

**GRADES 9-12**  
**DISTRICT 742 COMMUNITY SCHOOLS**  
**BAND PROGRAM GOALS**

**High School Level Band**  
**Guiding Philosophy**

We believe in:

1. A district-wide aligned curriculum.
2. Equal resources and opportunities for all students.
  - Small group/like-instrument curricular instruction across the district (band lessons)
  - Large group (full band) rehearsal curricular instruction across the district
  - Extra-curricular band groups, such as jazz band, pep band and marching band across the district
3. Ongoing exposure to quality musical literature and performance
4. Performing with accuracy all “basic skills” on individual instrument
5. Teaching reading/writing of the language of music
6. Having high expectations of all students’ developmental levels
7. The attributes of self-discipline, responsibility, diligence and cooperation with others as team members which are developed through participation in band.
8. Continuing teacher training and support through such musical organizations as MENC (Music Educators National Conference), MMEA (Minnesota Music Educators Education Association) and the MBDA (Minnesota Band Directors Association).
9. Offering opportunities for students to participate in Minnesota All-State Band, Minnesota All-State Jazz Band, Minnesota All-State Orchestra Winds & Percussion, Central Lakes Conference Honor Band, Central Lakes Conference Honor Jazz Band, Regional Concert Band Festival, Regional Solo & Ensemble Contest, Minnesota Music Educators Association Middle-Level Honor Band, Minnesota Music Educators Association Middle-Level Band Festival, Minnesota Band Directors Association Second Year Band Festival and the Minnesota Band Directors Association Beginning Band Festival.

# **STRAND ONE: ARTISTIC FOUNDATIONS**

## **STANDARD ONE: DEMONSTRATE KNOWLEDGE OF THE FOUNDATIONS OF THE ARTS AREA.**

### **GOAL 1: High School/Grades 9-12:**

**Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meaning in the creation of, performance of, or response to music.**

Grades 9-12: Content/Assessment:

- A. Examine the elements of music.
- B. Identify the elements of music.
- C. Differentiate between the elements of music.
- D. Discuss and evaluate the communication of the elements of music.

### **GOAL 2: High School/Grades 9-12:**

**Evaluate how the elements of music and related concepts such as repetition, pattern, balance and emphasis are used in the creation of, performance of, or response to music.**

Grades 9-12: Content/Assessment:

- A. Participate in active listening to determine the imagery intended by the composer.
- B. Develop a model to communicate the story the music is trying to tell.
- C. Verbalize the emotional reaction to the music.
- D. Perform with fluency and expression independently and in a large group.

### **GOAL 3: High School/Grades 9-12:**

**Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music.**

Grades 9-12: Content/Assessment:

- A. Research and identify the different characteristics among musical works from genres and musical styles.
- B. Develop a model to communicate how these characteristics integrate to the creation, performance and response to music.
- C. Experience a variety of musical styles, forms and genres.
  - Perform literature from various styles, periods and cultures – rehearse and perform various popular, classical, swing, rock, Latin, ethnic, novelty and march styles.
- D. Experience and respond to music and music performances.
  - Analyze the uses of the elements of music in musical literature using appropriate terminology.
  - Describe quality of performance of musical literature in listening and performing and offer constructive suggestions for improvements.

### **GOAL 4: High School/Grades 9-12:**

**Apply understanding of the health and safety issues related to creating, performing and responding to music.**

Grades 9-12: Content/Assessment:

- A. Discuss and apply the knowledge of the science of sound i.e. the number of decibels which lead to hearing loss.
- B. Discuss and apply proper posture for heavy instruments i.e. marching percussion and colorguard for repetitive stress on muscles.

## **STANDARD TWO: DEMONSTRATE KNOWLEDGE AND USE OF THE TECHNICAL SKILLS OF THE ART FORM, INTEGRATING TECHNOLOGY WHEN APPLICABLE.**

### **GOAL 1: High School/Grades 9-12:**

**Read and notate music using standard notation system such as complex meters, extended ranges and expressive symbols, with and without the use of notation software in a variety of styles and contexts.**

Grades 9-12: Content/Assessment:

- A. Demonstrate knowledge of basic music symbols used in performance.
  - Identify correct names of all notes in playing range.
  - Identify, define and count/clap/play rhythmic notation in 2/4,  $\frac{3}{4}$ , 4/4, cut-time, 6/8, 3/8, 9/8, 12/8, and 5/4 time signatures.
  - Identify, define and demonstrate the system of symbols i.e. staff, time signature, key signature, notes/rests, dynamics, tempo marking, articulation, etc.
  - Notate the system of symbols i.e. staff, time signature, key signature, notes/rests, dynamics, tempo marking, articulation, etc.
  - Locate notes and associated fingerings on a fingerings chart (to include trill chart and alternate fingerings).
  - Identify the major scale structure and perform with accuracy the 12 Major Scales.
  - Identify the structure of the natural minor, harmonic minor and melodic minor scale and perform with accuracy.
  - Identify the basic and most common percussion rudiments and perform with accuracy.

### **GOAL 2: High School/Grades 9-12:**

**Sing alone and in small and large groups (multi-part), or play an instrument alone and in small and large groups, a variety of music using characteristic tone, technique and expression.**

Grades 9-12: Content/Assessment:

- A. Know the proper care and assembly of instrument.
  - Identify parts of instrument.
  - Demonstrate proper assembly.
  - Demonstrate proper maintenance.
- B. Demonstrate proper posture and breath management for instrument.
  - Demonstrate correct posture (wind and percussion).
  - Demonstrate proper breathing techniques (wind instruments only).
  - Demonstrate proper breath support (wind instruments only).
- C. Demonstrate characteristic tone production on instrument.
  - Consistently demonstrate proper embouchure (wind instruments) and grip and stroke (percussion instruments).
  - Develop an initial concept of characteristic tone.
  - Develop an acceptable concept of accurate intonation.
  - Demonstrate the use of the tuning mechanism.
- D. Demonstrate proper performance techniques on instrument.
  - Demonstrate proper grip and playing area. (percussion only).  
Deomonstrate proper stroke attack and technique on tuned and untuned percussion.
  - Demonstrate proper support of instrument while sitting/standing to play (wind instruments only).
  - Demonstrate proper articulation techniques: tonguing, slurring, legato, staccato, marcato (wind instruments).

**GOAL 3: High School/Grades 9-12:**

**Use electronic musical tools to record, mix, play back, accompany, arrange or compose music.**

Grades 9-12: Content/Assessment:

- A. Design and manipulate components to create musical arrangements and original compositions for a specific purpose.

**STANDARD THREE: DEMONSTRATE UNDERSTANDING OF THE PERSONAL, SOCIAL, CULTURAL AND HISTORICAL CONTEXTS THAT INFLUENCE THE ARTS AREAS.**

**GOAL 1: High School/Grades 9-12:**

**Analyze how the personal, social, cultural and historical contexts influence the creation, interpretation or performance of music including the contributions of Minnesota American Indian tribes and communities.**

Grades 9-12: Content/Assessment:

- A. Compare and contrast connections among works in music, their purposes and their personal, cultural and historic contexts, including the contributions of Minnesota American Indian tribes and communities.
  - Research and identify different characteristics among musical works from various periods of history and cultures.

**GOAL 2: High School/Grades 9-12:**

**Synthesize and express an individual view of the meanings and functions of music.**

Grades 9-12: Content/Assessment:

- A. Develop an aesthetic awareness of music and an appreciation for the ways in which it is expressed throughout history and cultures.
- B. Analyze the meanings and functions of music.
  - Describe musical works and composers in historical and cultural contexts.

**STRAND TWO: ARTISTIC PROCESS: CREATE OR MAKE**

**STANDARD ONE: CREATE OR MAKE IN A VARIETY OF CONTEXTS IN THE ARTS AREA USING THE ARTISTIC FOUNDATIONS.**

**GOAL 1: High School/Grades 9-12:**

**Improvise, compose or arrange new musical compositions in a variety of styles and contexts using available technology to preserve the creations.**

Grades 9-12: Content/Assessment:

- A. Read and write using any of the following rhythms: quarter note, dotted eighth and sixteenth note combination, half note, dotted half note, whole note, 2 eighth notes, dotted quarter and eighth note, quarter, half, whole, eighth and sixteenth rests – plus all new rhythms in Level 3-6 HS Level music.
- B. Compose a melody and countermelody using notes of the Bb Blues Scale.

- C. Improvise using any of the following rhythms: quarter note, half note, dotted half note, dotted quarter and eighth note, dotted eighth and sixteenth note combination, whole note, 2 eighth notes, quarter, half, whole, eighth and sixteenth rests – plus all new rhythms in Level 3-6 HS Level music.
- D. Improvise and develop a melody using the Bb Concert Blues Scale.

**GOAL 2: High School/Grades 9-12:**

**Revise a musical composition or arrangement based on artistic intent and using multiple sources of critique and feedback.**

Grades 9-12: Content/Assessment:

- A. Develop and apply strategies for active listening, self reflection and artistic intent.
- B. Organize information developed.
- C. Apply strategies to improve performance.

**GOAL 3: High School/Grades 9-12:**

**Justify an artistic statement, including how audience and occasion influence creative choices.**

Grades 9-12: Content/Assessment:

- A. Identify and analyze the structure of the band program.
- B. Identify and analyze the needs of the students.
- C. Identify and analyze the needs of the community.
- D. Develop and apply the appropriate standards that meet the needs of the performance ensemble.

## **STRAND THREE: ARTISTIC PROCESS: PERFORM OR PRESENT**

**STANDARD ONE: PERFORM OR PRESENT IN A VARIETY OF CONTEXTS IN THE ARTS AREA USING THE ARTISTIC FOUNDATIONS.**

**GOAL 1: High School/Grades 9-12:**

**Rehearse and perform an existing single complex work or multiple works of music from a variety of contexts and styles alone and within small or large groups.**

Grades 9-12: Content/Assessment:

- A. Demonstrate proper rehearsal etiquette.
  - Develop appropriate individual practice and lesson habits.
  - Work cooperatively with other members of the band.
  - Maintain concentration during rehearsal.
  - Demonstrate respect for the band by remaining quiet while conductor works with a different section of the band.
- B. Demonstrate proper concert etiquette.
  - Develop a concept of appropriate behaviors to be demonstrated while performing and/or attending a concert.
- C. Demonstrate an understanding of basic gestures used in conducting.
  - Demonstrate the ability to follow the conductor.
  - Demonstrate standard beat patterns for 2/4, 3/4, 4/4, 5/4, 3/8, 6/8, 9/8, 12/8, alla breve.
  - Demonstrate volume contrasts.
  - Demonstrate style indicators.

**GOAL 2: High School/Grades 9-12:**

**Revise performance based on artistic intent and using multiple sources of critique and feedback.**

Grades 9-12: Content/Assessment:

- A. Develop and apply strategies for active listening.
- B. Organize information developed.
- C. Apply strategies to improve performance.
- D. Interpret performance (rehearsal or concert) using the following sources:
  - Conductor
  - 1-2 student's verbal critique
  - Student's written critique
  - Audio or video recording to tape/CD/Smart Music software program
  - Concert performance live audience
  - Contest/Festival performance Judge evaluation
  - Actual concert recording

**GOAL 3: High School/Grades 9-12:**

**Justify artistic intent, including how audience and occasion influence performance choices.**

Grades 9-12: Content/Assessment:

- A. Recognize the composer's use of the elements of music to convey the artistic intent.

## **STRAND FOUR: ARTISTIC PROCESS: RESPOND OR CRITIQUE**

**STANDARD ONE: RESPOND TO OR CRITIQUE A VARIETY OF CREATIONS OR PERFORMANCES USING THE ARTISTIC FOUNDATIONS.**

**GOAL 1: High School/Grades 9-12:**

**Analyze, interpret and evaluate a variety of musical works or performances by applying self-selected criteria within the traditions of the art form.**

Grades 9-12: Content/Assessment:

- A. Analyze the uses of the elements of music in musical literature using appropriate terminology.
- B. Describe quality of performance of musical literature in listening and performing and offer constructive suggestions for improvements.
- C. Identify the form of aural musical examples (comparable to those performed in class).
- D. Listen during rehearsals and describe specific musical events at given measure numbers.
- E. Analyze and describe elements of music that make a given piece interesting and expressive.

**GOAL 2: High School/Grades 9-12:**

**Justify choices of self-selected criteria based on knowledge of how criteria affects criticism.**

Grades 9-12: Content/Assessment:

- A. Reflect upon the characteristics of the musical composition and assess the merits of one's own musicianship and the musicianship of others.
- B. Reflect on various interpretations to understand and evaluate musical compositions.
- C. Identify intentions of the composer to justify their own intentions.

D. Describe, compare and evaluate the effectiveness of the individual musicianship and the musicianship of the performing group.

Drafted by Janalle Earp & Michelle Sonmor August 18, 2009  
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