

9-12 Band

High School Band – Proficient Level

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	HSBP-1.1 HSBP-1.2	Sing rhythmic patterns of medium difficulty Vocalize a unison pitch for tuning purposes
2.	Perform on instruments, alone and in groups, a varied repertoire of music	HSBP-2.1 HSBP-2.2 HSBP-2.3 HSBP-2.4 HSBP-2.5 HSBP-2.6 HSBP-2.7 HSBP-2.8 HSBP-2.9	Perform single octave major and natural minor scales and/or scale exercises in the keys of C, F, Bb, Eb, Ab, Db, & Gb major and a, d, g, c, f, b flat, & e flat minor (concert pitch) Perform single octave major and natural minor arpeggios and/or arpeggiated exercises in the keys of C, F, Bb, Eb, Ab, Db, Gb, major and a, d, b flat, e flat, g, c, f minor (concert pitch) Perform a chromatic scale, with chromatic fingerings, over a two octave range Demonstrate facility on the following articulations: marcato, staccato, legato, tenuto, slur Demonstrate application of multiple articulations within a single phrase Perform unison and perfect intervals in tune with dissimilar instruments Demonstrate appropriate interpretation of style and expressive markings found in level appropriate (medium) music Perform with proper harmonic and melodic ensemble balance Demonstrate ability to alter tempo, dynamics, articulation, phrase length, and style in response to a conductor
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	HSBP-3.1 HSBP-3.2 HSBP-3.3	Improvise stylistically appropriate harmonizing parts Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys Improvise original melodies over given chord progressions, each in consistent style, meter, and tonality
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	HSBP-4.1 HSBP-4.2 HSBP-4.3 HSBP-4.4	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound source Use standard symbols to notate meter, rhythm, pitch, and dynamics
5.	Read and notate music	HSBP-5.1 HSBP-5.2 HSBP-5.3 HSBP-5.4 HSBP-5.5	Read and notate eighth, sixteenth, and eighth note triplets (notes and rests) in 5/4, 12/8, and 9/8 time Recite note names by letter used in level appropriate (medium) literature at a prescribed tempo Read and notate syncopated patterns in simple meter Read and notate articulation, pitch, key, and expression found in medium literature Notate with proper manuscript technique (i.e., key and time signature placement, beat groupings, and beat alignment)
6.	Listen to, analyze, and describe music	HSBP-6.1 HSBP-6.2 HSBP-6.3	Identify forms found in medium literature (continue 8 th grade items, add Rondo) Be introduced to aural examples representing diverse genres and cultures Be introduced to compositional devices/techniques in musical works
7.	Evaluate music and music performances	HSBP-7.1 HSBP-7.2 HSBP-7.3	Use specific criteria (form, rhythm, interpretation, technique) for making informed, critical evaluations of the quality and effectiveness of musical performances; both student's own and others Evaluate a performance by comparing it to similar or exemplary models Apply "areas of concern" listed on MHSA adjudication forms as a guide in making informed, critical evaluations of group performances, including self evaluation
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	HSBP-8.1	Compare characteristics of two or more arts within a particular historical period or style
9.	Understand music in relation to history and culture	HSBP-9.1 HSBP-9.2	List the names and approximate dates of style periods of Western music With the use of a time line, align style periods in HSBP-9.1 with concurrent political and social events
10.	Understand study and participation skills necessary for musical groups		(No skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

High School Band – Advanced Level

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	HSBA-1.1 HSBA-1.2	Sing medium-difficult rhythmic patterns Sing a chord for tuning purposes
2.	Perform on instruments, alone and in groups, a varied repertoire of music	HSBA-2.1 HSBA-2.2 HSBA-2.3 HSBA-2.4 HSBA-2.5 HSBA-2.6 HSBA-2.7 HSBA-2.8 HSBA-2.9	Demonstrate characteristic tone in all dynamic ranges, throughout the practical range of the instrument Demonstrate vibrato on appropriate instruments Perform single octave major and natural minor scales and/or scale exercises in all 12 major and minor keys Perform single octave major and natural minor arpeggios and/or arpeggiated exercises in all 12 major and minor keys Perform a chromatic scale, with chromatic fingerings where applicable, over the practical range of the instrument Continued practice of previously covered material Demonstrate understanding of intonation characteristics of instrument throughout the practical range Demonstrate pitch adjustment for major and minor chords (i.e., adjustments of the third in a major triad, adjustments of extended octaves) Continued practice of previously covered material
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	HSBA-3.1 HSBA-3.2	Improvise stylistically appropriate harmonizing parts in variety of styles Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	HSBA-4.1 HSBA-4.2 HSBA-4.3 HSBA-4.4	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound source Use standard symbols to notate meter, rhythm, pitch, and dynamics
5.	Read and notate music	HSBA-5.1 HSBA-5.2 HSBA-5.3 HSBA-5.4 HSBA-5.5 HSBA-5.6 HSBA-5.7 HSBA-5.8 HSBA-5.9	Read and notate eighth, sixteenth, eighth note triplets, duples or other borrowed meter figures (notes and rests) Read and notate eighth and sixteenth notes and rests in 3/8, 5/8, and 7/8 time Read and notate modern notation systems such as graphic or aleatoric notation Identify note names by letter throughout the practical range of the instrument Identify and interpret double flats and double sharps Be introduced to treble, bass, and C clefs Read and notate articulation, pitch, key, and expressive markings found in level appropriate (medium-difficult) music Interpret embellishments appropriate to the style period of the music being studied Sight read accurately and expressively grade medium music
6.	Listen to, analyze, and describe music	HSBA-6.1 HSBA-6.2 HSBA-6.3	Identify forms found in medium-difficult literature (March, Overture, ABA, AB, Chorale, and Ronde) Compare ways in which works make similar uses of compositional devices/techniques Compare ways in which musical materials and examples are used in other works of the same genre or style
7.	Evaluate music and music performances	HSBA-7.1	Evaluate a given musical work or performance in terms of aesthetic qualities and explain the musical means used to evoke feelings and emotions
8.	Understand the relationship between music, the other arts, and disciplines outside the arts		(No skills/knowledge introduced at this level)
9.	Understand music in relation to history and culture		(No skills/knowledge introduced at this level)
10.	Understand study and participation skills necessary for musical groups		(No skills/knowledge introduced at this level) > Continued practice and participation of previously covered material