

# **BAND**

## **7-12**

**Diocese of Salt Lake City**

**Catholic Schools Office**

**Based on the Utah State Office of Education Curriculum**

# Music - Secondary Core Curriculum

## Band

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion instrument. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. No prerequisite course required.

	Band I	Band II	Band III
Prerequisite	NONE	Band I or audition	Band II or audition.
<b>STANDARD 1</b>	Students will use body, voice, and instruments as means of musical expression.		
<b>Perform</b>	<p><b>Objective A</b> Produce a beautiful tone.</p> <ul style="list-style-type: none"> <li>- Produce an acceptable tone over a limited range of the instrument using proper embouchure, posture, hand position, and breathe support or stick control.</li> <li>- Describe the characteristics of a good embouchure (or grip and stroke for percussion).</li> <li>- Explain and demonstrate the principles of proper breath support and</li> </ul>	<p><b>Objective A</b> Produce a beautiful tone.</p> <ul style="list-style-type: none"> <li>- Produce a characteristic tone at various dynamic levels throughout a full range.</li> <li>- Perform musical examples spanning the <i>p</i>, <i>mp</i>, <i>mf</i>, and <i>f</i> dynamic levels while demonstrating characteristic tone at each level.</li> <li>- Describe the adjustments needed in embouchure and breathe support to perform at various dynamic levels.</li> </ul>	<p><b>Objective A</b> Produce a beautiful tone.</p> <ul style="list-style-type: none"> <li>- Produce a characteristic tone at various dynamic levels throughout an extended range and at various tempi.</li> <li>- Perform musical examples spanning <i>pp</i> through <i>ff</i> dynamic levels while demonstrating characteristic tone.</li> <li>- Describe the adjustments needed</li> </ul>

	<p>teach this to other students.</p> <ul style="list-style-type: none"> <li>- Consistently use proper posture, position, and embouchure (grip and stroke for percussion) with less and less prompting by the teacher.</li> </ul> <p><b>Objective B</b> Demonstrate technical performance skills.</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of technique, tonal centers, key signatures, and scales in the concert keys of F, B-flat, E-flat, and A-flat by learning to play (slur and tongued), and write scales and related patterns in those keys as well as the chromatic scale throughout a comfortable range of the instrument.</li> <li>- Play in musical phrases.</li> <li>- Perform a range of dynamic contrasts and tempo changes.</li> <li>- Describe tuning an instrument and tune the instrument to a given pitch.</li> <li>- Define and utilize technical instrumental terminology.</li> </ul> <p><b>Objective C</b> Demonstrate notational literacy.</p>	<ul style="list-style-type: none"> <li>- Identify the adjustments and physical development that are required to increase the playing range on a particular instrument.</li> <li>- Perform musical examples that utilize pitches reaching into the upper and lower tessitura while maintaining a characteristic tone.</li> </ul> <p><b>Objective B</b> Demonstrate technical performance skills.</p> <ul style="list-style-type: none"> <li>- Perform musical examples that use combinations of legato, staccato, marcato, accent, and slur articulation.</li> <li>- Describe the sound characteristics of various articulations and the physical process needed to produce each.</li> <li>- Name and write the pitches in twelve major scales.</li> <li>- Play the chromatic, twelve major scales and the following minor scales in the natural, harmonic, and melodic form: a, d, g, c, and f.</li> <li>- Describe tuning and tune the instrument to a given pitch.</li> </ul> <p><b>Objective C</b> Demonstrate notational literacy.</p>	<p>in embouchure and breath support to perform at the various dynamic levels and extended ranges.</p> <ul style="list-style-type: none"> <li>- Perform pitches reaching into the upper and lower tessitura of each instrument while maintaining a characteristic tone.</li> </ul> <p><b>Objective B</b> Demonstrate technical performance skills.</p> <ul style="list-style-type: none"> <li>- Play the chromatic scale through the full range of the instrument, the twelve major scales, and three forms of the minor scales.</li> <li>- Perform musical examples that use combinations: legato, staccato, marcato, accent, and slur at diverse tempi.</li> <li>- Describe the sound characteristics of various articulations and the physical process needed to produce each.</li> <li>- Demonstrate dynamics ranging from <i>ppp</i> to <i>fff</i>.</li> <li>- Perform with correct intonation.</li> <li>- Demonstrate a variety of ways</li> </ul>
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	<ul style="list-style-type: none"> <li>- “Count and finger” through unfamiliar exercises or pieces individually and with the ensemble.</li> <li>- “Spell and finger” (say note names while fingering the notes) through unfamiliar short exercises or pieces individually and with the ensemble.</li> <li>- Correctly explain all standard notation symbols in instrumental music.</li> <li>- Perform simple unfamiliar short exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.</li> </ul> <p><b>Objective D</b> Demonstrate productive rehearsal habits.</p> <ul style="list-style-type: none"> <li>- Examine and improve rehearsal skills through preparation, conscientious attendance, alertness, participation, and cooperation.</li> <li>- Show patience, kindness, and respect to classmates and instructors.</li> <li>- Take care of music department</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</li> <li>- Perform correct pitch and rhythm while sight-reading.</li> </ul> <p><b>Objective D</b> Demonstrate productive rehearsal habits.</p> <ul style="list-style-type: none"> <li>- Show respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.</li> <li>- Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.</li> <li>- Assist in the organization and care of supplies</li> <li>- Exhibit commendable performance etiquette.</li> </ul> <p><b>Objective E</b> Demonstrate knowledge, use, and care of selected instruments.</p> <ul style="list-style-type: none"> <li>- Identify and explain the names and functions of various parts of the instrument.</li> </ul>	<p>to tune an instrument within an ensemble setting.</p> <p><b>Objective C</b> Demonstrate notational literacy.</p> <ul style="list-style-type: none"> <li>- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</li> <li>- Perform correct rhythms and pitches while sight-reading.</li> <li>- Sight-read with sensitivity, correct dynamics, phrasing, expression, and style.</li> </ul> <p><b>Objective D</b> Demonstrate productive rehearsal habits.</p> <ul style="list-style-type: none"> <li>- Exhibit respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.</li> <li>- Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and</li> </ul>
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	<p>supplies, facilities, and equipment.</p> <p><b>Objective E</b> Demonstrate knowledge, use, and care of selected instruments.</p> <ul style="list-style-type: none"> <li>- Identify and explain the names and functions of various parts of the instrument.</li> <li>- Demonstrate the proper assembling of the instrument and care following playing.</li> <li>- List responsibilities of instrument owner in care and maintenance, part replacement, and damage repair.</li> </ul> <p><b>Objective F</b> Perform varied repertoire.</p> <ul style="list-style-type: none"> <li>- Perform in public and/or for adjudication band pieces in the style indicated.</li> <li>- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</li> <li>- Follow the conductor.</li> <li>- Prepare and perform accompanied</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the proper assembling of the instrument and care following playing.</li> <li>- List responsibilities of instrument owner in care and maintenance, part replacement, and damage repair.</li> </ul> <p><b>Objective F</b> Perform varied repertoire.</p> <ul style="list-style-type: none"> <li>- Perform in public and/or for adjudication band pieces in the style indicated.</li> <li>- Demonstrate ability to follow the conductor.</li> <li>- Prepare and perform accompanied solos and small ensemble pieces.</li> <li>- Perform with sensitivity, correct dynamics, phrasing, expression, and style.</li> </ul>	<p>instructors.</p> <ul style="list-style-type: none"> <li>- Assist in the organization and care of supplies, facilities, and equipment.</li> <li>- Exhibit commendable performance etiquette.</li> </ul> <p><b>Objective E</b> Perform varied repertoire.</p> <ul style="list-style-type: none"> <li>- Perform in public and/or for adjudication band pieces in the style indicated.</li> <li>- Demonstrate ability to follow the conductor.</li> <li>- Perform accompanied solos and small ensemble pieces.</li> </ul>
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	<p>solos.</p> <ul style="list-style-type: none"> <li>- Exhibit satisfactory performance etiquette.</li> </ul>		
<b>STANDARD 2</b>	Students will improvise and compose music.		
<b>Create</b>	<p><b>Objective A</b> Improvise rhythmic and melodic ideas and phrases.</p> <ul style="list-style-type: none"> <li>- Play a simple rhythmic variation (e.g., dividing a quarter into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.</li> <li>- Play a simple melodic variation (e.g., trills, passing tones, neighboring tones, turns) on a simple scale fragment or familiar melodies.</li> </ul> <p><b>Objective B</b> Record musical thoughts in standard notation.</p> <ul style="list-style-type: none"> <li>- Use the musical staff to notate and perform whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and alla breve meter signatures.</li> </ul>	<p><b>Objective A</b> Improvise rhythmic and melodic ideas and phrases.</p> <ul style="list-style-type: none"> <li>- Play back short scale fragments or rhythmic motives with and without accompaniment.</li> <li>- Create short scale fragments or rhythmic motives for others to replicate.</li> <li>- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.</li> <li>- Answer (vocally, then with instruments) phrases provided by the teacher.</li> <li>- Participate in group improvisation using the tones of the pentatonic or major scales.</li> <li>- Play embellishments (rhythmic and</li> </ul>	<p><b>Objective A</b> Improvise rhythmic and melodic ideas and phrases.</p> <ul style="list-style-type: none"> <li>- Play back short scale fragments or rhythmic motives with and without accompaniment.</li> <li>- Create short scale fragments or rhythmic motives for others to replicate.</li> <li>- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.</li> <li>- Answer (vocally, then with instruments) phrases provided by the teacher.</li> <li>- Participate in group improvisation using the tones of the pentatonic or major scales.</li> <li>- Play embellishments (rhythmic and</li> </ul>

	<ul style="list-style-type: none"> <li>- Accurately count, clap, and play rhythms using the above notes, rests, and time signatures.</li> <li>- Correctly write short dictated rhythms using the above notes, rests, and time signatures.</li> </ul> <p><b>Objective C</b> Write original melodies and short compositions.</p> <ul style="list-style-type: none"> <li>- Finish partially written phrases.</li> <li>- Write variations of a given phrase.</li> <li>- Write a consequent phrase for a given antecedent phrase.</li> </ul>	<p>melodic) to simple melodies and familiar tunes.</p> <p><b>Objective B</b> Record musical thoughts in standard notation.</p> <ul style="list-style-type: none"> <li>- Use appropriate terms and symbols in notating simple compositions and arrangements.</li> <li>- Finish notating partially written phrases.</li> <li>- Write variations of given phrases.</li> <li>- Write a consequent phrase for a given antecedent phrase.</li> <li>- Complete a given partial melody so that it ends in different ways.</li> </ul> <p><b>Objective C</b> Write original melodies and short compositions.</p> <ul style="list-style-type: none"> <li>- Finish notating partially written phrases.</li> <li>- Write variations of a given phrase.</li> <li>- Write a consequent phrase for a given antecedent phrase.</li> </ul>	<p>melodic) to simple melodies and familiar tunes.</p> <p><b>Objective B</b> Record musical thoughts in standard notation.</p> <ul style="list-style-type: none"> <li>- Use appropriate terms and symbols in notating simple compositions and arrangements.</li> <li>- Finish notating partially written phrases.</li> <li>- Write variations of given phrases.</li> <li>- Write a consequent phrase for a given antecedent phrase.</li> <li>- Complete a given partial melody so that it ends in different ways.</li> </ul> <p><b>Objective C</b> Invent arrangements for familiar music.</p> <ul style="list-style-type: none"> <li>- Arrange pieces for voices or instruments using a variety of traditional and nontraditional sound sources.</li> <li>- Use correct transpositions.</li> <li>- Use ranges that are appropriate and parts that tend to be idiomatic for</li> </ul>
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			instruments/voices.
<b>STANDARD 3</b> <b>Listen/ Analyze / Evaluate</b>	Students will expand music listening skills and use music vocabulary to analyze and evaluate music.		
	<p><b>Objective A</b> Analyze and evaluate musical examples.</p> <ul style="list-style-type: none"> <li>- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.</li> <li>- Analyze what the music is communicating and how.</li> <li>- Make value judgments based on effectiveness of musical events and expressive effects.</li> </ul> <p><b>Objective B</b> Evaluate ensemble performances.</p> <ul style="list-style-type: none"> <li>- List important criteria for determining the quality of a music performance.</li> <li>- Evaluate, using this list, strengths and weaknesses in performance, and</li> </ul>	<p><b>Objective A</b> Analyze and evaluate musical examples.</p> <ul style="list-style-type: none"> <li>- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.</li> <li>- Analyze what the music is communicating and how.</li> <li>- Make value judgments based on effectiveness of musical events and expressive effects.</li> </ul> <p><b>Objective B</b> Evaluate ensemble performances.</p> <ul style="list-style-type: none"> <li>- List important criteria for determining the quality of a music performance.</li> <li>- Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.</li> </ul>	<p><b>Objective A</b> Analyze and evaluate musical examples.</p> <ul style="list-style-type: none"> <li>- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.</li> <li>- Analyze what the music is communicating and how.</li> <li>- Make value judgments based on effectiveness of musical events and expressive effects.</li> </ul> <p><b>Objective B</b> Evaluate ensemble performances.</p> <ul style="list-style-type: none"> <li>- List important criteria for determining the quality of a music performance.</li> <li>- Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.</li> </ul>

	<p>prepare suggestions for improvement.</p> <ul style="list-style-type: none"> <li>- Demonstrate proper behavior while at a concert.</li> <li>- Compare/contrast live musical performances with recordings.</li> </ul> <p><b>Objective C</b> Document personal growth as a musician.</p> <ul style="list-style-type: none"> <li>- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.</li> <li>- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.</li> <li>- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate commendable behavior while at a concert.</li> <li>- Compare/contrast live musical performances with recordings.</li> </ul> <p><b>Objective C</b> Document personal growth as a musician.</p> <ul style="list-style-type: none"> <li>- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.</li> <li>- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.</li> <li>- Select a piece of own completed work that most clearly illustrates progress, and explain this choice to teacher and/or parents.</li> <li>- Explain how the quality of own performance affects the performance of the whole group.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate proper behavior while at a concert.</li> <li>- Compare/contrast live musical performances with recordings.</li> </ul> <p><b>Objective C</b> Document personal growth as a musician.</p> <ul style="list-style-type: none"> <li>- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.</li> <li>- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.</li> <li>- Select a piece of own completed work that most clearly illustrates progress, and explain this choice to teacher and/or parents.</li> <li>- Explain how the quality of own performance affects the performance of the whole group.</li> </ul>
<p><b>STANDARD 4</b></p> <p><b>Discover Meaning</b></p>	<p>Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions,</p>	<p>culture and history.</p>	

	<p><b>Objective A</b> Examine how music relates to personal development and enjoyment of life.</p> <ul style="list-style-type: none"> <li>- Evaluate how the study of music expands the ability to communicate with and understand others.</li> <li>- Tell how music can be a joyful part of daily activities.</li> <li>- Describe how making music together helps develop skills and success in working with others.</li> <li>- Describe how self and/or class have used music to be of service to someone.</li> <li>- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.</li> </ul> <p><b>Objective B</b> Experience how music connects us to history, culture, heritage, and community.</p> <ul style="list-style-type: none"> <li>- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come</li> </ul>	<p><b>Objective A</b> Examine how music relates to personal development and enjoyment of life.</p> <ul style="list-style-type: none"> <li>- Evaluate how the study of music expands the ability to communicate with and understand others.</li> <li>- Tell how music can be a joyful part of daily activities.</li> <li>- Describe how making music together helps develop skills and success in working with others.</li> <li>- Describe how self and/or class have used music to be of service to someone.</li> <li>- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.</li> </ul> <p><b>Objective B</b> Experience how music connects us to history, culture, heritage, and community.</p> <ul style="list-style-type: none"> <li>- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together,</li> </ul>	<p><b>Objective A</b> Examine how music relates to personal development and enjoyment of life.</p> <ul style="list-style-type: none"> <li>- Evaluate how the study of music expands the ability to communicate with and understand others.</li> <li>- Tell how music can be a joyful part of daily activities.</li> <li>- Describe how making music together helps develop skills and success in working with others.</li> <li>- Describe how self and/or class have used music to be of service to someone.</li> <li>- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.</li> </ul> <p><b>Objective B</b> Experience how music connects us to history, culture, heritage, and community.</p> <ul style="list-style-type: none"> <li>- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together,</li> </ul>

	<p>together, and/or enjoy themselves through music.</p> <ul style="list-style-type: none"> <li>- Perform and enjoy music related to various cultures, times, and places.</li> <li>- Explain what the music experienced above means personally</li> </ul>	<p>and/or enjoy themselves through music.</p> <ul style="list-style-type: none"> <li>- Perform and enjoy music related to various cultures, times, and places.</li> <li>- Explain what the music experienced above means personally.</li> </ul>	<p>and/or enjoy themselves through music.</p> <ul style="list-style-type: none"> <li>- Perform and enjoy music related to various cultures, times, and places.</li> <li>- Explain what the music experienced above means personally.</li> </ul>
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