



9th-12th Grade

Intermediate Band Levels I-IV



CREATING

HSIB.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).
- c. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.
- d. Refine improvised or composed pieces using student or teacher-created criteria.

PERFORMING

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

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.
- c. Sing to reinforce breathing and use of the air stream.

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

- a. Demonstrate 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, major and chromatic scales, technical exercises).
- c. Use 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 level 1 and 2.

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

- a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures.
- b. Interpret the musical terms incorporated in the literature.
- c. Demonstrate an understanding of simple and compound meter rhythmic patterns through a systematic counting procedure.



RESPONDING

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

- a. Relate and describe the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance.
- b. Distinguish characteristics of a specific work based on genre and/or culture.
- c. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. tuner, electronic drone, individual performer).

HSIB.RE.2 Respond to music and music performances.

- a. Identify music literature and band performance of both superior and poor quality and distinguish the factors which are used to classify them as such.
- b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement.
- c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer.
- d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

CONNECTING

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

- a. Describe and discuss similarities and differences in the terminology of the subject matter between music and other areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture).
- b. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles.