



9th-12th Grade

Beginning Band Levels I-IV GSE



CREATING

HSBB.CR.1 **Improvise, compose, and arrange music within specified guidelines.**

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise and/or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
- c. Refine improvised or composed pieces using teacher-created criteria.
- d.

PERFORMING

HSBB.PR.1 **Sing alone or with others.**

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.

HSBB.PR.2 **Perform on instruments through a varied repertoire of music, alone and with others.**

- a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).
- c. Recognize the ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

HSBB.PR.3 **Read and identify elements of notated music.**

- a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression).
- b. Define and describe the musical terms incorporated in the literature and identify key signatures.
- c. Demonstrate a steady beat, rhythms and meters through a systematic counting procedure.



RESPONDING

HSBB.RE.1 Listen to, analyze, and describe music.

- a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).
- b. Compare and contrast musical works based on genre and culture.

HSBB.RE.2 Respond to music and music performances of themselves and others.

- a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations).
- b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations).
- c. Compile a list of strengths and weaknesses in performances using self-reflection and peer feedback, and suggest areas of improvement.
- d. Identify the interpretations in a band performance in relation to the expressive intent of the composer.
- e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

CONNECTING

HSBB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.

- a. Describe the relationship between music and other arts.
- b. Describe the relationship between music and other disciplines.
- c. Identify genres, styles, and composers within specific time periods.
- d. Describe the relationship between music and musicians, and society and culture.