

Power Standards and Benchmarks Band 5-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 1: Singing, alone and with others, a varied repertoire of music.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Begins introductory ear training 	<ul style="list-style-type: none"> • Rhythm syllables • Outline triads • Interval • Perfect 5th, • Octave, • Unison, • Half step = Minor 2nd • Whole step = Major 2nd • Scale 	<ul style="list-style-type: none"> • Imitates rhythm and pitch patterns • Learns a sense of pulse and maintains a steady beat • Models and imitates pitch and rhythm patterns • Begins interval identification (perfect 5th, etc.) • Identifies changes in tempo • Begins study of some basic intervals (perfect 5th, octave, unison, half step = minor 2nd, whole step = Major 2nd, etc.) 	<ul style="list-style-type: none"> • Piano or keyboard in the room! • CD player, speakers • Lesson books by instrument • Sheet music • White board • Wall charts & pictures • Instruments • Music stands • Chairs • Computer – dedicated software
<p>Intermediate/High School</p> <ul style="list-style-type: none"> • Continues ear training 		<p>Intermediate/High School</p> <ul style="list-style-type: none"> • Identifies intervals by name, e.g. perfect 5th • Identifies changes in tempo 	<p>Intermediate/High School</p> <ul style="list-style-type: none"> • Music Fundamentals software or Website

Power Standards and Benchmarks Band - Grades 5-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 2: Performing on instruments, alone and with others, a varied repertoire of music.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Establishes idiomatic posture and instrument position • Demonstrates proper care and assembly of equipment • Demonstrates a technical accuracy on grade I literature • Is introduced to concept of characteristic tone • Is introduced to solo/ensemble skills • Introduce concept of breath support as it relates to characteristic tone 	<p>Elementary/ Intermediate/ High School</p> <ul style="list-style-type: none"> • Embouchure • Hand and body position • Breath support • Articulation • Contact point on percussion instrument • Tempo • Pulse • Note value • Foot tap • Scale • Intonation • Ensemble/ solo/tutti 	<ul style="list-style-type: none"> • Learns correct hand positions and fingerings • Properly cleans and stores instrument on a daily basis • Performs three major scales and one octave chromatic scale • Learns proper embouchure formation • Learns tongue placement for accurate articulation • Demonstrates a quality sound • Performs simple unison and multiple part ensemble music while maintaining a steady tempo. • Identifies incorrect pitches and rhythms. • Demonstrates correct posture and rehearsal discipline and etiquette. • Learns basic conductor patterns and Gestures • Demonstrates responsibility, self-discipline and proper rehearsal procedures in a large group rehearsal setting 	<ul style="list-style-type: none"> • Piano or keyboard in the room! • CD player, speakers • Lesson books by instrument • Sheet music, folders • White board • Wall charts & pictures • Instruments • Music stands • Chairs • CDs • Sheet Music • Podium • Adequate rehearsal area • Tuner • Metronome

<p>Intermediate</p> <ul style="list-style-type: none"> • Reinforces idiomatic posture and instrument position • Develops concept of breath support as it relates to characteristic tone • Develops solo/ensemble skills • Reinforces proper care and assembly of equipment • Is introduced to Jazz Ensembles • Is introduced to Marching Band basic skills <p>High School</p> <ul style="list-style-type: none"> • Reinforces idiomatic posture and instrument position • Develops concept of breath support as it relates to characteristic tone • Develop solo/ensemble skills. • Reinforces proper care and assembly of equipment • Develops Jazz Ensemble skills • Develops Marching Band skills 	<ul style="list-style-type: none"> • Slur/tonguing • Staccato • Accent • Concert etiquette • Diaphragm • Crescendo • Diminuendo • Tempo change • Dynamics • Balance • Intonation • Swing style • Improvisation • Jazz vocabulary • Jazz theory vocabulary • Basic marching vocabulary 	<p>Intermediate</p> <ul style="list-style-type: none"> • Performs various articulation patterns with fluency • Performs 9 major and 3 minor scales and 2 octave chromatic scales • Visually identifies and diagrams conducting patterns that exist in the band literature. • Demonstrates intermediate performance techniques such as alternate fingerings, trills, grace notes, mordents, turns, and rudiments. • Defines and demonstrates basic ensemble performance concepts such as balance and blend, expression, good intonation and technical accuracy • Performs small ensemble literature for like and unlike instrumental groups and accompanied solo literature • Plays alone and in small groups during rehearsals • Plays music from different style periods and cultures • Performs in solo festival and large group festival • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression, appropriate to grade level II and III music • Defines and demonstrates the use of non-standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression used in contemporary band literature • Sight-reads accurately and expressively music which is appropriate to student • Expands knowledge of beat patterns and gestures 	<p>Intermediate/High School</p> <ul style="list-style-type: none"> • Drum set • Sound system • Bass guitar • Keyboard • Jazz CDs, jazz library • Marching percussion
--	---	---	---

		<ul style="list-style-type: none">• Develops knowledge of tempo changes, musical expression and group listening skills and articulation• Cleans and stores instrument on a daily basis• Students apply previous skills to a jazz genre• Learns to play and march simultaneously.• Performs at Band Spectacular, Halloween Parade <p>High School</p> <ul style="list-style-type: none">• Expands knowledge of beat patterns and gestures• Develops knowledge of tempo changes, musical expression and group listening skills and articulation.• Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate to grade level III, IV, and V music• Cleans and stores instrument on a daily basis• Learns the bow hold• Applies previous skills to a jazz genre• Develops marching and playing skills• Performs at Band Spectacular, Halloween Parade, football games, community events, festivals and contests	
--	--	--	--

Power Standards and Benchmarks Band – Grades 5-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 3: Improvising melodies, variations, and accompaniments.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Improvises rhythmic and melodic patterns <p>Intermediate</p> <ul style="list-style-type: none"> • Improvises rhythmic and melodic patterns <p>High School</p> <ul style="list-style-type: none"> • Improvises rhythmic and melodic patterns • Begins study of theoretical concepts 	<p>Elementary</p> <ul style="list-style-type: none"> • Improvise • Sound effects • Variation <p>Intermediate</p> <ul style="list-style-type: none"> • Key center <p>High School</p> <ul style="list-style-type: none"> • Music theory and terminology 	<p>Elementary/Intermediate</p> <ul style="list-style-type: none"> • Demonstrates basic improvisation • Uses a variety of musical elements to demonstrate ways music can be varied <p>Intermediate</p> <ul style="list-style-type: none"> • Utilizes patterns to create variations in music <p>High School</p> <ul style="list-style-type: none"> • Develops improvisation skills • Uses a variety of musical elements to demonstrate ways music can be varied • Demonstrates basic knowledge of music theory 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Piano or keyboard in the room • CD player, speakers • Lesson books by instrument • Sheet music • White board • Wall charts & pictures

Power Standards and Benchmarks Band – Grades 5-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 4: Composing and arranging music within specified guidelines.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Creates a melody following specified patterns or guidelines • Creates rhythm patterns following specified patterns or guidelines 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Patterns • Theory vocabulary 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Uses melodic and rhythmic patterns to create variety in exercises • Identifies variations in the music studied and applies rhythmic variations to scales, chords, and exercises used in class • Begins study of music technology, including music fundamentals, sequencing, notation, and composition • Takes Music Fundamentals, Music Theory, and/or Composition if an advanced student 	<p>Elementary/Intermediate</p> <ul style="list-style-type: none"> • Piano or keyboard in the room! • CD player, speakers • Lesson books by instrument • Sheet music • White board • Wall charts & pictures • Staff paper • Computer & printer • Program for music printing <p>High School</p> <ul style="list-style-type: none"> • Music Theory Programs • Textbooks and workbooks

Power Standards and Benchmarks Band - Grades 5-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 5: Reading and notating music.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary</p> <ul style="list-style-type: none"> • Reads and performs simple rhythm patterns • Reads and performs basic note patterns • Reads and performs basic dynamics, and articulation <p>Intermediate/High School</p> <ul style="list-style-type: none"> • Reads and performs more complex rhythm patterns • Reads and performs more complex note patterns • Reads and performs dynamics and articulation 	<ul style="list-style-type: none"> • Staff • Clef sign • Lines & spaces • Accidentals • Key signature • Time signature • Intervals • Meter • Numeric counting • Note values 	<p>Elementary</p> <ul style="list-style-type: none"> • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression appropriate to grade level I and II music • Sight-reads accurately and expressively music appropriate to student • Defines musical terminology and symbols as used in band literature • Recognizes flats and sharps in key signatures <p>Intermediate</p> <ul style="list-style-type: none"> • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression appropriate to grade level II and III music • Sight-reads accurately and expressively, music which is appropriate to each student 	<p>Elementary</p> <ul style="list-style-type: none"> • Method book • Recordings • Worksheets, workbooks • Classroom materials • CD's • DVD's • Videos • Software • Coomputer <p>Intermediate/High School</p> <ul style="list-style-type: none"> • Method book • Recordings • Worksheets • Classroom materials • DVDs • Videos

		<ul style="list-style-type: none"> • Defines musical terminology and symbols as used in band literature • Names order of flats and sharps in key signatures <p>High School</p> <ul style="list-style-type: none"> • Defines and demonstrates the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate to grade level III and above • Defines and demonstrates the use of non-standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression used in contemporary band literature • Sight-reads accurately and expressively, music which is appropriate to each student 	<ul style="list-style-type: none"> • Software • Music Fundamentals • Software or Website
--	--	---	---

Power Standards and Benchmarks Band – Grades 5-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 6: Listening to, analyzing, and describing music.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Analyzes various elements in music • Identifies and experiences different musical instruments and timbres • Identifies musical elements 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Emotions in music • Musical Form • Da Capo • Fine • Dal Segno • Coda • Dynamic Terms • Crescendo • Decrescendo • Ritard • Accelerando • Timbre • Tempo terms 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Aurally identifies correct performances of rhythmic notation and articulation • Aurally evaluates individual tone quality • Listens to and describes specific music events in a given example, using appropriate terminology • Identifies simple musical forms and styles • Identifies musical phrasing, meter, rhythm, tonality in their analysis of music • Does listening exercises, e.g. listens for the dynamics, musical form, quality of tone, intonation, etc. • Identifies sounds of various bands and instruments • Identifies simple musical devices, such as form, contrast and texture • Aurally discriminates among various instrumental timbres • Aurally evaluates his/her individual tone quality as it applies to particular passages or needs of music being performed 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Recordings • Worksheets • Classroom materials • DVDs • Videos • Software • Computer • Stereo equipment • Audio and video equipment

Power Standards and Benchmarks Band - Grades 5-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 7: Evaluating music and music performances.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Evaluates musical performances and compositions • Assesses large group and/or individual performance 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Smooth sound • Loud • Soft • Clean, clear attacks • Release • Matching pitch • Intonation • Articulation • Rhythm • Tone production • Expression 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Discusses student performances • Models quality performance • Responds to music of various styles and genres • Evaluates music performance based on predetermined criteria • Uses appropriate music terminology in evaluations • Selects and listens to recordings of quality music • Attends live and/or videotaped performances by professional players and/or composers and standard composers • Performs music in a variety of styles and periods of composition • Evaluates his/her individual and/or group performance • Aurally identifies poor intonation and demonstrates method for correction • Describes distinguishing characteristics of representative music genres and styles from several cultures 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Recordings • Worksheets • Classroom materials • DVDs • Videos • Software • Visiting Artists • Local performance venues • River Music Experience • Audio & video equipment

		<ul style="list-style-type: none">• Describes the type of composition performed on given recordings and/or live music examples• Classifies music by culture of historical period based on characteristic styles or genres and justifies classification• Identifies sources of American music genres, traces the evolution of the genres and names well-known musicians associated with them	
--	--	---	--

Power Standards and Benchmarks Band - Grades 5-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Discusses similarities and differences between music and other disciplines • Identifies ways in which music and other disciplines are interrelated and discusses how students participate in interrelated events 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Arts integration • Culture • Interdisciplinary 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Compares in several cultures of the world including their own functions music serves, roles of musicians, and conditions under which music is typically created and performed • Identifies various roles that musicians perform, names representative individuals who have functioned in each role, and describes their activities and achievements 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • DVDs • CDs • Sound system • Visiting Artists • River Music Experience • Local performing venues • Field trips • Audio & video equipment • Maps

Power Standards and Benchmarks Band - Grades 5-12

Music Standard: Students will be able to understand, perform and value music.

Power Benchmark 9: Understanding music in relation to history and culture.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Listens to musical examples from various historical periods and cultures • Continues study of the composers, genres, cultural backgrounds, and performance practices 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Composer • Conductor • Soloist • Accompanist • Performer • Genre 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • Performs music and discuss the culture of origin • Listens to and performs music from various cultures and historical periods • Continues study of the composers, genres, and performance practices • Analyzes music of various cultures and historical periods • Listens to and performs music from various cultures and historical periods 	<p>Elementary/Intermediate/High School</p> <ul style="list-style-type: none"> • DVDs • CDs • Sound system • Visiting Artists • River Music Experience • Video equipment