



9th - 12th Grade

Mastery Band Levels I-IV GSE



CREATING

HSMB.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 scales or scale modes).
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii) IV-V (7)-I.
- d. Refine and justify improvised or composed pieces using student-created criteria.

PERFORMING

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

- a. Sing to reinforce fundamentals of breathing, use of the air stream, and quality of sound in tone production.
- b. Sing to develop the ability to match intervallic and chordal tuning.
- c. Sing to reinforce melodic shape and stylistic elements of a melodic line or accompaniment pattern.

HSMB.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. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato <when appropriate>, appropriate percussion technique) based on the level of music.
- b. Develop and justify proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate.
- c. Apply and justify ensemble skills through performance of musical literature (e.g.
- d. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- e. Apply and justify understanding of the complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature.
- f. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- g. Synthesize all ensemble skills through sight-reading performance of music literature at all levels.

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

- a. Apply and justify the knowledge of counting systems, vocabulary, theory, and the conventions necessary to read and notate music at the mastery level.
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances.
- c. Analyze and justify compositional elements (e.g. musical terms, key signatures, tonality, form) in the music being studied.



RESPONDING

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

- a. Read, write, or analyze rhythmic patterns in compound and complex meters, demonstrating a mastery level of technical facility and precision.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of their individual instrument by listening, analyzing, and making the appropriate modifications.
- c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble.
- d. Demonstrate without assistance, ability to adjust and match individual instrument to a prescribed pitch-source (e.g. electronic drone, individual performer).

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

- a. Assess and justify musical elements (melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied.
- b. Distinguish and justify the factors which are used to evaluate the effectiveness of a performance.
- c. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value of the performance.

CONNECTING

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

- a. Analyze and justify similarities and differences in the terminology of the subject matter between music and other subject 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. Describe and analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.