



**9<sup>th</sup>-12<sup>th</sup> Grade**

**Beginning Instrumental Ensemble Band**

**Levels I-IV GSE**



## CREATING

### **HSBIE.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 or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).

## PERFORMING

### **HSBIE.PR.1**    **Sing alone or with others.**

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

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

- a. Analyze characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, or appropriate percussion technique.
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).
- c. Recognize the following ensemble skills through performance of musical literature: 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.

### **HSBIE.PR.3**    **Read and identify elements of notated music.**

- a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and 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

**HSBIE.RE.1 Listen to, analyze, and describe music.**

- a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords.
- b. Compare and contrast musical works based on genre and culture

**HSBIE.RE.2 Respond to music and music performances of themselves and others.**

- a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- b. Compile a list of strengths and weaknesses in performances and suggest areas of improvement.
- c. Identify the interpretations in an ensemble performance in relation to the expressive intent of the composer.
- d. Describe and demonstrate proper concert performance etiquette and proper audience etiquette

## CONNECTING

**HSBIE.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, society and culture.