

## HS BAND II

**Course Number: 13023100**

**District Course Description:**

The purpose of this course is to provide students with continued 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, extending skill development 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 Band I and/or director recommendation.

### A. Skills and Techniques

Sing with attention to pitch, balance and rhythmic unity.

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

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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"> <li>• demonstrate intermediate rhythmic patterns in simple and compound meters (e.g., 2/4, 3/4, 4/4, 2/2, 3/2 6/8, 9/8 and 12/8).</li> <li>• demonstrate proper tone production for the student's instrument using correct embouchure, breath control and posture.</li> <li>• perform all 12 major scales and arpeggios for the practical range of the instrument at mm=120 for eighth notes.</li> <li>• perform a chromatic scale over the practical range of the student's instrument at mm=140 for for eighth notes.</li> <li>• (percussion) perform standard rudiments using appropriate grip techniques to include 26 essential rudiments.</li> <li>• (percussion) demonstrate proper technique on mallet instruments using appropriate grip techniques to include, but not limited to, all major scales and arpeggios for 2 octaves.</li> <li>• (percussion) accurately tune percussion instruments (e.g., two tympani and snare drum).</li> </ul>	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.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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"> <li>• demonstrate dynamic levels from <i>pp</i> to <i>ff</i> and apply to grade IV music.</li> <li>• demonstrate an extended phrase at a specified tempo.</li> <li>• demonstrate staccato, legato, slurred and unmarked articulations in grade IV music.</li> <li>• demonstrate rhythmic patterns in simple and compound meters (e.g. 2/4, 3/4, 4/4, 2/2, 6/8 9/8, and 12/8) applicable to grade IV music.</li> <li>• demonstrate sensitivity to conducted musical phrases while playing an appropriate grade IV piece.</li> </ul>	1,2,5,8,9,10

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills.	<ul style="list-style-type: none"> <li>• identify and properly adjust for pitch discrepancies.</li> <li>• perform a selected grade IV piece while playing in a small ensemble with accurate intonation.</li> <li>• contribute to blend and balance within an ensemble through control of tone quality and dynamics.</li> <li>• demonstrate sensitivity to conducted musical phrases while playing an appropriate grade IV piece.</li> </ul>	1,2,5,8,9

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental scores.	<ul style="list-style-type: none"> <li>• sight read simple melodies through four flats and two sharps.</li> <li>• sight read rhythmic patterns in simple and compound meters.</li> <li>• sight read grade III music.</li> </ul>	1,2,5,7,8,9
MU.A.3.4.2 describe how traditional and non-traditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).	<ul style="list-style-type: none"> <li>• identify and apply musical symbols appropriate to grade IV music.</li> <li>• describe the purpose of symbolic notation in appropriate grade IV twentieth-century music</li> <li>• (e.g., aleatoric, chance music, and minimalism).</li> </ul>	1,2,3,4,7,8,10

## B. Creation and Communication

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.B.1.4.1 improvise harmonic accompaniment in pentatonic major and minor modes.	<ul style="list-style-type: none"> <li>• create and perform an improvised pentatonic melody over a simple chord progression.</li> </ul>	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"> <li>• improvise pentatonic melodies over an accompaniment.</li> <li>• perform a four-measure melodic improvisation.</li> </ul>	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.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture or performer.	<ul style="list-style-type: none"> <li>listen to and identify examples of music from different periods and cultures.</li> <li>identify music of several composers.</li> <li>listen to and identify various styles of music.</li> </ul>	1,2,10
MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel).	<ul style="list-style-type: none"> <li>compare and contrast American composers or performers with a composer/performer of a previous period.</li> </ul>	1,2,4,10

**D. Aesthetic and Critical Analysis**

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.D.1.4.3 understand the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, harmonic and melodic movement) that generate aesthetic responses.	<ul style="list-style-type: none"> <li>perform grade IV music with attention to the expressive qualities found within the music.</li> <li>listen to and describe the relationships between the musical elements and the expressive qualities found in the music.</li> </ul>	1,2,4
MU.D.2.4.1 Establish a strategy for making informed, critical evaluations of the quality and/or effectiveness of a performance.	<ul style="list-style-type: none"> <li>make critical evaluations of a school music performance using the rating evaluation forms of the Florida Bandmasters Association.</li> </ul>	1,2,4

**E. Applications to Life**

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.E.1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context	<ul style="list-style-type: none"> <li>• listen to and identify compositional practices that characterize a musical period and its cultural context.</li> <li>• write program notes that describe the stylistic characteristics and historical period of the music.</li> <li>• discuss various feelings evoked by music of different genres.</li> <li>• identify daily uses of music.</li> </ul>	1,2,4,7,10

**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.