

ICCSB Standards and Benchmarks -- Music Performance: Band

Music Performance - Band Content Standards

What Students Are Expected to Know and be Able to Do

Beginning through Advanced ~ Fifth through Twelfth Grade

- Reads and interpret music notation
 - Perform music independently and with others
 - Describe, analyze and create music
 - Evaluate music by using critical thinking and listening skills
 - Demonstrate knowledge of music history and cultural heritage
 - Participate in the cultural/musical life of the community
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Music Performance - Band Benchmarks

Description of the Specific Level of Information and Skill by Grade

Beginner ~ Fifth and Sixth Grades

- Define and demonstrate the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression appropriate to grade level I and II music
- Define and demonstrate proper procedures for sight-reading simple melodies
- Demonstrate proper body posture and hand position
- Demonstrate proper care and assembly of the instrument
- Play with characteristic embouchure, characteristic tone, proper breathing techniques, and accurate articulation
- Perform simple unison and multiple part ensemble music while maintaining a steady tempo
- Demonstrate responsibility, self-discipline and proper rehearsal procedures in a large group rehearsal setting
- Perform legato, slur, accent, staccato, and tenuto articulations
- Perform three major scales and one octave chromatic scale
- Define and recognize the use of themes, counter melody, repetition and form as they occur in repertoire
- Identify types of compositions
- Identify key signatures and key changes in lesson material, solo materials and band literature
- Describe music using appropriate musical terminology
- Write and count rhythmic notations
- Visually identify articulation patterns
- Aurally identify correct performances of rhythmic notation and articulation
- Aurally evaluate individual tone quality
- Demonstrate an ability to match pitch
- Perform music in a variety of styles and periods of composition

- Demonstrate proper stage and concert etiquette
- Select and listen to recordings of quality music and standard composers
- Participate in solo, like-instrument and large group performances
- Participate in public performances at school
- Attend live and/or videotaped performances by professional players and/or composers

Intermediate ~ Seventh and Eighth Grades

- Define and demonstrate the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate to grade level II and III music
- Sight-read accurately and expressively, music which is appropriate to each student
- Define and demonstrate basic ensemble performance concepts, such as balance and blend, expression, good intonation, and technical accuracy
- Perform small ensemble literature for like and unlike instrumental groups and accompanied solo literature
- Demonstrate advanced performance techniques such as alternate fingerings, trills, grace notes, mordents, turns, and advanced rudiments
- Perform various articulation patterns with fluency
- Perform six major and six minor scales and two octave chromatic scales
- Listen to and describe specific music events in a given example, using appropriate terminology
- Define musical terminology and symbols as used in literature
- Identify simple musical forms and styles
- Identify and demonstrate knowledge of complex musical phrasing, meter, rhythm, tonality, intervals, chords in their analysis of music
- Name order of flats and sharps in key signatures
- Evaluate his/her individual and/or group performance
- Aurally identify poor intonation and demonstrate method for correction
- Visually identify and diagram conducting patterns that exist in the band literature
- Describe distinguishing characteristics of representative music genres and styles from several cultures
- Compare, in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed
- Participate in solo, like-instrument, and large group performances
- Participate in public performances at school
- Attend live and/or videotaped performances by professional players and/or composers

Advanced ~ Ninth through Twelfth Grade

- Define and demonstrate the use of standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate to grade level III, IV, and V music
- Define and demonstrate the use of non-standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression used in contemporary band literature.
- Sight-read accurately and expressively, music which is appropriate to each student
- Demonstrate vibrato, as it relates to tonal enrichment, for those instruments where vibrato is characteristic
- Demonstrate musical expression and sensitivity in all performances.
- Demonstrate fluency in performing scale studies and patterns in all major and minor keys and perform chromatic scale through complete range of instrument
- Tune instrument without assistance and identify effects of various conditions on intonation-temperature, use of mutes, etc.
- Identify sounds of various bands and instruments
- Identify simple musical devices, such as form, contrast and texture
- Spell major scales
- Describe the harmonic functions of tonic, subdominant and dominant chords
- Construct chords on any given note
- Aurally discriminate among various instrumental timbres
- Aurally evaluate his/her individual tone quality as it applies to particular passages or needs of music being performed
- Describe the type of composition performed on given recordings and/or live music examples
- Classify music by culture of historical period based on characteristic styles or genres and justify the classification
- Identify sources of American music genres, trace the evolution of the genres and name well-known musicians associated with them
- Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements
- Participate in solo, like-instrument and large group performances
- Participate in public performances at school
- Attend live and/or videotaped performances by professional players and/or composers

ICCSD Standards and Benchmarks -- Music Performance: Choral

Music Performance - Choral Content Standards

What Students Are Expected to Know and be Able to Do

Beginning through Advanced ~ Seventh through Twelfth Grade

Music Performance: Choral

- Develop appropriate singing technique
 - Develop listening and ensemble singing skills
 - Study music from a historical perspective and develop aesthetic connections to music
 - Develop musical literacy
 - Demonstrate appropriate rehearsal and performance behavior
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Music Performance - Choral Benchmarks

Description of the Specific Level of Information and Skill by Grade

Beginning through Advanced ~ Seventh through Twelfth Grades

Singing technique

- Demonstrate correct posture while singing
- Demonstrate proper breathing technique while singing
- Demonstrate proper, healthy tone production
- Execute proper diction

Listening and ensemble singing skills

- Sing with accurate intonation
- Sing with appropriate balance and blend
- Sing independent vocal lines within a multi-part texture
- Evaluate ensemble singing of their own and other ensembles

Aesthetic connection to and knowledge of the music

- Acquire historical knowledge of works studied
- Study the style and genre of musical selections
- Study aesthetic elements of each work

Music literacy

- Develop literacy in rhythm and meter
- Develop literacy in pitches and intervals
- Develop literacy in musical terms and score markings
- Develop a descriptive music vocabulary

Rehearsal and performance decorum and etiquette

- Demonstrate appropriate behavior in a rehearsal setting
 - Demonstrate appropriate professional behavior while performing
 - Demonstrate appropriate respectful behavior while listening to a performance
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ICCSA Standards and Benchmarks -- Music Performance: Strings

Music Performance - Strings Content Standards

What Students Are Expected to Know and be Able to Do

Beginning through Advanced ~ Fourth through Twelfth Grade

- Reads and interpret music notation
 - Perform music independently and with others
 - Describe, analyze and create music
 - Evaluate music by using critical thinking and listening skills
 - Demonstrate knowledge of music history and cultural heritage
 - Participate in the cultural/musical life of the community
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Music Performance - Strings Benchmarks

Description of the Specific Level of Information and Skill by Grade

Beginner ~ Fourth through Fifth Grades

- Demonstrate tone quality:
 - Apply rosin to the bow adequately and demonstrate correct tension
 - Draw the bowstraight with:
 - Proper contact point
 - Good bow speed
 - Good arm weight
 - Adequate left-hand and finger weight
- Demonstrate articulations:
 - *Detache* bowing
 - Two note slurs and ties
 - Bow lifts
 - Right hand *pizzicato*
- Demonstrate right-hand technique
 - Play open string scales and music with the following patterns
 - Vln/Vla: 0 1 23 4 and 0 12 3 4
 - cello: 0 134 and 0 12 4
 - bass: 0 12 4
- Demonstrate aural skills and rote work
 - Imitate simple rhythmic and melodic patterns
 - Imitate bow motions
 - Discriminate and demonstrate half steps and whole steps
- Demonstrate notation and vocabulary
 - Identify notes and instructions as found in assigned music
 - Identify parts of instrument and bow
 - Identify and play the following note/rest values: quarter, half, dotted half, and whole
 - Name lines and spaces

- Sight-read examples in common and 3/4 time

Intermediate ~ Sixth and Seventh Grades

- Demonstrate tone quality:
 - Perform with correct relationship between contact point, bow speed, and weight for *forte* and *piano*
 - Perform accents, *crescendos* and *diminuendos*
 - Demonstrate basic vibrato action
 - Perform proper bow speed for highest or lowest string
- Demonstrate articulations:
 - *Marcato* bowing and accents
 - Three and four note slurs
 - Left hand *pizzicato* (open string)
 - Detached slurs
- Demonstrate right hand technique
 - Play two one-octave scales and music with the following patterns
 - Vln/Vla: 0 1 2 3 4 and 0 1 2 3 4
 - "cello: open string extensions and shifts to 4th position
 - bass: 0 1 2 4 and shifts to 3rd position
- Demonstrate aural skills and rote work
 - Imitate more complex rhythmic and melodic patterns
 - Perform from memory simple and familiar melodies
 - Play octaves with open string in tune
 - Distinguish major and minor triads
- Demonstrate notation and vocabulary
 - Identify and play the following note/rest values: eighth, sixteenth, all dotted note values and simple syncopations
 - Play notes on staff
 - Sight-read examples in 2/4

Proficient ~ Eighth and Ninth Grades

- Demonstrate tone quality:
- Demonstrate consistent use of vibrato
- Progressively refine tone production
- Demonstrate articulations:
- Basic off the string bowings
- Tremolo
- Hooked bowings
- Trills
- Double-stops
- Demonstrate right hand technique
- Play all major scales two octaves
- Perform music with the following:
 - Vln/Vla: all finger patterns and shift into 3rd position
 - "cello/ bass: shifts through fifth position and first harmonic
- Demonstrate aural skills and rote work

- Tune instrument to an A using fifths and harmonics
- Play simple double-stops in tune
- Distinguish consonance and dissonance
- Demonstrate notation and vocabulary
- Follow conducted patterns and simple gestures
- Identify and play the following: in compound meters, irregular rhythms, 8va

Advanced ~ Tenth through Twelfth Grades

- Demonstrate tone quality:
 - Demonstrate the ability to vary vibrato speed and width
 - Demonstrate a refined tone quality
- Demonstrate articulations:
 - *Sul tasto* and *sul ponticello*
 - Triple stops
 - Demonstrate awareness of different bowing styles for different periods or styles
- Demonstrate right hand technique
 - Play all major scales (except F# {Vln} and B {Vla}) three octaves (bass only two)
 - Perform music with the following:
 - Vln/Vla: through 5th position
 - "cello/bass: beginning thumb position
- Demonstrate aural skills and rote work
 - Play double and triple stops in tune
 - Identify by ear orchestral instruments
 - Distinguish by ear elements of important musical styles and periods
- Demonstrate notation and vocabulary
 - Follow all conducting gestures
 - Read alternative clefs as directed
 - Name major periods of Music History