

**M/J BAND II: Concert**

**Course Number: 1302010**

**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>
<p>MU.A.2.3.1 perform on at least one instrument (alone or in groups) using proper techniques (e.g., embouchure, posture).</p>	<ul style="list-style-type: none"> <li>• demonstrate legato, tenuto, marcato, accent, and tonguing patterns required in given pieces of music.</li> <li>• maintain characteristic tone quality in appropriate registers and at different dynamic levels.</li> <li>• perform major scales (2 octaves where possible) for all keys appropriate to the music being studied. The following scales should be included: Concert F, Bb, Eb, Ab, Db and a one octave chromatic scale.</li> <li>• (percussion) perform the following: flam, flam tap, 5 stroke roll~ 9 stroke roll, long roll, single stroke, flam accents, paradiddle, flamacue, ruff, single and double drag.</li> <li>• (percussion) understand and demonstrate correct playing technique on auxiliary instruments.</li> <li>• (percussion) understand and demonstrate how to tune the timpani.</li> <li>• (percussion) understand and demonstrate how to play the chromatic and major scales listed, on mallets.</li> </ul>	<p>1,2,5,8,9</p>
<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 in cut time and 6/8.</li> <li>• perform and understand syncopated rhythms.</li> <li>• understand and demonstrate dynamic markings: pp, p, mp, mf, f, and ff.</li> <li>• perform and understand eighth notes, sixteenth notes, dotted eighth notes and their various combinations.</li> <li>• perform and understand triplets.</li> <li>• recognize and identify key changes.</li> <li>• understand how flats, sharps, and naturals affect the notes.</li> </ul>	<p>1,2,4,5,6,8,9,10</p>

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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).	<ul style="list-style-type: none"> <li>• continue developing consistent practice skills.</li> <li>• use good intonation and be able to identify if they are flat or sharp.</li> <li>• demonstrate proper intonation with others performing Grade 2 music.</li> <li>• recognize and demonstrate basic conducting patterns of 2/4, 3/4, 4/4, 6/8, and cut time.</li> <li>• identify standard preparatory conducting beats, release motions, entrance cues, and expressive gestures.</li> <li>• practice blend and balance by playing in small ensembles.</li> </ul>	1,2,5,8,9

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 and compound meters.	<ul style="list-style-type: none"> <li>• sight read grade I music.</li> <li>• identify and play enharmonic tones.</li> <li>• define and understand musical terms and symbols appropriate to Grade 2 music.</li> <li>• identify and perform expression markings in one or more music genres.</li> <li>• define and understand basic tempo markings appropriate to Grade 2 music.</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 and play a 4-8 measure song for one's own instrument within their 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 melodic phrases that have been performed by someone else.	<ul style="list-style-type: none"> <li>• notate the correct rhythm for a 4-6 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**

Improvise simple melodies and accompaniments alone or with an ensemble.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.B.1.3.1 improvise simple harmonic accompaniments for a given melody.	<ul style="list-style-type: none"> <li>improvise a harmonic accompaniment using two pitches: the tonic and the dominant.</li> </ul>	1,2,3,4,7
MU.B.1.3.2 improvise short melodies over given rhythmic accompaniment.	<ul style="list-style-type: none"> <li>improvise a short melody over a rhythmic accompaniment played by the class or teacher.</li> </ul>	1,2,3,4,7

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 4-6 measure song using standard notation.</li> </ul>	1,2,3,4

**C. Cultural and Historical Connections**

Understand music in relation to culture and history.

<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>recognize the cultural and historical significance of prescribed music.</li> <li>recognize composers from 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 theater, etc.</li> </ul>	1,2,10

**D. Aesthetic and Critical Analysis**

Listen to, analyzes and describes music.

Benchmark / The student will:	The students will be able to:	Goal #3
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>• discuss criteria which may be used in evaluating individual and group performances.</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 criteria developed in the previous Benchmark (MU.D.2.3.1).</li> </ul>	1,2,4,5,8,9

**E. Applications to Life**

Understand the relationship between music, the other arts, and disciplines outside the arts.

Benchmark / The student will:	The students will be able to:	Goal #3
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>• give examples of how music is used in combination with the other arts in the observance of a holiday or special event.</li> <li>• describe the emotions expressed in music and discuss how these emotions can be expressed in the other arts.</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 waves are related to musical intonation.</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 music studied in class.</li> </ul>	1,2,3,4,6,7

Understand 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>recognize the value and benefits of individual practice and private instruction.</li> <li>model proper concert etiquette.</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 the similarities in the role of music in American society with it's role in other cultures.</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 that utilize live music and discuss how music impacts each occasion.</li> <li>describe the use of music at an event in one's own life.</li> <li>discuss some current musical events and/or performing opportunities that exist in the local community.</li> </ul>	1,2,4,10

**Co-Curricular Requirements:**

Goals at this level are geared toward continued individual skill development and group development. Individual practice outside of class is expected. Students will have the opportunity to expand their performance levels outside the classroom to include, but not limited to, clinics, concerts, and festivals. Students will be required to participate in practices and performances beyond the regular class time since this course is performance-oriented. Marching Band is not a part of the Middle School concept therefore it is not an expectation of the Middle School Band program.