

**Course Number: 13023400**

**District Course Description:**

The purpose of this course is to develop independence of musicianship, performance techniques, and aesthetic awareness through rehearsal and performance of varied band literature. The content should include, but not be limited to, interpreting difficult band music; developing independent musicianship, tone production and performance techniques; analyzing musical form, style and history in the performance preparation of varied band literature; formulating critical listening skills and aesthetic awareness; refining compositional skills and the further understanding of the relationship of music and its application to life-long enjoyment.

**Prerequisite:**

Successful completion of Band I/II/III/IV and/or director recommendation.

**A. Skills and Techniques**

Accurately sing one's instrumental part, with and without accompaniment, using appropriate vocal technique.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.A.1.4.1 sing accurately, with or without accompaniment using appropriate vocal technique.	<ul style="list-style-type: none"> <li>• sing in unison and match pitch on moderately difficult melodic examples.</li> <li>• demonstrate proper posture, breath support, and intonation while singing.</li> </ul>	1,2,4,5
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 as an ensemble (e.g., Treasury of Scales, chorales).</li> </ul>	1,2,4,8,9

Demonstrate the 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>
<p>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 attend to melodic phrasing, rhythmic accuracy, articulation.</p>	<ul style="list-style-type: none"> <li>• demonstrate advanced rhythmic patterns in simple, compound, and mixed meters (e.g., 2/4, 3/4, 4/4, 6/8, 12/8, 5/8, 7/8).</li> <li>• demonstrate proper tone production for the student's instrument using correct embouchure, breath control, and posture.</li> <li>• perform 12 major scales, 12 harmonic minor scales for the practical range of the instrument at mm=160 for eighth notes.</li> <li>• perform a chromatic scale over the practical range of the student's instrument at mm=144 for eighth notes.</li> <li>• (percussion) perform the 40 standard rudiments using appropriate grip and technique (open-closed-open when applicable).</li> <li>• (percussion) demonstrate proper technique on mallet instruments using appropriate grip techniques to include, but not limited to, all major scales, arpeggios, 12 harmonic minor scales.</li> <li>• (percussion) accurately tune percussion instruments (e.g., timpani).</li> <li>• (percussion) demonstrate correct technique on auxiliary percussion.</li> </ul>	<p>1,2,4,5,8,9</p>

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>
<p>MU.A.2.4.3 perform in large and small instrumental groups with proper ensemble skills.</p>	<ul style="list-style-type: none"> <li>• identify and properly adjust for pitch discrepancies alone and with others.</li> <li>• perform a selected grade V piece while playing in a small ensemble with accurate intonation.</li> <li>• perform within an ensemble using proper balance and blend.</li> <li>• demonstrate sensitivity to conducted musical phrases while playing an appropriate grade V music.</li> <li>• demonstrate the proper conducting technique for a variety of tempi and meters (e.g., mm=60-160, and 2/4, 3/4, 4/4).</li> </ul>	<p>1,2,5,8,9</p>

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.2.4.3 perform music of 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 V music.</li> <li>• demonstrate an advanced phrase at a specified tempo selected from grade V music.</li> <li>• demonstrate staccato, legato, slurred, and unmarked articulations and apply to grade V music.</li> <li>• demonstrate advanced rhythmic patterns in simple, compound, and mixed meters (e.g., 2/4, 3/4, 4/4, 6/8, 12/8, 5/8, 7/8) applicable to grade V music.</li> <li>• Define and apply musical terms applicable to grade V music.</li> </ul>	1,2,5,8,9

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

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.2.4.4 perform melodic phrases accurately, after hearing them only once.	<ul style="list-style-type: none"> <li>• imitate a eight measure phrase with attention to dynamics, breath control, and style after hearing it played once.</li> </ul>	1,2,4,7
MU.A.3.4.1 sight read one's part in a four-part vocal or instrumental score.	<ul style="list-style-type: none"> <li>• sight read advanced melodies in all major keys as well as A, D, G minor.</li> <li>• sight read rhythmic patterns in simple, compound, and mixed meter.</li> <li>• sight read grade IV music.</li> </ul>	1,2,5,7,8,9
MU.A.3.3.3 write notation for rhythmic and melodic phrases that have been performed by someone else.	<ul style="list-style-type: none"> <li>• notate the correct rhythm and pitches for a four measure phrase. Rhythms will consist of whole notes, half notes, dotted half notes, quarter notes and eighth notes.</li> </ul>	1,2,3,4,7

**B. Creation and Communication**

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

<b>Benchmark</b> / The student will:	The students will be able to:	Goal #3
MU.B.3.4.3 write the notation for a simple harmonic progression performed by someone else.	<ul style="list-style-type: none"> <li>identify key signatures for all major and minor keys.</li> <li>label I, IV, V7 and vi chords in written harmonic progressions.</li> </ul>	1,2,3,7
MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.	<ul style="list-style-type: none"> <li>compose two contrasting original melodies in 4/4 comprising two complete phrases.</li> <li>compose an appropriate harmonic accompaniment to both original and assigned melodies.</li> <li>compose an appropriate countermelody to an original melody.</li> <li>compose two contrasting melodies that could be used to create an overture form.</li> </ul>	1,2,3,4,7
MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event or function	<ul style="list-style-type: none"> <li>arrange a given four-part score.</li> </ul>	1,2,3,4

**C. Cultural and Historical Connections**

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

<b>Benchmark</b> / The student will:	The students will be able to:	Goal #3
MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices.	<ul style="list-style-type: none"> <li>identify and compare major composers from all common practice musical eras.</li> <li>describe the stylistic characteristics for these composers and contrast across musical eras (e.g., compare J.S. Bach to Brahms).</li> <li>identify aurally and visually the genre (e.g., symphony, string quartet, divertimento concerto) and style of major works from each common practice era (1600-present).</li> </ul>	1,2,4,10

**D. Aesthetic and Critical Analysis**

Formulate and justify evaluations about musical performance as a participant 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.2.4.2 understand the criteria used in the critical evaluations of one’s own and others’ performance, arrangements, and improvisations.	<ul style="list-style-type: none"> <li>• use the FBA judging criteria to evaluate recorded and live performances.</li> <li>• identify characteristics of a quality piece of music as established at previous levels and apply to assigned music.</li> <li>• prepare and audition for All County ensembles.</li> <li>• select music for solo and ensemble using above criteria and write a brief explanation for the selection.</li> </ul>	1,2,4,9

**E. Applications to Life**

Demonstrate the concept of responsible participation in music activities.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).	<ul style="list-style-type: none"> <li>• apply established criteria for musical judgment to radio station preferences and recorded music purchases.</li> <li>• describe musical qualities present in selected popular music.</li> </ul>	1,2,4,5

**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.