

**M/J BAND I: Beginning**

**Course Number: 1302000**

**District Course Description:**

The purpose of this course is to provide instruction in the basic technical and musical skills of playing band instruments. The student is taught the proper playing position and the care and maintenance of his/her instrument. Emphasis is placed upon the elements of tone production, music terms/symbols and how to read music.

**Prerequisite:**

Availability of a suitable instrument to be furnished by the school or student.

**A. Skills and Techniques**

Demonstrate the ability to produce a characteristic tone 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.2.3.1 perform on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture).	<ul style="list-style-type: none"> <li>• recognize the different instruments within the wind and percussion families.</li> <li>• understand the proper instrument assembly, care and maintenance.</li> <li>• demonstrate proper instrument playing position.</li> <li>• recognize and demonstrate proper posture.</li> <li>• recognize and demonstrate proper embouchure.</li> <li>• demonstrate proper fingerings for all notes within a practical range for an instrument.</li> <li>• correctly name and identify the notes on the staff in bass or treble clef.</li> <li>• understand and perform the various styles of articulation: tonguing, slurring, legato, staccato, accent.</li> <li>• perform a Bb, Eb, and F major scale.</li> <li>• produce a characteristic tone on an instrument.</li> <li>• (percussion) demonstrate selected rudiments for snare drum: single and double strokes, long roll, 5 stroke roll and flam.</li> <li>• (percussion) identify the notes in the treble clef and be able to play them on the mallet instruments.</li> </ul>	1,2,5,8,9

Identify and perform expressive characteristics, such as tempo, dynamics, articulation, phrasing and style.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
<p>MU.A.2.3.2 perform as a member of a musical ensemble with expression, easy to moderate music literature from diverse genres and styles.</p>	<ul style="list-style-type: none"> <li>• perform music selections in 2/4, 3/4, 4/4.</li> <li>• demonstrate the use of appropriate interpretive markings for the music being studied.</li> <li>• understand and demonstrate dynamic markings p, mp, mf, and f.</li> <li>• recognize key signatures and be able to identify flats, sharps, and naturals.</li> <li>• recognize the difference between harmony and unison.</li> </ul>	<p>1,2,4,5,6,8,9,10</p>
<p>MU.A.2.3.3 perform with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of a director.</p>	<ul style="list-style-type: none"> <li>• identify one's own part in an ensemble such as melody, harmony, or accompaniment.</li> <li>• match pitches and play a melodic line in tune.</li> <li>• recognize in tune/out of tune.</li> <li>• maintain a stable pitch.</li> <li>• demonstrate the ability to follow a conductor's beat in 4/4, 2/4, 3/4 time signatures.</li> <li>• develop consistent practice skills.</li> <li>• explain effective practice procedures (how to practice).</li> <li>• perform a four measure phrase and understand music phrases.</li> <li>• demonstrate the procedure for tuning an instrument with help from the conductor.</li> <li>• balance and blend with other members of the ensemble to achieve desired group sound.</li> </ul>	<p>1,2,5,8,9</p>

Demonstrate the ability to interpret melodic and rhythmic notation through practiced performance and sight reading.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple meter.	<ul style="list-style-type: none"> <li>play simple songs in 2/4, 3/4, and 4/4.</li> <li>interpret and count (orally and written form) given rhythms using 1&amp;2&amp;3&amp;4&amp; counting system.</li> <li>demonstrate an understanding of meter and tempo.</li> <li>interpret (and perform) music containing 1st and 2nd endings, D.C. and D.S.. indications, and codas.</li> </ul>	1,2,3,7
MU.A.3.3.2 use notation and symbols to organize musical ideas.	<ul style="list-style-type: none"> <li>write a simple phrase for one's own instrument within a playable range using correct note values, signs, and symbols to convey musical ideas</li> </ul>	1,2,3,4,7
MU.A.3.3.3 write notation for rhythmic and/or melodic phrases that have been performed by someone else.	<ul style="list-style-type: none"> <li>notate the correct rhythm for a 2-4 measure phrase. Rhythms will consist of whole notes, half notes, quarter notes, and eighth notes.</li> <li>write a 2-4 measure phrase using four and five notes to create melodies, given the key, starting pitch and meter.</li> </ul>	1,2,3,4,7

**B. Creation and Communication**

Compose or arrange music using basic compositional techniques.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.B.2.3.3 compose short pieces with others that express an idea or feeling.	<ul style="list-style-type: none"> <li>create a short piece which expresses a particular concept or emotion.</li> </ul>	1,2,3,4

**C. Cultural and Historical Connections**

Identify, define, and perform musical terms in selected band literature of various styles, cultures and historical perspectives.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres and composers.	<ul style="list-style-type: none"> <li>identify and describe the style characteristics of various folk tunes performed in class.</li> <li>perform music of styles, forms, and periods as it occurs in current repertoire.</li> <li>recognize the labels which identify the historic and stylistic periods in Western music: Baroque. Classical. Romantic and Contemporary.</li> </ul>	1,2,10
MU.C.1.3.2 know representative examples of various American music genres.	<ul style="list-style-type: none"> <li>listen to and identify American styles of music such as jazz, folk songs, spirituals, musical theatre, etc.</li> </ul>	1,2,10

**D. Aesthetic and Critical Analysis**

Evaluate a variety of musical performances as a performer and listener.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.D.2.3.1 create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.	<ul style="list-style-type: none"> <li>• create criteria used to define musical performance which will include: note accuracy, tone quality, rhythmic accuracy, dynamics and articulation and explain how each area affects music performance.</li> </ul>	1,2,4
MU.D.2.3.2 use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.	<ul style="list-style-type: none"> <li>• evaluate one's own performance and the performance of others using previously developed criteria.</li> </ul>	1,2,4,5,8,9

**E. Applications to Life**

Demonstrate understanding of the relationship between music and other disciplines.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.E.1.3.1 understand the relationships between music and other subjects and how each expresses events, emotions, and ideas.	<ul style="list-style-type: none"> <li>• describe the emotions expressed in music and discuss how these emotions can be expressed in the other arts.</li> <li>• explain how television, and movies use the emotional qualities of music to enhance the presentation of drama, action or other visual images.</li> </ul>	1,2,4
MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).	<ul style="list-style-type: none"> <li>• explain how sound is produced on an instrument and how that sound reaches the human ear.</li> <li>• identify simple natural harmonies.</li> <li>• explain how math is used in rhythmic notation.</li> <li>• explain the historical connection of music studied in class with particular events or time periods when applicable (e.g., Aura Lee associated with the Civil War, The Star Spangled Banner associated with the American struggle for independence).</li> <li>• identify the country or region of different folk tunes studied in class.</li> </ul>	1,2,3,4,6

Demonstrate understanding of the relationship between music and the world beyond the school setting.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.E.2.3.1 understand the influence of daily music experiences in one's personal life.	<ul style="list-style-type: none"> <li>• describe three ways that music is present in daily life.</li> <li>• describe and demonstrate appropriate audience and performance behavior at a variety of musical programs.</li> </ul>	1,2,4,5
MU.E.2.3.2 use informed consumer choices concerning music.	<ul style="list-style-type: none"> <li>• explain one's own preference of musical styles and artists.</li> </ul>	1,2,4,5
MU.E.2.3.3 Understand the role of music, musicians, and performance practices in various other cultures.	<ul style="list-style-type: none"> <li>• describe musical performance practices in at least one other culture and compare them to the American culture.</li> </ul>	1,2,4,10
MU.E.2.3.4 understand the uniqueness of music and its importance in society.	<ul style="list-style-type: none"> <li>• identify the various occasions for which music is utilized and discuss how music impacts each occasion.</li> <li>• describe the use of music at an event in one's life.</li> <li>• participate in concert experiences as a listener and performer.</li> <li>• recognize the importance of attending or participating in additional community activities.</li> </ul>	1,2,4,10

**Co-Curricular Requirements:**

Primary goals at this level are geared toward individual skill development. Individual practice outside of class is expected. Group rehearsals and performances outside of the school day may be required.