Band-Performing Ensembles Pacing Guide	Novice (Grades 4-7)	

Introduction to the Performing Ensembles Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

Part 1 - Standards Overview

KEY   ● **Essential Standard**

● Supporting Standard

The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.	The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of **Performing**.		
Artistic Process: Performing Anchor Standard 4 - Select, analyze, and interpret artistic work for performance ● MU.PR.4.PE.5a ● MU.PR.4.PE.5b Anchor Standard 5- Develop and refine artistic work for presentation ● MU.PR.5.PE.5a ● MU.PR.5.PE.5b Anchor Standard 6- Convey meaning through the presentation of artistic work ● MU.PR.6.PE.5a ● MU.PR.6.PE.5b ● MU.PR.6.PE.5c	**Artistic Process: Creating** Anchor Standard 1 - Generate and conceptualize artistic ideas and work ● MU.CR.1.PE.5a Anchor Standard 2 - Organize and develop artistic ideas and work ● MU.CR.2.PE.5a ● MU.CR.2.PE.5b Anchor Standard 3 Refine and complete artistic work ● MU.CR.3.PE.5a ● MU.CR.3.PE.5b	**Artistic Process: Responding** Anchor Standard 7 - Perceive and analyze artistic work ● MU.RE.7.PE.5a ● MU.RE.7.PE.5b Anchor Standard 8- Interpret intent and meaning in artistic work ● MU.RE.8.PE.5a Anchor Standard 9- Apply criteria to evaluate artistic work ● MU.RE.9.PE.5a	**Artistic Process: Connecting** Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art ● MU.CN.10.PE.5a ● MU.CN.10.PE.5b Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding ● MU.CN.11.PE.5a ● MU.CN.11.PE.5b

End of Year Outcomes

GESD #40 Beginning Band End of Year Outcomes

Essential Standard – Performing:

MU:Pr4.3.E.Ia – Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances

MU:Pr5.3.E.Ia – Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances

MU:Pr6.1.E.Ia – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Essential Standard – Creating:

MU:Cr1.1.E.8a – Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Technique

Posture – Student sits upright and relaxed while performing
Breathing – Student takes a relaxed breath before performing
Embouchure – Student's embouchure is formed appropriately for instrument
Tone – Tone is not pinched and is supported properly
Articulation – Student can articulate clearly on repeated or sequenced notes

Rhythms (Notes & Rests)

Whole – Student can sustain a note and count accurately for duration
Half – Student can sustain a note and count accurately for duration
Quarter – Student can sustain a note and count accurately for duration
Eighth – Student can perform (repeated notes), count accurately, and identify individual 1/8th notes as well as tied 1/8th notes.
Multi-Measure Rests – Student can accurately count multiple measures of rest within a piece.
Tie – Students can accurately perform and count a tie connecting notes within and between measures

Notes/Scales

Range – Trumpet and Clarinet students can perform notes from Concert Pitch Ab3 to G4, Flutes can perform notes from Ab4 to G5, Trombones can perform from Ab2 to G3, Alto Saxophones can perform from Concert Pitch Ab3 to G4
Scales – Students can play Half Scales in quarter notes in the keys of Concert Ab, Bb, and C
Accidentals – Students can identify Sharp (#), Flat (b), and Natural note markings.

Ergonomics

Student holds and positions instrument correctly conducive to producing a clear and characteristic tone.

Instrument Assembly & Care

Assembly – Student can assemble their instrument properly and in a timely manner
Reed Care – Student's place reed in a reed case after each practice session, and properly moisten reed prior to use
Basic Maintenance – Brass students properly lubricate slides and valves on a regular basis, Woodwind students maintain corks, key pads, and fittings correctly

Form

Repeat – Students correctly perform a repeat of a beginning band song
Time Signature – Students perform songs in 2/4, ¾, and 4/4 meter
Fermata – Students can accurately respond to a fermata and corresponding conductor cues
Tempo – Students can perform simple songs in several tempo markings
Dynamics – Students can respond appropriately to p and f dynamic markings

Assessment

Self Assessment – Students can identify and correct mistakes
Peer Assessment – Students can identify strengths and weaknesses of peers and offer feedback for improvement

Repertoire

Unison – Students can perform beginning band songs written in unison
Duet – Students can perform with a peer in a simple duet
Solo/Soli – Students respond accurately to solo/soli cues written in a piece
Tutti – Students can count and perform in a tutti section

Academic Vocabulary

All terms below can and should be used as Academic Vocabulary in the Beginning Band class in addition to the following...

Accidental   Articulation   Key Signature   Time Signature

Slur   Conducting Pattern   Intonation

Links to Instructional Resources:
2016 Unit Plans for Novice Level
- Unit 1
- Unit 2
- Unit 3
- Unit 4

GESD #40 Intermediate Band End of Year Outcomes

Essential Standard – Performing:

MU:Pr4.3.E.Ia – Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances

MU:Pr5.3.E.Ia – Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances

MU:Pr6.1.E.Ia – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Essential Standard – Creating:

MU:Cr1.1.E.8a – Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Technique

Posture – Student sits upright and relaxed while performing
Breathing – Student takes a relaxed breath before performing
Embouchure – Student's embouchure is formed appropriately for instrument
Tone – Tone is not pinched and is supported properly
Articulation – Student can articulate clearly on repeated or sequenced notes

Rhythms
(Notes & Rests)

Whole – Student can sustain a note and count accurately for duration
Half – Student can sustain a note and count accurately for duration
Quarter – Student can sustain a note and count accurately for duration
Eighth – Student can perform (repeated notes), count accurately, and identify individual 1/8th notes as well as tied 1/8th notes.
Multi–Measure Rests – Student can accurately count multiple measures of rest within a piece.
Tie – Students can accurately perform and count a tie connecting notes within and between measures

Notes/Scales

Range – Trumpet and Clarinet students can perform notes from Concert Pitch Ab3 to G4, Flutes can perform notes from Ab4 to G5, Trombones can perform from Ab2 to G3, Alto Saxophones can perform from Concert Pitch Ab3 to G4
Scales – accurately play a one octave scale in Bb Concert, ascending and descending on the previously named note Values.
Half Scales – accurately play F & Eb concert half scales using previously named note values.

Ergonomics

Student holds and positions instrument correctly conducive to producing a clear and characteristic tone.

Instrument Assembly & Care

Assembly – Student can assemble their instrument properly and in a timely manner
Reed Care – Student's place reed in a reed case after each practice session, and properly moisten reed prior to use, have 2 properly working reeds in reserve
Basic Maintenance – Brass students properly lubricate slides and valves on a regular basis, Woodwind students maintain corks, key pads, and fittings correctly

Form

Repeat – Students correctly perform a repeat of a beginning band song
Time Signature – Students perform songs in 2/4, ¾, and 4/4 meter
Fermata – Students can accurately respond to a fermata and corresponding conductor cues
Tempo – Students can perform simple songs in several tempo markings
Dynamics – Students can respond appropriately to p and f dynamic markings

Assessment

Self Assessment – Students can identify and correct mistakes
Peer Assessment – Students can identify strengths and weaknesses of peers and offer constructive feedback for improvement

Repertoire

Perform at least one musical selection at a Performance Grade of 1 that may include, but not be limited to the following styles…
March Slow-Expressive Popular Music Chorale World Music Holiday

Academic Vocabulary

All terms below can and should be used as Academic Vocabulary in the Beginning Band class in addition to the following…

Time Signature Key Signature Accidental (sharp, flat, natural) Rhythm
Articulation (staccato, legato, tongued, slurred) Tempo (Moderato, Allegro, Largo)
Dynamics (piano, mezzo piano, mezzo forte, forte) Fermata Ritardando
Accent Repeat 1st and 2nd Ending DC al Coda Coda

2016 Unit Plans for Novice/Intermediate Level
- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Foundational Skills
Artistic Process - Creating			
Anchor Standard 1: Generate and conceptualize artistic ideas and work.			The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3.

Improvisation
● Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures.
● Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.

Composition
● Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.
● Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.
● Replace or change some of the note values and/or pitches in composing a variation on a theme.
● Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software). |
| ● MU.CR.1.PE.5a | a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. | Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question(s): How do musicians generate creative ideas? | |
| **Anchor Standard #2 - Organize and develop artistic ideas and work** | | | |
| ● MU.CR.2.PE.5a | a. Develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. | Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question(s): How do musicians make creative decisions? | |
| ● MU.CR.2.PE.5b | b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level). | | |
| **Anchor Standard #3 - Refine and complete artistic work** | | | |
| ● MU.CR.3.PE.5a | a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. | Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question(s): How do musicians improve the quality of their creative work? | |
| ● MU.CR.3.PE.5b | b. Share personally-developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate | Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and | |

	understanding of characteristics of music or texts studied in rehearsal.	communication Essential Question(s): When is creative work ready to share?	
Artistic Process - Performing			
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.			The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Application to Instrument • Maintain a steady beat, with auditory assistance, while playing individually and with others the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meters. • Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names.) • Perform fluently with key signature and accidental encountered in the repertoire. • Perform independent parts while others play contrasting parts (e.g., level 5-1). • Respond to basic conducting cues (e.g., tempo, dynamics). • Perform scales, intervals, and arpeggios in the repertoire. • Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels. • Utilize a basic characteristic tone. • Utilize proper technique (e.g. embouchure, hand position, posture and breath).
• MU.PR.4.PE.5a	a. Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.	Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?	
• MU.PR.4.PE.5b	b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?	
Anchor Standard #5 - Develop and refine artistic work for presentation			
• MU.PR.5.PE.5a	a. Use self-reflection to identify technical challenges in a varied repertoire of music.	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?	
• MU.PR.5.PE.5b	b. Use peer feedback to refine individual and ensemble performances of a varied repertoire of music.		
Anchor Standard #6 - Convey meaning through the presentation of artistic work			
• MU.PR.6.PE.5a	a. Identify technical accuracy in prepared and improvised performances of a varied repertoire of music.	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.	

● MU.PR.6.PE.5b	b. Identify expressive qualities in prepared and improvised performances of a varied repertoire of music.	Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	● Perform with awareness of intonation and ensemble. ● Tune with teacher assistance. ● Perform literature from memory. ● Demonstrate proper care, assembly (if applicable), and maintenance of instrument. Performing - Reflect on Understanding ● Musical symbols encountered in repertoire (e.g., fermata, repeat signs, double bar lines, note names, the following note values: whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth). ● Steps and skips. ● Key and time signatures. ● Simple music forms and characteristics. ● Sounds of the instrument/voices specific to their ensemble. ● Elements of music (e.g., rhythm, melody). ● Student's role (e.g., melody, harmony, accompaniment, foreground/background) within their ensemble. ● Whole and half step patterns in scales encountered in repertoire. ● Relationship between music and mathematics as it occurs in the repertoire (e.g., fractional relationships, phrase lengths and patterns). ● One's own physical mechanics and skill level essential to playing/singing within the repertoire. ● Adjusting to the acoustic properties and the effect on the performers and the performance space. ●
● MU.PR.6.PE.5c	c. Demonstrate an awareness of the context of the music through prepared performances.		

Artistic Process - Responding

Anchor Standard #7 - Perceive and analyze artistic work

			The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9.
• MU.RE.7.PE.5a	a. Identify reasons for selecting music based on characteristics found in the music	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?	
• MU.RE.7.PE.5b	b. Identify how the use of repetition, similarities, and contrasts inform the response to music.	Enduring Understanding:Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How do individuals choose music to experience?	

Reflect on Understanding
Identify and describe...
- How changing compositional elements of music (e.g., dynamics, articulation, tempo) can change the style and experience of the music.
- Musical characteristics that make a piece of music appropriate for a specific event or function.
- Their preference for specific musical works and styles.
- Selected elements of music.
- How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.
- Using appropriate terminology to describe and explain music.
- The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.
- Using teacher specified criteria to evaluate a musical performance.
- Showing respect for personal work and the work of others through appropriate critique.
- Evaluating the effect of audience and performers' behavior on the performance.

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

• MU.RE.8.PE.5a	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

Anchor Standard #9 - Apply criteria to evaluate artistic work

• MU.RE.9.PE.5a	a. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

Artistic Process - Connecting			
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art			The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. Identify and describe:
● MU.CN.10.PE.5a	a. Identify and discuss the roles and impact music plays in one's life and the lives of others.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?	● Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed. ● Recognizing composers' motivations for creating the music being performed by the students.
● MU.CN.10.PE.5b	b. Identify reasons for selecting music based on connection to interest, and purpose or context.		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			● Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.
● MU.CN.11.PE.5a	a. Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	● Understanding the connections between music and other content areas as encountered in the repertoire, including text settings. ● Identify their preference for specific musical works and styles. ● Elements of music. ● Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions. ● Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.
● MU.CN.11.PE.5b	b. Identify and explain how music is affected by one's knowledge outside the arts (e.g.science, social studies, math, language arts).		

Below you will find two additional resources for planning and implementing your content standards. The Common Core Standards for the Related Arts charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The Hess Cognitive Rigor Matrix for Fine Arts provides a framework for increasing the level of rigor when planning activities and engaging students.

Band-Performing Ensembles Pacing Guide	Intermediate (Grades 7-8)	

Introduction to the Performing Ensembles Pacing Guide

This document provides teachers with a guide to pacing music as well as resources to support instruction.

The following sections are included:

Part 1: Standards Overview – This section presents the year-at-a-glance overview of the grade level content standards determined to be essential with a sample planning schedule.

Part 2: Standards and Learning Outcomes - This section will list all grade level standards, the learning outcome for each standard, the grade level performance indicator, key vocabulary, and links or reference to additional support material. It is important to note that not all standards are emphasized equally. Varying levels of emphasis are indicated in the Key.

Part 3: National Guidelines – This page offers a holistic look at the components of the new standards for visual arts. The structure of the new arts standards suggests that they are learning events, progressing across grades and levels to create a sequential, standards-based approach to arts education.

Part 1 - Standards Overview

KEY   ● **Essential Standard**
                 ● Supporting Standard

The music curriculum emphasizes the Performing process. The curriculum is not sequential and may be taught in any order.	The following standards may be embedded into lessons throughout the year, and in conjunction with and to support the artistic process of **Performing**.		
Artistic Process: Performing Anchor Standard 4 - Select, analyze, and interpret artistic work for performance ● MU.PR.4.PE.8a ● MU.PR.4.PE.8b Anchor Standard 5- Develop and refine artistic work for presentation ● MU.PR.5.PE.8a ● MU.PR.5.PE.8b Anchor Standard 6- Convey meaning through the presentation of artistic work ● MU.PR.6.PE.8a ● MU.PR.6.PE.8b ● MU.PR.6.PE.8c	**Artistic Process: Creating** Anchor Standard 1 - Generate and conceptualize artistic ideas and work ● MU.CR.1.PE.8a Anchor Standard 2 - Organize and develop artistic ideas and work ● MU.CR.2.PE.8a ● MU.CR.2.PE.8b Anchor Standard 3 Refine and complete artistic work ● MU.CR.3.PE.8a ● MU.CR.3.PE.8b	**Artistic Process: Responding** Anchor Standard 7 - Perceive and analyze artistic work ● MU.RE.7.PE.8a ● MU.RE.7.PE.8b Anchor Standard 8- Interpret intent and meaning in artistic work ● MU.RE.8.PE.8a Anchor Standard 9- Apply criteria to evaluate artistic work ● MU.RE.9.PE.8a	**Artistic Process: Connecting** Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art ● MU.CN.10.PE.8a ● MU.CN.10.PE.8b Anchor Standard 11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding ● MU.CN.11.PE.8a ● MU.CN.11.PE.8b

End of Year Outcomes

GESD #40 Advanced Band End of Year Outcomes

Essential Standard – Performing:

MU:Pr4.3.E.Ia – Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances

MU:Pr5.3.E.Ia – Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances

MU:Pr6.1.E.Ia – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Essential Standard – Creating:

MU:Cr1.1.E.8a – Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Technique

Posture – Student sits upright and relaxed while performing
Breathing – Student takes a relaxed breath before performing
Embouchure – Student's embouchure is formed appropriately for instrument
Tone – Tone is not pinched and is supported properly
Articulation – Student can articulate clearly on repeated or sequenced notes

Rhythms (Notes & Rests)

Whole – Student can sustain a note and count accurately for duration
Half – Student can sustain a note and count accurately for duration
Quarter – Student can sustain a note and count accurately for duration
Eighth – Student can perform (repeated notes), count accurately, and identify individual 1/8th notes as well as tied 1/8th notes.
Multi-Measure Rests – Student can accurately count multiple measures of rest within a piece.
Tie – Students can accurately perform and count a tie connecting notes within and between measures
Sixteenth and Dotted Eighth Sixteenth – Students Can perform and accurately count on different beats.

Notes/Scales

Range – Clarinet students can perform notes from Concert Pitch D1–Bb3, Trumpet – F1 to F3, Flutes – Ab4 to G5, Trombones – Ab2 to G3, Alto/Tenor/Baritone Saxophones – Eb1 to Eb3, Trombone/Baritone – F1 to F3, Tuba – Ab1–Ab3
Percussion Rudiments – Flam Tap, 5 & 9 Stroke Rolls, Paradiddles.
Scales – accurately play a one octave scale in Bb, Eb, F, Ab, G, & D Concert, ascending and descending on the previously named note Values.

Ergonomics

Student holds and positions instrument correctly conducive to producing a clear and characteristic tone.

Instrument Assembly & Care

Assembly – Student can assemble their instrument properly and in a timely manner
Reed Care – Student's place reed in a reed case after each practice session, and properly moisten reed prior to use, have 2 properly working reeds in reserve
Basic Maintenance – Brass students properly lubricate slides and valves on a regular basis, Woodwind students maintain corks, key pads, and fittings correctly
Daily Maintenance – Swab/Dry instrument daily

Form

Repeat — Students correctly perform a repeat of a beginning band song
Time Signature — Students perform songs in 2/4, ¾, and 4/4 meter
Fermata — Students can accurately respond to a fermata and corresponding conductor cues
Tempo — Students can perform simple songs in several tempo markings
Dynamics — Students can respond appropriately to p and f dynamic markings

Assessment

Self Assessment – Students can identify and correct mistakes
Peer Assessment – Students can identify strengths and weaknesses of peers and offer constructive feedback for improvement

Repertoire

Perform at least one musical selection at a Performance Grade of 1 that may include, but not be limited to the following styles...
March Festival Piece Slow-Expressive Popular Music Chorale World Music Holiday

Academic Vocabulary

All terms below can and should be used as Academic Vocabulary in the Beginning Band class in addition to the following...

Pickup Note(s)   Dynamics (Pianissimo, Fortissimo)   Tempo (Presto)

Articulation (Marcato)

Links to Instructional Resources:
2016 Unit Plans for Intermediate Level
- [Unit 1](#)
- [Unit 2](#)
- [Unit 3](#)
- [Unit 4](#)

Part 2 - Standards and Learning Outcomes

Standard	Performance Standard	Enduring Understanding Essential Question(s)	Foundational Skills
Artistic Process - Creating			
Anchor Standard 1: Generate and conceptualize artistic ideas and work.			The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3.
• MU.CR.1.PE.8a	a. Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?	Improvisation • Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures. • Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.
Anchor Standard #2 - Organize and develop artistic ideas and work			
• MU.CR.2.PE.8a	a. Develop melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?	Composition • Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument. • Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music. • Replace or change some of the note values and/or pitches in composing a variation on a theme. • Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).
• MU.CR.2.PE.8b	b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).		
Anchor Standard #3 - Refine and complete artistic work			
• MU.CR.3.PE.8a	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?	
• MU.CR.3.PE.8b	b. Share personally-developed melodies and rhythmic passages individually or as an ensemble that demonstrate	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and	

	understanding of characteristics of music or texts studied in rehearsal.	communication Essential Question(s): When is creative work ready to share?	
Artistic Process - Performing			
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.			The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Application to Instrument ● Maintain a steady beat, with auditory assistance, while playing individually and with others sixteenth, corresponding dotted notes and elementary syncopation in simple meters. ● Utilize musical symbols encountered in the repertoire. ● Perform fluently with key signature and accidental encountered in the repertoire. ● Perform independent parts while others play contrasting parts (e.g., level 1-2). ● Respond to basic conducting cues (e.g., tempo, dynamics). ● Perform scales, intervals, and arpeggios in the repertoire. ● Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels. ● Utilize a basic characteristic tone with greater stability. ● Utilize proper technique (e.g. embouchure, hand position, posture and breath). ● Perform with awareness of
● MU.PR.4.PE.8a	a. Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.	Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?	
● MU.PR.4.PE.8b	b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?	
Anchor Standard #5 - Develop and refine artistic work for presentation			
● MU.PR.5.PE.8a	a. Develop strategies to address technical challenges in a varied repertoire of music.	Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?	
● MU.PR.5.PE.8b	b. Use feedback from ensemble peers and other sources to refine performances.		
Anchor Standard #6 - Convey meaning through the presentation of artistic work			
● MU.PR.6.PE.8a	a. Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures and	Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.	

	styles.	Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	intonation, ensemble, balance and blend. ● Tune with teacher assistance. ● Perform literature from memory. ● Demonstrate proper care, assembly (if applicable), and maintenance of instrument.
● MU.PR.6.PE.8b	b. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.		
● MU.PR.6.PE.8c	c. Demonstrate an understanding of the context of the music through prepared performances.		Performing - Reflect on Understanding ● Musical symbols encountered in repertoire. ● Steps and skips. ● Key and time signatures. ● Simple music forms and characteristics. ● Sounds of the instrument/voices specific to their ensemble. ● Elements of music. ● Student's role within their ensemble. ● Whole and half step patterns in scales encountered in repertoire. ● Relationship between music and mathematics as it occurs in the repertoire (e.g., integer frequency relationships in overtones in chords). ● One's own physical mechanics and skill level essential to playing/singing within the repertoire. ● Adjusting to the acoustic properties and the effect on the performers and the performance space.
Artistic Process - Responding			
Anchor Standard #7 - Perceive and analyze artistic work			The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9.
● MU.RE.7.PE.8a	a. Explain reasons for selecting music citing characteristics found in the music	Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals	

		choose music to experience?	Reflect on Understanding Identify and describe...
● MU.RE.7.PE.8b	b. Describe how the elements of music are manipulated to inform the response to music.	Enduring Understanding:Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How do individuals choose music to experience?	- How music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another). - Musical characteristics that make a piece of music appropriate for a specific event or function. - Their preference for specific musical works and styles. - Elements of music most prominent in repertoire. - How the changing elements of music can affect the style of the music. - Using appropriate terminology to describe and explain music. - The characteristics intended by the composer and/or performer to evoke a mood in a piece of music. - Using teacher or student specified criteria to evaluate a musical performance. - Showing respect for personal work and the work of others through appropriate critique. - Evaluating the effect of audience and performers' behavior on the performance.
Anchor Standard #8 - Interpret intent and meaning in artistic work			
● MU.RE.8.PE.8a	a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?	
Anchor Standard #9 - Apply criteria to evaluate artistic work			
● MU.RE.9.PE.8a	a. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?	
Artistic Process - Connecting			
Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art			The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. Identify and describe: Identify the context in which the
● MU.CN.10.PE.8a	a. Identify and explain the roles and impact music plays in one's life and the lives of others.	Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating,	
● MU.CN.10.PE.8b	b. Explain reasons for selecting music citing connections to interest, purpose,		

			composer wrote the piece being performed.
and context.	performing, and responding?		
Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding			• Recognizing composers' motivations for creating the music being performed by the students.
• MU.CN.11.PE.8a	a. Identify and explain how context can inform the expressive intent and meaning of a musical performance.	Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	• Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.
• MU.CN.11.PE.8b	b. Identify and explain how music is affected by one's knowledge outside the arts (e.g.science, social studies, math, language arts).		• Understanding the connections between music and other content areas as encountered in the repertoire, including text settings. • Identify their preference for specific musical works and styles. • Elements of music in repertoire. • Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions. • Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.

Below you will find two additional resources for planning and implementing your content standards. The Common Core Standards for the Related Arts charts questions that supports building literacy in your content area as well as supporting general reading and writing achievement. The Hess Cognitive Rigor Matrix for Fine Arts provides a framework for increasing the level of rigor when planning activities and engaging students.

COMMON CORE STANDARDS FOR THE RELATED ARTS

How are students literate in Performing Ensembles?

Reading Standards	
Knowledge of domain-specific vocabulary	● How do I use content-specific vocabulary in my content area? ● How do I ensure I am explicitly teaching my content area's vocabulary ● How do students read content-specific vocabulary in my content area? ● Why is it important for students to do this in my content area?
Analyze, evaluate, and differentiate primary and secondary sources	● What are primary and secondary sources in my content area? (i.e. paintings in visual art, music recordings in music, websites in media, videos of sport events in PE, real time student performance) ● Why is it important for students to do this in my content area? ● How do I ensure students are analyzing and evaluating content-specific sources?
Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams	● How are maps, timelines, flowcharts or diagrams used in my content area? ● Why is it important for students to do this in my content area? ● How will students synthesize the information found in maps, timelines, flowcharts or diagrams and are able to explain the information to another person?
Writing Standards	
Write arguments on discipline-specific content and informative/explanatory texts	● How might I ask students to write an argument in my content area? ● What text, media, visual, or performance resources can be used as "text" to write arguments from? ● Why would students need to argue a point-of-view or perspective in my content area?
Use of data, evidence, and reason to support arguments and claims	● What kind of data is specific to my content area? ● How do I use text, media, visual, or performance resources as data to reason or support arguments or claims?
Use of domain-specific vocabulary	● How do students use content-specific vocabulary in their writing? ● Why is it important for students to be able to write about my content area?

adapted from the www.corestandads.org

HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM)

Artistic Practice	DOK Level 1 **Recall and Reproduction** Having the knowledge required; do not need to "figure it out"	DOK Level 2 **Connect or Apply Skills & Concepts** Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 **Strategic Thinking/Abstract Reasoning** Complex & Abstract; Exploring multiple solution paths; Justifying *with evidence*	DOK Level 4 **Extended Thinking** Relating/developing complex ideas using multi-sources *and evidence*
Perceiving, Performing and Responding	• Identify/ describe ways art represents what people see, hear, feel, believe • Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music • Describe how artists/ dancers might represent… • Identify/ describe narrative conventions depicted in the arts	• Show relationships between (dance, music, film, etc.) and other arts forms • Make observations or compare similarities/differences: styles, forms, techniques, etc. • Explain possible reasons for selecting tools, medium, elements, principles, images, etc. • Select a familiar artistic work to perform • Explain the artist's central message	• Analyze/find evidence of how a combination of elements or principles are used to achieve a desired effect or theme • Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc. • Develop personal response to or interpretation of a work of art	• Analyze more than one performance or product (same composer, time period, theme, etc.) drawing from multiple source materials for the analyses (e.g., different treatments of same theme) • Perform an "old" idea in a new way
Historical, Social and Cultural Contexts	• Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc. • Identify ways symbols and metaphors are used to represent universal ideas • Locate symbols that represent… • Identify/ describe characteristics and origins of dance/art/music genres	• Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/ theatre/film • Explain or compare how different art forms communicate culture, time period, issues • Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/ culture • Explain/trace the evolution of arts forms across time periods	• Analyze how historical/cultural context is applied to develop theme in a performance or product • Plan artworks based on historical, social, political, or cultural theme, concept, or representative style • Apply problem solving strategies used among the arts, humanities, and sciences to solve visual "problems"	• Integrate or juxtapose multiple (historical, cultural) contexts drawn from source materials (e.g., literature, music, historical events, media) with intent to develop a complex/multifaceted performance or product and personal viewpoint
Creative Expression, Exploration and Production	• Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods) • Demonstrate a variety of movements, methods, techniques • Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space)	• Select/use tools for specific artistic purposes • Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc. • Use/apply choreographic forms to communicate ideas, feelings, concepts • Improvise simple rhythmic variations • Create examples or models that represent the same topic, concept, idea, etc.	• Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme • Create/compose for a specific purpose, using appropriate processes, tools, techniques • Create narrative art work depicting setting, characters, action, conflict, etc. • Research a given style and develop personal interpretation of it	• Apply multiple sets of criteria to develop and present a complex /multifaceted performance or product (e.g., consistent application of awareness of space, physical discipline, concentration, and projection from rehearsals to performance; development of portfolio showing evolution of ideas/personal style)
Aesthetics, Criticism and Reflection	• Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation • Describe criteria used for executing technical or artistic quality	• Explain ways in which artistic choices (choreographic forms, etc.)might affect performance or audience response • Critique examples and non-examples of a given technique, style, etc.	• Defend the selection of criteria and evidence used to critique the quality or develop a performance or product (e.g., compose a melody, perform improvisation, direct a scene, solve a visual "problem")	• Formulate/ use multiple sets of criteria and evidence to critique a complex /multi-faceted performance or final product • Compile and defend exemplars chosen to depict a theme or style

Part 3 - National Guidelines

The new National Core Arts Standards are framed by a definition of artistic literacy that includes philosophical foundations and lifelong goals, artistic processes and creative practices, anchor and performance standards that students should attain, and model cornerstone assessments by which they can be measured. They emphasize the process-oriented nature of the arts and arts learning that guide the continuous and systematic operations of instructional improvement by:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards at the forefront of the work.
- Identifying Creative Practices as the bridge for the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual throughlines and articulate value and meaning within and across the arts discipline.
- Providing Model Cornerstone Assessments of student learning aligned to the Artistic Processes.

Rather than offering simply a compilation of individual skills and knowledge, the National Core Arts Standards integrate the processes, skills and knowledge, sample assessments, and criteria for successful learning into a single organized system that spans K-8 and is aligned to the philosophical foundations and lifelong goals.

Philosophical Foundation	Lifelong Goals
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for	Artistically literate citizens know and understand artwork from varied

individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers,and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Anchor standards

Anchor standards describe the general knowledge and skill that teachers expect students to
demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.

Performance standards

Performance standards are discipline-specific grade-by-grade articulations of student achievement in the arts K-8. As such, the performance standards translate the anchor standards into specific, measurable learning goals.

Instructional Resources

The instructional resources include:
- Enduring understandings - are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area.
- Essential questions - Described by Wiggins and McTighe as questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions—including thoughtful student questions—not just pat answers. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in your subject.

- Process components - the actions artists carry out as they complete each artistic process.
- Glossaries
- Cornerstone assessment with key traits. - Sample model cornerstone assessments are provided within the standards to illustrate the type of evidence needed to show attainment of desired learning. Key traits describe the criteria or "look-for's" used to build evaluation tools for open-ended performance tasks.

The fundamental creative practices of imagination, investigation, construction, and reflection, which are essential in the arts but equally important for science and mathematics learning, are cognitive processes by which students not only learn within an individual discipline but also transfer their knowledge, skill, and habits to other contexts and settings. Through arts teaching, students view, make, and discuss art works, and come to realize that the arts exist not in isolation, but within the multiple dimensions of time, space, culture, and history.