

Independent School District of Boise City

Band 4 - Grade 9

District Course #1014

Content:

Students will continue to progress as musicians and consumers of music. They will learn grade level appropriate music theory, vocabulary, and be able to play alone and as a group through sequenced learning activities preparing them for successful participation in band at the high school level. Students will also prepare and perform in concerts and festival, and will be given the opportunity to perform in the district solo and ensemble festival.

Philosophy:

“Scientists looking at the effects of studying music have found that it can mean a higher IQ, a better grasp of mathematics, science and languages. It can also result in better reasoning power.”

Paul Gallagher

Monday, 17th June 2002

The Scotsman

The Music Department’s philosophy is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives children the opportunity to gain self-esteem by learning new skills and talents. It also gives children the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today’s increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education.

Band gives students the opportunity to experience instrumental music in an enriched atmosphere. Through active participation in the band students will have the opportunity to explore and develop their talent. Participation in the band provides the opportunity to develop their skills on a musical instrument and to explore their artistic heritage and history through the pathways that music provides. In addition, music is of great value in the development of students’ higher order thinking skills and aesthetic awareness.

Course of Study:

- August – review and refine previously learned concepts
- September – review and refine previously learned concepts
- October – Junior High Music Clinic Concert; parade preparation
- November – parade preparation Veteran’s Day Parade/Holiday Parade
- December – winter concert preparation and performance
- January – continued study in student band method book and supplemental materials

- February – BSU Honor Band Clinic
- March – District III High School Band Solo and Ensemble Festival
- April – Jr. High Large Group Festival; preparation for Jr. High Solo and Ensemble Festival
- May – Jr. High Solo and Ensemble Festival; spring concert preparation and performance
- June – concluding activities; final evaluations

Materials:

- Student band method book
- Selected supplementary materials
- Sheet music/band arrangements for concert performance

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| Unit 1 | Music Literacy | Ongoing |
| Unit 2 | Musicianship | Ongoing |
| Unit 3 | Performance Skills | Ongoing |

Note: The Resource References are merely suggestions of a few of the many possibilities of music educator resources.

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| Music - Beginning Band (Grade 9) | | District Reference 1041 |
| Unit 1 | Music Literacy | Ongoing |

| Instructional Objective | | Standard Reference | |
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| 1014.01 Students will demonstrate knowledge of musical words and symbols appropriate to the level. | | N- 2: a, 5: a, b, 6: b9-12.Mu.2.1.1, 9-12.Mu.2.1.2, 9-12.Mu.2.1.3, 9-12.Mu.2.1.4, 9-12.Mu.3.2.1, 9-12.Mu.3.2.3 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Review and refine previously learned concepts | Student Band Method | TO |
| 02 | Demonstrate understanding of basic conducting techniques | <i>Rehearsal Handbook</i> , Garofalo | TO |
| 03 | Demonstrate ability to read, understand and perform natural minor scales from B minor to F minor (Circle of 4ths) | <i>Treasury of Scales</i> , L.B. Smith | TMA TO |
| 04 | Demonstrate ability to read, identify and interpret melodic and harmonic intervals within the diatonic major scale | <i>Alfred's Essentials of Music Theory</i> , Surmani | TMA TO |
| 05 | Demonstrate an understanding of music vocabulary consistent with grade 3 band literature | <i>Teaching Through Performance</i> , Miles | TMA TO |
| 06 | Correctly sight read and perform grade 2 ½ band literature | <i>Instructional Literature</i> , Kvet | TO |

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| Music - Beginning Band (Grade 9) | | District Reference 1014 |
| Unit 2 | Musicianship | Ongoing |

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| Instructional Objective | | Standard Reference | |
| 1014.02 Students will understand and demonstrate good musicianship. | | N- 6: a, c, 9: a 9-12.Mu.1.1.1, 9-12.Mu.1.1.2, 9-12.Mu.1.1.3, 9-12.Mu.2.1.1, 9-12.Mu.2.1.2, 9-12.Mu.2.1.3, 9-12.Mu.2.1.4 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Review and refine previously learned concepts | Student Band Method | TO |
| 02 | Show knowledge and application of mature practice habits | <i>Rehearsal Handbook</i> , Garofalo | TMA TO |
| 03 | Show increasing appreciation and understanding of the historical, artistic, and human aspects of music by describing musical form, style and compositional techniques | <i>Standard of Excellence Music Theory & History Workbooks</i> , Elledge | TO |

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| Music - Beginning Band (Grade 9) | | District Reference 1014 |
| Unit 3 | Performance Skills | Ongoing |

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| Instructional Objective | | Standard Reference | |
| 1014.03 Students will understand and demonstrate proper rehearsal and performance skills. | | N- 2: a, b, c, 5: a 9-12.Mu.3.1.1, 9-12.Mu.3.1.4, 9-12.Mu.3.2.1, 9-12.Mu.3.2.3 | |
| No. | Performance Objective | Resource Reference | Assessment Correlation |
| 01 | Review and refine previously learned concepts | Student Band Method | TO |
| 02 | Demonstrate appropriate tessitura of his/her instrument, including lowest note possible through upper range encountered in grade 3 and above band literature | <i>Rehearsal Handbook</i> , Garofalo | TO |
| 03 | Show continuing development of the ability to correctly and to independently adjust intonation within the ensemble using knowledge of pitch tendencies of his/her instrument | <i>Rehearsal Handbook</i> , Garofalo | TO |
| 04 | Show ability to tune harmonic intervals of thirds, fourths, fifths, and octaves (as well as unisons) | <i>Rehearsal Handbook</i> , Garofalo | TO |
| 05 | Develop advanced tonal control throughout the range and dynamic levels practical for the instrument | <i>Foundations for Superior Performance</i> , Williams | TO |

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| 06 | Demonstrate refinement of phrasing | <i>Instructional Literature</i> , Kvet | TO |
| 07 | Display a mature characteristic sound with soloistic qualities including vibrato where applicable | | TO |
| 08 | Develop a basic, daily personal warm-up routine covering long tones, technique drills and scales | <i>Symphonic Warm-ups</i> , C.T. Smith | TO |
| 09 | Show ability to perform double tonguing, if applicable | | TO |
| 10 | Demonstrate basic marching techniques as currently used in the high school | <i>Marching Band Fundamentals</i> , Wright | TO |
| 11 | Show interest in building a repertoire of solos and ensembles with public performance at solo festival or elsewhere | <i>Concert and Contest Collection</i> , Rubank/Hal Leonard | TO |
| 12 | Percussion: Demonstrate grade level appropriate rudiments, including extensions of rolls, flams, diddles and drags from the Percussive Arts Society International Drum Rudiments | PAS International Drum Rudiments; <i>Flams, Ruffs & Rolls for Snare Drum</i> , Beck | TO |

National Music Standards

GRADES 9-12

The standards in this section describe the cumulative skills and knowledge expected of students exiting grade 12 who have enrolled in relevant music courses. They presume that the students have achieved the standards specified for grades 5-8; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- b. sing music written in four parts, with and without accompaniment
- c. demonstrate well-developed ensemble skills

Achievement Standard, Advanced:

- d. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- e. sing music written in more than four parts
- f. sing in small ensembles with one student on a part

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

Achievement Standard, Proficient:

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. perform in small ensembles with one student on a part

Achievement Standard, Advanced:

- d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard, Proficient:

- a. improvise stylistically appropriate harmonizing parts
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Achievement Standard, Advanced:

- d. improvise stylistically appropriate harmonizing parts in a variety of styles
- e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard, Proficient:

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- b. 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
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Achievement Standard, Advanced:

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition

5. Content Standard: Reading and notating music

Achievement Standard, Proficient:

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- b. Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Achievement Standard, Advanced:

- c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- d. interpret nonstandard notation symbols used by some 20th- century composers
- e. students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard, Proficient:

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices 1
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Achievement Standard, Advanced:

- d. demonstrate the ability to perceive and remember music events by describing in detail significant events 2 occurring in a given aural example
- e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style

- f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Achievement Standard, Advanced:

- c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard, Proficient:

- a. explain how elements, artistic processes 3, and organizational principles 4 are used in similar and distinctive ways in the various arts and cite examples
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures 5
- c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music 6

Achievement Standard, Advanced:

- d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts 7

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. identify sources of American music genres, 8 trace the evolution of those genres, and cite well-known musicians associated with them
- c. identify various roles 9 that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced:

- d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

Notes:

1. E.g., rubato, dynamics
2. E.g., fugal entrances, chromatic modulations, developmental devices
3. E.g., imagination, craftsmanship
4. E.g., unity and variety, repetition and contrast
5. E.g., Baroque, sub-Saharan African, Korean
6. E.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound
7. E.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers
8. E.g., swing, Broadway musical, blues
9. E.g., entertainer, teacher, transmitter of cultural tradition

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 9-12
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. Students identify famous musicians in contemporary society.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods.
- 9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history.
- 9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives.
- 9-12.Mu.1.1.4 Identify famous musicians in contemporary society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style.
- 9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.1.1 Recognize common themes appearing in music throughout history.
- 9-12.Mu.2.1.2 Develop and use music vocabulary to discuss musical forms.
- 9-12.Mu.2.1.3 Compare two contrasting musical works.
- 9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.2.1 Discuss the roles of professional and amateur musicians in society.
- 9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology.
- 9-12.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.

- 9-12.Mu.2.2.4 Offer an alternative for copyright infringement both for the consumer and the artist.
- 9-12.Mu.2.2.5 Develop criteria for high musical quality and apply it to a live musical performance.
- 9-12.Mu.2.2.6 Evaluate constructively the quality of one's performance and the performances of others.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students articulate a method of consistent and efficient musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony.
- 9-12.Mu.3.1.2 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.
- 9-12.Mu.3.1.3 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.
- 9-12.Mu.3.1.4 Articulate a method of consistent and efficient musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.2.1 Perform in an ensemble or as a soloist using appropriate musical technique.
- 9-12.Mu.3.2.2 Perform in groups blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor.
- 9-12.Mu.3.2.3 Interpret/perform a musical selection, respecting the intent of its creator.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.3.1 Improvise rhythmic and melodic variations on given melodies.
- 9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy.
- 9-12.Mu.3.3.3 Demonstrate level-appropriate solo and ensemble skills.
- 9-12.Mu.3.3.4 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.