

M/J BAND III: Symphonic

Course Number: 1302020

District Course Description:

The purpose of this course is to provide continued instruction in the playing of band instruments as established in Level I and II.

Prerequisite:

Director recommendation and/or completion of Level I and II.

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.2.3.1 perform on at least one instrument (alone or in groups) using proper techniques (e.g., embouchure, posture).	<ul style="list-style-type: none"> • demonstrate correct fingerings including alternate fingerings for all notes within the practical range of one's own instrument. • perform a chromatic scale over the practical range of one's own instrument. • perform major scales appropriate to the music being studied, over the practical range of the instrument, including the following: concert Bb, Eb, Ab, Db, F, C, G, and D. • demonstrate a tone quality characteristic of one's own instrument in all registers and at all dynamic levels. • (percussion) perform 7 stroke roll, flam paradiddle, flam accent, ruff, single and double drags, single and double paradiddles. • (percussion) demonstrate a controlled long roll at all dynamic levels, on the following instruments: snare drum, timpani, and keyboard percussion. 	1,2,5,8,9

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

Benchmark / The student will:	The students will be able to:	Goal #3
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.	<ul style="list-style-type: none"> • perform music that changes meters. • perform music that changes key signatures. • understand and demonstrate all dynamic markings. • be able to identify and tell the order of flats and sharps in the key signature. • perform music selections containing the following time signatures: 4/4, 2/2, 3/4, 2/4, 3/8, 6/8, 5/4 and cut time. • write the key signatures for the following major scales: Bb, Eb, Ab, Db, F, C, G, and D. 	1,2,4,5,6,8,9,10

Demonstrate ensemble skills, such as balance, blend, intonation, responses to the conductor appropriate to various styles of literature.

Benchmark / The student will:	The students will be able to:	Goal #3
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"> • adjust the pitch of one's own instrument to a given standard during actual performance and with the use of a tuning device. • demonstrate the attack and release of a tone, in accordance with the needs of a given music selection. • understand and demonstrate basic tempo markings. • understand and perform various patterns appropriate to Grade 2-3 literature. • continue to demonstrate good intonation with others using Grade 2-3 literature. • demonstrate the ability to follow a conductor's beat in 4/4, 2/4, 3/4, and 6/8 while performing Grade 2-3 literature. • demonstrate the ability to match tone and dynamic levels of others in Grade 2-3 literature. • identify and perform the following expressive markings in one or more genres: pp, ff, fermata, and accelerando. 	1,2,5,8,9

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

Benchmark / The student will:	The students will be able to:	Goal #3
MU.A.3.3.1 sight read music in bass and/or treble clefs written in simple and compound meter.	<ul style="list-style-type: none"> sight read grade I - II music. identify and play enharmonic tones. 	1,2,3,7
MU.A.3.3.2 use notation and symbols to organize musical ideas	<ul style="list-style-type: none"> perform simple music literature using the following musical symbols: treble clef, bass clef, simple and compound time signatures, bar lines, first and second endings, D.S., D.C., al fine, and coda. notate musical ideas using- music notation. 	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"> 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. 	1,2,3,4,7

B. Creation and Communication

Compose or arrange music using basic compositional techniques.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.	<ul style="list-style-type: none"> transpose a short melody to a different key or clef. 	1,2,3,4,5,6,8,9
MU.B.2.3.3 compose short pieces with others that express an idea or feeling.	<ul style="list-style-type: none"> create music on their instruments using a variety of sounds, pitched and nonpitched, which convey a programmatic suggestion 	1,2,3,4

C. Cultural and Historical Connections

Understand music in relation to culture and history.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.C1.3.1 know the main characteristics of the music of various cultures, historical periods, genres and composers	<ul style="list-style-type: none"> identify and describe the style characteristics of music performed in class. classify the music and composers studied according to the historic and stylistic periods in Western music: Renaissance, Baroque, Classical, Romantic, and Contemporary. 	1,2,10

Benchmark / The student will:	The students will be able to:	Goal #3
MU.C.1.3.2 know representative examples of various American music genres.	<ul style="list-style-type: none"> listen to and identify American styles of music such as jazz, folk songs, spirituals, musical theater, etc. 	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"> discuss criteria which may be used in evaluating individual and group performances. 	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"> evaluate one's own performance and the performance of others previously using developed criteria. recognize the importance of accepting: constructive criticism 	1,2,4,5,6,8,9

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 (e.g., sadness, as expressed in music: dirge: in dance: ending of Swan Lake: and in visual art: Pieta').	<ul style="list-style-type: none"> describe how music is used with the other arts to convey expression and emotion in the entertainment industry. 	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"> explain how temperature affects musical intonation. explain how math is used in rhythmic notation. 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). identify the nationality of composers studied in class. 	1,2,3,4,6,7

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.2.3.1 understand the influence of daily music experiences in one's personal life.	<ul style="list-style-type: none"> • understand the effect of music on daily activities. 	
MU.E.2.3.2 use informed consumer choices concerning music.	<ul style="list-style-type: none"> • explain one's own performance of musical styles and artists. 	
MU.E.2.3.3 understand the role of music, musicians, and performance practices in various other cultures.	<ul style="list-style-type: none"> • compare the role of musicians in America with their role in other countries or cultures. 	
MU.E.2.3.4 understand the uniqueness of music and its importance in society.	<ul style="list-style-type: none"> • identify the various occasions that utilize live music and discuss how music impacts each occasion. • recognize the importance of attending performances in the community. • describe the use of music at a recent event in one's own life. 	

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 be expected to expand their performance levels outside of 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.