, dynamics, meter, tempo and expression on a wind or percussion instrument.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.4.2 perform music of moderate to advanced difficulty from diverse genres and styles on at least one instrument.	<ul style="list-style-type: none"> • demonstrate dynamic levels from <i>pp</i> to <i>ff</i> and apply to grade III music. • demonstrate a simple phrase at a specified tempo. • demonstrate staccato, legato, slurred and unmarked articulation in grade III music. • demonstrate rhythmic patterns in simple and compound meters (e.g., 2/4, 3/4, 4/4, 2/2 and 6/8) applicable to grade III music. • define and apply musical terms applicable to grade III music. 	1,2,5,8,9,10

Demonstrate basic ensemble performance techniques such as blend, balance, intonation, and response to conducting.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills.	<ul style="list-style-type: none"> • identify and properly adjust for pitch discrepancies. • determine the factors that influence intonation. • perform a selected piece with attention to accurate intonation. • identify the factors that influence balance (e.g., register, timbre, volume, musical importance). • identify the factors that influence blend (e.g., tone quality, volume, timbre and condition of instrument). 	1,2,5,8,9

Demonstrate knowledge of note reading in selected keys, meters, and tempi.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.	<ul style="list-style-type: none"> • sight-read simple melodies through 3 flats and 1 sharp. • sight-read rhythmic patterns in simple and compound meters. • sight-read grade II music. 	1,2,5,7,8,9

B. Creation and Communication

Demonstrate the ability to compose, interpret, improvise and perform musical notation.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.B.1.4.1 improvise harmonic accompaniment in pentatonic major and minor modes.	<ul style="list-style-type: none"> perform an improvised accompaniment to a simple melody using chord tones. 	1,2,3,4
MU.B:1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythms.	<ul style="list-style-type: none"> create a short melody from an established key and tempo. improvise four-measure rhythmic and melodic variation on a familiar melody. 	1,2,3,4,7

C. Cultural and Historical Connections

Apply knowledge to musical form, styles, and history to a variety of band literature from different cultures.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture or performer.	<ul style="list-style-type: none"> listen to musical excerpts and identify the classification of music style, period, composer, or culture. 	1,2,10

D. Aesthetic and Critical Analysis

Formulate and justify evaluations about musical performance as a participant and a listener.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.D.1.4.1 perceive and remember significant music events within a composition.	<ul style="list-style-type: none"> identify melody, countermelody, and accompaniment. identify styles and moods within a composition. identify compositional form (e.g., binary, ternary, standard march form). 	1,2,4
MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary	<ul style="list-style-type: none"> identify music characteristics within a composition. define music terms and symbols commonly found in the music being studied in class. 	1,2,4

E. Applications to Life

Demonstrate an understanding that music is an integral part of their everyday life.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.E.1.4.1 Understand how elements, organizational principles are used in distinctive ways and provide connections between musical and other subjects.	<ul style="list-style-type: none"> • compare the elements of music to the elements of visual art (e.g. melody, harmony, rhythmic and form to color, line, shape, density, texture and dimension). • listen to and identify music as it relates to other subject areas. 	1,2,4,7

Co-Curricular Requirements:

Individual practice outside of the class time is necessary for successful mastery of the Sunshine State Standards. Students will be expected to participate in group practice and performances beyond the regular class time, since this course is performance-oriented. These activities may include parades, concerts, football half-time performances, festivals and clinics.