

## **Band KUD's Grades 5-12**

We teach music literacy, critical thinking, and listening skills.

We teach rehearsal/performance skills.

### **Music**

We teach students to read and interpret music:

1. Meter & Rhythm
2. Bow Technique
3. Signs and Symbols
  - Dynamic Indicators
  - Tempo Indicators
  - Key Signature
4. Sight Reading

We teach critical thinking and listening skills:

1. Tone Quality
2. Intonation/Left-Hand Technique
3. Balance/Blend
4. Interpretation/Musicianship

### **Rehearsal/Performance Skills**

We teach students to perform music independently and with others and participate in the cultural/musical life of the community.

1. Rehearsal Etiquette (5-12)
2. Performance Etiquette (5-12)
3. Instrument Care (5-12)

## RHYTHM/METER (GRADES 5-6)

**Understand** – *The student will understand the following “big ideas”:*

1. The foundation of rhythm is pulse (steady beat), which continues through sound and silence.
2. The pulse (or beat) can be divided into smaller units, which helps with rhythmic precision.
3. Specific symbols are used to represent various note lengths.
4. Meter organizes pulse into strong and weak beats. Bar lines are used to visually organize the music into measures.

**Know** – *The student will know the following key facts:*

1. Whole notes, whole rests
2. Half notes, half rests
3. Dotted half notes
4. Quarter notes, quarter rests
5. Eighth notes, eighth rests
6. Dotted Quarter notes
7. 4/4, 3/4, 2/4, simple meter
8. Percussion- sixteenth note/rest patterns

**Do** – *The student will be able to do the following tasks:*

1. Define and demonstrate the use of standard notation symbols for rhythm appropriate to grade level .5 - 1.5 music.
2. Perform simple unison and multiple part ensemble music while maintaining a steady tempo.
3. Write and count rhythmic notation.
- 4.

## RHYTHM/METER (GRADES 7-8)

**Understand** – *The student will understand the following “big ideas”:*

1. The foundation of rhythm is pulse (steady beat), which continues through sound and silence.
2. The pulse (or beat) can be divided into smaller units, which helps with rhythmic precision.
3. Specific symbols are used to represent various note lengths.
4. Meter organizes pulse into strong and weak beats. Bar lines are used to visually organize the music into measures.

**Know** – *The student will know the following key facts:*

1. Reinforce all previous rhythms
2. Sixteenth note patterns
3. Dotted eighth notes
4. Syncopation
5. Triplets (8th note and Quarter Note)

6. Cut Time (2/2)
7. 6/8 Time, 3/8 Time
8. Compound Meter

**Do** – *The student will be able to do the following tasks:*

1. Define and demonstrate the use of standard notation symbols for rhythm appropriate to grade level II and III music.
2. Perform simple unison and multiple part ensemble music while maintaining a steady tempo.
3. Write and count rhythmic notation.
4. Identify and demonstrate knowledge of complex meter and rhythm in their analysis of music.

## **RHYTHM/METER (GRADES 9-12)**

**Understand** – *The student will understand the following “big ideas”:*

1. The foundation of rhythm is pulse (steady beat), which continues through sound and silence.
2. The pulse (or beat) can be divided into smaller units, which helps with rhythmic precision.
3. Specific symbols are used to represent various note lengths.
4. Meter organizes pulse into strong and weak beats. Bar lines are used to visually organize the music into measures.

**Know** – *The student will know the following key facts:*

1. Reinforce all previous rhythms
2. Mixed Meter

**Do** – *The student will be able to do the following tasks:*

1. Define and demonstrate the use of standard notation symbols for rhythm appropriate to grade level II, III, IV, and V music.
2. Perform simple unison and multiple part ensemble music while maintaining a steady tempo.
3. Write and count rhythmic notation.
4. Identify and demonstrate knowledge of complex meter and rhythm in their analysis of the music.

## ARTICULATION/STICKING (GRADES 5-6)

**Understand** – *The student will understand the following “big ideas”:*

1. Music is made of long, short, smooth, separated, and emphasized notes.
2. Articulations are used to communicate the particular style of the music intended by the composer.
3. Standard percussion sticking contributes to clearer articulation.

**Know** – *The student will know the following key facts:*

1. Articulation markings
2. Staccato
3. Accents
4. Slurs
5. Legato
6. Percussion: R vs L hand sticking patterns

**Do** – *The student will be able to do the following tasks:*

1. Define and demonstrate the use of standard notation for articulations appropriate to grade level .5 - 1.5 music.
2. Perform music with simultaneously contrasting articulation styles.
3. Perform legato, slur, accent, and staccato articulations.
4. Percussion students will be able to perform .5 - 1.5 grade level rhythmic patterns with proper sticking.

## ARTICULATION/STICKING (GRADES 7-12)

**Understand** – *The student will understand the following “big ideas”:*

1. Notes have several variations on how they can be played.
2. Articulation changes based on what is written on the page.
3. There are specific physical actions for various articulations.
4. Standard percussion sticking contributes to clearer articulation.

**Know** – *The student will know the following key facts:*

1. Recognize when to tongue vs slur, staccato, and accents
2. Percussion: correct sticking patterns as called for in the music
3. Articulation is a division of air stream
4. Proper attacks and releases
5. Marcato, tenuto

**Do** – *The student will be able to do the following tasks:*

1. Perform various articulation patterns with fluency.
2. Advanced students will be able to perform double tonguing and triple tonguing.

## TECHNIQUE (GRADES 5-6)

**Understand** – *The student will understand the following “big ideas”:*

1. Practice slowly to learn how to play fluently.
2. Accurate practice and repetition build technique.
3. Good hand and finger positions, correct articulation, and posture are important for good technique.

**Know** – *The student will know the following key facts:*

1. Students will know correct embouchure, hand, finger positions and body posture for their instrument.
2. Students will know how to make accurate attacks and releases alone and as an ensemble.
3. Students will know how to play with technical control over the developmentally appropriate range of their instrument.

**Do** – *The student will be able to do the following tasks:*

1. Perform grades .5 - 1.5 accurate music at appropriate tempos.
2. Play a one octave chromatic scale.
3. Perform developmentally appropriate concert scales.
4. Perform buzz roll, double stroke roll, 5 & 9 stroke roll, and flams.

## TECHNIQUE (GRADES 7-12)

**Understand** – *The student will understand the following “big ideas”:*

1. Practice slowly to learn how to play fast.
2. Accurate repetition builds technique.
3. Good hand and finger positions, and posture, and correct articulation are important for good technique.

**Know** – *The student will know the following key facts:*

1. Students will know correct hand and finger positions and body posture for their instrument
2. Students will know how to make accurate attacks and releases alone and as an ensemble.
3. Students will know how to play with technical control over the full range of their instrument.

**Do** – *The student will be able to do the following tasks:*

1. Perform grades 1.5 - 3 music at appropriate tempos with correct articulations.
2. Perform ornamentation as needed as they appear in the literature.

3. Work towards full range chromatic using correct chromatic fingerings.
4. Perform 6 major scales grades 7-8, 12 major scales grades 9-12.
5. Perform advanced rolls and rudiments.

## **SIGNS AND SYMBOLS (GRADES 5-6)**

**Understand** – *The student will understand the following “big ideas”:*

1. Musical signs and symbols are part of the language of music.
2. Musicians must be able to read and interpret the musical language to perform music correctly.

**Know** – *The student will know the following key facts:*

1. Dynamic indicators
  - a. Forte
  - b. Piano
  - c. Mezzo forte (mf), Mezzo piano (mp)
  - d. Crescendo, decrescendo

Tempo indicators

- a. Accelerando
- b. Ritardando
- c. A tempo
- d. Allegro
- e. Andante
- f. Moderato
- g. Largo

Key Signatures

Flat

Sharp

Natural

Note Names

- a. Identify notes by pitch name and fingering

1st and 2nd endings

One measure repeat

D.C. and D.S. al Fine

Articulation indicators (see Articulation KUD)

**Do** – *The student will be able to do the following tasks:*

1. Define and demonstrate the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate to grade level .5 - 1.5 music.
2. Demonstrate the use of key signatures.
3. Demonstrate the use of accidentals.

## **SIGNS AND SYMBOLS (GRADES 7-12)**

**Understand** – *The student will understand the following “big ideas”:*

1. Musical signs and symbols are part of the language of music.
2. Musicians must be able to read and interpret the musical language to perform music correctly.

**Know** – *The student will know the following key facts:*

1. Dynamic indicators
    - a. PP, MP, MF, F, FF
    - b. Sfp
    - c. fp
- Tempo indicators
- a. Vivo
  - b. Largo
  - c. Lento
  - d. Maestoso
  - e. Allegretto
  - f. Vivace
  - g. Presto

Tonal Centers

Key Signatures

Flats/Sharps

Double Sharps

Double Flats

Enharmonic tones

**Do** – *The student will be able to do the following tasks:*

1. Define and demonstrate the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate to grade level 1.5 - 6 music.
2. Define and demonstrate the use of non-standard notation symbols for pitch, rhythm, tempo, articulation, and expression used in contemporary music.

## **SIGHT READING STRATEGIES (GRADES 5-12)**

**Understand** – *The student will understand the following “big ideas”:*

1. When playing a piece of music for the first time, musicians begin by scanning through their parts in a systematic way so that they do not miss important details. This allows them to sight-read their parts more accurately and expressively.
2. While they are playing, musicians constantly read ahead so that they have more time to react to upcoming musical elements.
3. Music often contains patterns. Identifying those patterns in advance can make it easier to sight-read new music.
4. Musicians take their own strengths and weaknesses into account and mark their parts in ways that will help them to successfully negotiate potential problem areas.
5. In order to sight-read music fluently and expressively, a musician must have a thorough understanding of the principles of music notation.

6. Each type of instrument has its own inherent technical difficulties. Musicians use this knowledge to identify challenging passages in their individual parts.

**Know** – *The student will know the following key facts:*

1. Students should be familiar with and know how to use at least one effective sight-reading method. There are several well-known methods that use mnemonic devices to help focus a musician’s attention when he or she is scanning a new piece of music. (Examples include STARS and MKT-RADAR).
2. Elementary School students should, at a minimum, use a method that draws their attention to the following musical elements:
  - a. Key Signature/Accidentals/Unfamiliar Pitches
  - b. Time Signature
  - c. Rhythm

Junior High and High School students should use a method that draws their attention to all of the elementary elements and the following additional elements:

- a. Tempo
- b. Articulation
- c. Dynamics
- d. Roadmap

**Do** – *The student will be able to do the following tasks:*

1. Grade 5-6: Be able to explain and demonstrate proper sight-reading strategies
2. Junior High: Mark music as needed
3. High School: Synthesizing all elements in an expressive way – “making music the first time”

## **TONE QUALITY (GRADES 5-12)**

**Understand** – *The student will understand the following “big ideas”:*

1. Tone quality is reliant on breath support, embouchure development and individual characteristics dependent upon the instrument.
2. Musicians should strive to produce a characteristic tone at all times.
3. Poor tone quality hinders all other musical production (intonation, articulation, volume, blending).

**Know** – *The student will know the following key facts:*

1. Students will know how to take a supportive breath and play with a steady stream of air
2. Students will know how to form a correct embouchure
3. Percussion - stick height, perpendicular stroke, location of playing area

**Do** – *The student will be able to do the following tasks:*

1. Perform warm-up routines that promote good tone quality in individual and group rehearsals.
2. Aurally recognize and produce a good characteristic tone and find examples to emulate.
3. Advanced students will play with vibrato when appropriate.
4. Consistently perform with a resonant, controlled, clear, focused, warm sound over their developmentally appropriate range of the instrument.



## INTONATION (GRADES 5-6)

**Understand** – *The student will understand the following “big ideas”:*

1. Students will understand that good tone quality is necessary for good pitch.
2. Students will understand that intonation is not fixed.
3. Instruments can be tuned, moving parts of the instrument can affect the intonation.

**Know** – *The student will know the following key facts:*

1. Students will know how to adjust the intonation on their instrument.
2. Students will know what it means to play in-tune.
3. Students must match pitch across ensemble.

**Do** – *The student will be able to do the following tasks:*

1. Perform with accurate intonation in an ensemble.
2. Demonstrate the ability to match pitch.
3. Tune their instrument with assistance.

## INTONATION (GRADES 7-12)

**Understand** – *The student will understand the following “big ideas”:*

1. Every note on each instrument has a pitch tendency.
2. Intonation is not fixed and musicians must listen and adjust pitch at all times.
3. Good tone, good reeds, and good working equipment is necessary for good pitch.
4. Correct embouchure and technique are necessary to play in tune.

**Know** – *The student will know the following key facts:*

1. Reed strength affects pitch.
2. Air speed (and direction) affects pitch.
3. Temperature affects pitch.
4. Embouchure, instrument carriage, posture, alternate fingerings, and slide positions affect pitch.

**Do** – *The student will be able to do the following tasks:*

1. Tune timpani.
2. Tune instrument on own with a tuner and by ear.
3. Listen and adjust during performance.

## BALANCE AND BLEND (GRADES 5-6)

**Understand** – *The student will understand the following “big ideas”:*

1. Students will understand that every instrument is important and each one contributes to the overall band sound.
2. Students will understand that they shouldn’t “stick out” of the ensemble.
3. Students will understand that the melody should be heard at all times.

**Know** – *The student will know the following key facts:*

1. Students will know the difference between melody and accompaniment.
2. Students will know the pyramid of sound concept.

**Do** – *The student will be able to do the following tasks:*

1. Listen to themselves, their section, the ensemble, and make necessary adjustments to produce a characteristic band sound.

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1. Students will understand that every instrument is important and each one contributes to the overall band sound.
2. Students will understand that they shouldn’t “stick out” of the ensemble.
3. Students will understand that the melody should be heard at all times.

**Know** – *The student will know the following key facts:*

1. Balance is when all the instruments play at appropriate volumes so that important parts are heard above background parts.
2. Blend is when all the instruments play with appropriate sound and volumes so all parts match to produce a correct band sound.
3. Attention to balance and blend creates the proper band sound for a quality performance.
4. Certain instruments need to play louder or softer than normal to make the balance work. This may depend on player ability, section size, and musical intent.
5. Students will know the pyramid of sound concept.

**Do** – *The student will be able to do the following tasks:*

1. Listen to themselves, their section, the ensemble, and make necessary adjustments to produce a characteristic band sound.
2. Strive in each section to play with a similar sound and tone quality.

## INTERPRETATION AND MUSICIANSHIP (GRADES 5-6)

**Understand** – *The student will understand the following “big ideas”:*

1. Composers use certain tools to create or change the mood of a piece of music.
2. Music can be interpreted in different ways.
3. Music is an auditory way of conveying expression, similar to reading words on a page.
4. Musical interpretation and musicianship goes beyond what is written on the page.

**Know** – *The student will know the following key facts:*

1. Students will know the who, what, where, when, why and how of the piece.

**Do** – *The student will be able to do the following tasks:*

1. Identify and interpret composer’s intent and content.
2. Adjust their volume and style based on their knowledge of melody, harmony, phrasing and desired balance.

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**Know** – *The student will know the following key facts:*

1. Students will know the who, what, where, when, why and how of the piece.

**Do** – *The student will be able to do the following tasks:*

2. Identify and interpret composer’s intent and content.
2. Adjust their performance based on their knowledge of style, melody, harmony, phrasing and desired balance.

## REHEARSAL ETIQUETTE (GRADES 5-12)

**Understand** – *The student will understand the following “big ideas”:*

1. Individual preparation or lack thereof can significantly impact the success of a rehearsal.
2. Anything that disrupts/distracts people during a rehearsal leads to the decline of the effectiveness of the rehearsal.
3. Rehearsal etiquette demands responsibility, self-discipline and proper rehearsal procedures in a large group rehearsal setting.

**Know** – *The student will know the following key facts:*

1. Students will know what is expected of them during a rehearsal.

**Do** – *The student will be able to do the following tasks:*

1. Recognize and react to non-verbal communication.
2. Demonstrate responsibility, self-discipline and proper rehearsal procedures in a large group rehearsal setting.
3. Come to rehearsal with all needed materials.
4. Be actively engaged in the rehearsal.
5. Demonstrate punctuality and consistent lesson attendance.

## **PERFORMANCE ETIQUETTE (GRADES 5-12)**

**Understand** – *The student will understand the following “big ideas”:*

1. Expected performance etiquette on stage and in the audience is essential to a good performance.

**Know** – *The student will know the following key facts:*

1. A performance is a formal setting.
2. Proper etiquette extends to the audience members.
3. You are always on display.
4. Good poise, posture, conduct and facial expressions are important parts of a performance.

**Do** – *The student will be able to do the following tasks:*

1. Display proper performance etiquette in any performance.
2. Display expected audience etiquette at any performance.

## **INSTRUMENT MAINTENANCE (GRADES 5-6)**

**Understand** – *The student will understand the following “big ideas”:*

1. Students will understand that it is important to have a well maintained instrument for good tone quality, good intonation, and good technique.
2. Students will understand that an instrument is expensive, delicate, and needs to be handled with care.
3. Students will understand that their instrument must be assembled properly in order for it to work correctly.

**Know** – *The student will know the following key facts:*

1. Students will know the names of their instrument parts.
2. Students will know how to assemble, hold, clean, maintain, and store instruments to avoid damage.
3. Students will know how to use cork grease, valve oil, trombone slide oil, rotary oil, swabs and care for reeds
4. Students will know that extreme temperatures and humidity can negatively affect instrument longevity and performance.
5. Students will know that storing extra things in the case will damage the instrument

**Do** – *The student will be able to do the following tasks:*

1. Assemble instrument, including reeds and mouthpieces.
2. Maintain their instrument.
3. Alert their director when their instrument isn't working properly.

## **INSTRUMENT MAINTENANCE (GRADES 7-12)**

**Understand** – *The student will understand the following “big ideas”:*

1. Students will understand that it is important to have a well maintained instrument for good tone quality, good intonation, and good technique.
2. Students will understand that an instruments is an expensive, delicate investment that needs to be well maintained and handled with care.
3. Students will understand that their instrument must be assembled properly in order for it to work correctly.

**Know** – *The student will know the following key facts:*

1. Students will know the names of their instrument parts.
2. Students will know how to assemble, hold, clean, maintain, and store instruments to avoid damage.
3. Students will know how to prepare and care for reeds.
4. Students will know how to use cork grease, valve oil, trombone slide oil, rotary oil, and swabs.
5. Students will know that extreme temperatures and humidity can negatively affect instrument longevity and performance.
6. Students will know how to open and shut their instrument case and where to store their band folders/music.

**Do** – *The student will be able to do the following tasks:*

1. Assemble instrument, including reeds and mouthpieces.
2. Keep their instrument in good working condition through regular maintenance and careful handling.
3. Identify the different parts of their instrument.
4. Alert their director when their instrument isn't working properly.