

Middle School Beginning Band

Instructional Focus: Musicianship, tone quality, intonation and technique on the instrument are stressed. This course will build and expand upon content from Introduction to Band. Scheduled performances are required, an integral part of the class and used as an assessment.

Standards	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> Demonstrate a knowledge of their instrument. Identify the parts of their instrument. Identify how to put their instrument together. 	The Instrument
B5	Students will: <ul style="list-style-type: none"> Demonstrate proper body position when using their instrument. 	Body Position
B5	Students will: <ul style="list-style-type: none"> Demonstrate a knowledge of notation. Demonstrate an understanding of notation skills as it applies to stem placement and note placement on the staff. Demonstrate an understanding of 4/4 time, 3/4 time and 2/4 time. Demonstrate an understanding of rhythmic values including whole note, half note, quarter note, eighth notes, dotted half notes, dotted quarter notes and associated rest values. 	Music Notation
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Compose rhythmic examples in 2/4, 3/4 and 4/4 time utilizing whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes and associated rest values. Create four measures with a melody. Improvise a 4 measure melody using their 5 note scale. Analyze and edit their compositions. Alter the last four measures of a phrase to create their own ending. 	Composition and Theory
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Demonstrate the ability to read and apply basic notation when sight reading at a grade .5. 	Sight reading
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Follow the beat pattern of the conductor in in 4/4, 3/4 and 2/4 time. Develop characteristic tone at various dynamic levels. Produce sound using various articulations (staccato, tenuto, accents, ties and slurs). Produce proper pitch. Further develop fundamental skills increasing the playing range. Perform repertoire in the keys of Bb, F and Eb. Perform grade 1 music. 	Ensemble Growth and Development
B4, B5, B6, C7, D11	Students will: <ul style="list-style-type: none"> Identify examples of world music and match to their geographic region. Identify by genre or style, aural examples of music from various historical periods and cultures. Explore how music can be used to transform events, scenes, emotions or ideas into works of art in Alaska, the nation and other world cultures. 	US and World Music, Alaska Native Cultures and their music

Middle School Intermediate Band

Instructional Focus: Musicianship, tone quality, intonation and technique on the instrument are stressed. May include participation in a pep band. Scheduled performances are required, an integral part of the class and used as an assessment.

Standards	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Demonstrate proper care and maintenance of the instrument. • Demonstrate ability to correctly assemble and play the instrument. 	The Instrument
B5	Students will: <ul style="list-style-type: none"> • Exhibit correct posture without excess tension. • Utilize proper breathing to produce full sound, good tone, and consistent intonation. • Position chair, stand, and body to be able to watch the conductor at all times 	Body Position
B5	Students will: <ul style="list-style-type: none"> • Use correct fingerings and alternate fingerings to facilitate music performance. • Develop ability to produce accurate articulations. • Expand awareness of ways to improve tone production. • Reinforce efficient practice techniques. 	Playing Technique
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Recognize the characteristic sound of major and minor scales. • Play increasingly complex melodies and rhythmic patterns by rote. • Use appropriate techniques to manipulate and match pitch. • Improvise melodies using rhythmic and melodic variations. 	Ear Training
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Identify and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble or bass clef. • Identify and play in all keys. • Identify and play sharp, flat and natural signs. • Identify whole and half steps and explain how they relate to major and minor scales. • Identify and play dynamic symbols from <i>pp</i> to <i>ff</i> as well as crescendo and decrescendo. • Define and play various signs as they occur in the music including: Accent, D.C. al fine, D. S. al Coda, Fermata, Marcato, Repeat Sign, Staccato, First and second endings, Multi-measure rest, Solo, soli, tutti, divisi, unison. • Identify and play the following tempo markings: Moderato, Allegro, Vivace, Accelerando, Andante, Largo, Ritardando. • Read, write, count and play notes and rests from whole to sixteenth as well as dotted notes and triplets. • Count and play note and rest values in various rhythmic combinations. • Demonstrate understanding of simple and compound meters. • Define and play a variety of meters with a quarter note as the beat as well as 6/8 and cut time. • Count and play rhythm patterns incorporating ties, up-beats and fermatas. • Compose a melody incorporating a common musical form and appropriate musical notations. • Name the keys on a piano. • Expand knowledge of musical vocabulary. • Sight read and rehearse appropriate band literature of at least grade III. 	Music Literacy

A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> ● Expand awareness of correct intonation within an ensemble. ● Enhance understanding of the concept of melody and harmony. ● Develop the ability to play both melodic and harmonic parts. ● Reinforce awareness of the importance of a steady beat. ● Follow the conductor's beat patterns and basic signals for musical interpretation. ● Play an independent line within an ensemble. ● Develop awareness of all voices within an ensemble. ● Develop ability to play with expression. ● Demonstrate proper concert and rehearsal etiquette. ● Experience playing various styles of music (ie. march, chorale, jazz, classical,...). ● Experience performing in various sized groups. ● Perform in a variety of settings including smaller and larger sized groups. 	<p>Ear training, music theory</p>
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> ● Experience music from a variety of cultures. ● Develop a knowledge of the history of music. ● Examine a variety of musical styles and forms. ● Explore various expressive elements of music. ● Develop the ability to analyze and critique music compositions and performances. ● Experience the connection of music to history, culture, heritage and community. ● Develop knowledge of various styles of music. ● Describe ways in which music and other disciplines are connected. 	<p>Intercultural and interdisciplinary connects with music</p>
	<p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate proper skills and technique with increased control of intonation, more advanced articulation at a grade of 1.5-2. 	<p>Music Performance</p>
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> ● Perform accurately in an ensemble using group expression and proper style of grade 1.5-2 literature from diverse genres and styles. ● Follow the style and tempos indicated by the repertoire or conductor. ● Blend individual tone quality with the ensemble at various dynamic levels. ● Expand awareness of correct intonation within an ensemble. ● Develop the ability to play both melodic and harmonic parts. ● Reinforce awareness of the importance of a steady beat. ● Follow the conductor's beat patterns and basic signals for musical interpretation. ● Play an independent line within an ensemble. ● Develop awareness of all instruments within an ensemble. ● Develop ability to play with expression. ● Demonstrate proper concert and rehearsal etiquette. ● Experience playing various styles of music (ie. march, chorale, jazz, classical,...). ● Perform in a variety of settings including smaller and larger sized groups. 	<p>Ensemble Skills</p>
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate the ability to read and apply beginning notation and expressive markings when sight reading grade .5-1. 	<p>Sight Reading</p>
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> ● Identify and perform literature from diverse genres and styles. ● Match the appropriate country with the corresponding music style. ● Explore how music can be used to transform events, scenes, emotions or ideas into works of art in Alaska, the nation and other world cultures. 	<p>Intercultural and interdisciplinary music connections, Alaska Native Cultures and their music, US and World Music</p>

B4, B5, B6, C7, D11	Students will: <ul style="list-style-type: none">• Identify by genre or style, aural examples of music from various historical periods and cultures.	Ear training, theory
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Middle School Advanced Band

Instructional Focus: Students are able to join this class based on teacher recommendation or audition. Musicianship, tone quality, intonation and technique on the instrument are stressed at a high level. May include participation in a pep band. Scheduled performances are required, an integral part of the curriculum and used as an assessment.

Standards	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Demonstrate proper care and maintenance of the instrument. • Demonstrate ability to correctly assemble and play the instrument. 	The Instrument
B5	Students will: <ul style="list-style-type: none"> • Exhibit correct posture without excess tension. • Utilize proper breathing to produce full sound, good tone, and consistent intonation. • Position chair, stand, and body to be able to watch the conductor at all times. 	Body Position
B5	Students will: <ul style="list-style-type: none"> • Use correct fingerings and alternate fingerings to facilitate music performance. • Develop ability to produce accurate articulations. • Expand awareness of ways to improve tone production. • Reinforce efficient practice techniques. 	Playing Technique
B5	Students will: <ul style="list-style-type: none"> • Demonstrate increase of ability in range, articulation, breath control, intonation and expression. • Students can play grade 2+ music. • Perform accurately in an ensemble using group expression and proper style of grade 2+ literature from diverse genres and styles. 	Music Literacy
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Identify correct pitch, tone, balance and blend. • Increase dynamic range. • Expressively respond to dynamic and tempo indications from the conductor. 	Ear training and theory
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Demonstrate the ability to read and apply intermediate notation and expressive markings when sight reading Grade 1-2 music. 	Sight reading
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Explore how music in the world influences events, scenes, emotions, cultures or ideas. 	Intercultural and interdisciplinary connections with music
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will be able to: <ul style="list-style-type: none"> • Describe distinguishing characteristics of representative musical genres and style from a variety of cultures. 	Theory and analysis
B3, B4, B5	Students will be able to: <ul style="list-style-type: none"> • Analyze the uses of elements in given aural examples representing diverse genres and cultures. 	Ongoing Learner Goals

Middle School Concert Band

Instructional Focus: A performance class open to instrumental students above the beginning level with musical training through group and some individual instruction. Musicianship, tone quality, intonation, and facility on the instrument are stressed. Scheduled performances are required and are a part of class assessment. Course may include required participation in Pep Band. This course may be repeated for credit.

Standards	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> • Demonstrate proper care and maintenance of the instrument. • Demonstrate ability to correctly assemble and play the instrument. 	The Instrument
B5	Students will: <ul style="list-style-type: none"> • Exhibit correct posture without excess tension. • Utilize proper breathing to produce full sound, good tone, and consistent intonation. • Position chair, stand, and body to be able to watch the conductor at all times. 	Body Position
B5	Students will: <ul style="list-style-type: none"> • Use correct fingerings and alternate fingerings to facilitate music performance. • Develop finger patterns based on scales, tetrachords, and common patterns. • Develop ability to produce accurate articulations. • Expand awareness of ways to improve tone production. • Produce an expanded variety of tone colors. • Reinforce efficient practice techniques 	Playing Technique
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> • Recognize the characteristic sound of major and minor scales. • Play increasingly complex melodies and rhythmic patterns by rote. • Use appropriate techniques to manipulate and match pitch. • Improvise melodies using rhythmic and melodic variations. 	Ear Training
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D1	Students will: <ul style="list-style-type: none"> • Identify and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble or bass clef. • Identify and play in all keys. • Identify and play sharp, flat and natural signs. • Identify whole and half steps and explain how they relate to major and minor scales. • Identify and play dynamic symbols from pp to ff as well as crescendo and decrescendo. • Define and play various signs as they occur in the music including: Accent, D.C. al fine, D. S. al Coda, Fermata, Marcato, Repeat Sign, Staccato, First and second endings, Multi-measure rest, Solo, soli, tutti, divisi, unison. • Identify and play the following tempo markings: Moderato, Allegro, Vivace, Accelerando, Andante, Largo, Ritardando. • Read, write, count and play notes and rests from whole to sixteenth as well as dotted notes and triplets. • Count and play note and rest values in various rhythmic combinations. • Demonstrate understanding of simple and compound meters. • Define and play a variety of meters with a quarter note as the beat as well as 6/8 and cut time. 	Musical Literacy

	<ul style="list-style-type: none"> Count and play rhythm patterns incorporating ties, up-beats and fermatas. Compose a melody incorporating a common musical form and appropriate musical notations. Name the keys on a piano. Expand knowledge of musical vocabulary. Sight read and rehearse appropriate band literature of at least grade III. 	
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	<p>Students will:</p> <ul style="list-style-type: none"> Expand awareness of correct intonation within an ensemble. Enhance understanding of the concept of melody and harmony. Develop the ability to play both melodic and harmonic parts. Reinforce awareness of the importance of a steady beat. Follow the conductor's beat patterns and basic signals for musical interpretation. Play an independent line within an ensemble. Develop awareness of all voices within an ensemble. Develop ability to play with expression. Demonstrate proper concert and rehearsal etiquette. Experience playing various styles of music (ie. march, chorale, jazz, classical...) Experience performing in various sized groups. Perform in a variety of settings including smaller and larger sized groups. 	Ensemble Skills
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11, B5, B6	<p>Students will:</p> <ul style="list-style-type: none"> Experience music from a variety of cultures. Develop a knowledge of the history of music. Examine a variety of musical styles and forms. Explore various expressive elements of music. Develop the ability to analyze and critique music compositions and performances. Experience the connection of music to history, culture, heritage and community. Develop knowledge of various styles of music. Describe ways in which music and other disciplines are connected. 	Intercultural and Interdisciplinary Connections with Music
B3, B4, B5	<p>Students will:</p> <ul style="list-style-type: none"> Participate cooperatively in a group. Participate in and attend performances. Be able to follow the instructor's directions. Develop skills needed to perform on instrument outside the classroom. Develop physical abilities adequate to play a musical instrument. Develop musical independence and the ability to perform alone. 	Ongoing Learner Goals

Alaska Arts Standards for Music

A. CREATE

Imagine and develop artistic ideas and work

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Anchor Standard #2: Organize and develop artistic ideas and work

Enduring Understanding

Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

Essential Question

How do musicians make creative decisions?

Anchor Standard #3: Refine and complete artistic work

Enduring Understanding

Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

B. PRESENT

Interpret and share artistic work

Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production

Enduring Understanding

Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.

Essential Questions

How do performers select their musical repertoire? How do performers interpret musical works?

Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production

Enduring Understanding

Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills.

Essential Question

How do musicians improve the quality of their performance?

Anchor Standard #6: Perform, present, and/or produce artistic work

Enduring Understanding

The context of time, place, and culture in which a work is presented influences audience response.

Essential Question

How do context and the manner in which musical work is presented influence audience response?

C. RESPOND

Understand and evaluate how the arts convey meaning

Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions

Enduring Understanding

Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.

Essential Question

How does understanding the structure and context of music inform a response?

Anchor Standard #8: Interpret intent and meaning in artistic work

Enduring Understanding

Musicians provide clues to their expressive intent through the use of elements and structures of music.

Essential Question

How do we detect musical creators' and performers' expressive intent?

Anchor Standard #9: Apply criteria to evaluate artistic work

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Essential Question

How do we evaluate the quality of musical works and performances?

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding

Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.

Essential Question

How do musicians make meaningful connections in order to create, perform and respond?

Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding

Enduring Understanding

Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

Essential Question

How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?