

# **Worthington Schools**



## **Band Graded Course of Study 2015**

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# K-12 BAND INTRODUCTION

The Worthington School District's Graded Course of Study for Band 6-12 communicates with staff members, students, parents and community the overall goals, instructional objectives and the performance expectations of the band program. The Worthington Band "Cognitive and Creative Learning Processes" are aligned directly with the Ohio Department of Education K-12 Music Standards. The intent is to ensure that students experience, understand and value the arts in their everyday lives as contributing citizens of a diverse society. This document provides the philosophy and goals, as well as the scope and sequence of the band program of Worthington City Schools.

*"Enduring Understandings" have been developed in four conceptual areas. The following are sequenced within each grade level as well as spiraled from grade to grade:*

1. Personal Choice and Vision
2. Critical and Creative Thinking
3. Authentic Application and Collaboration
4. Literacy

*Several major components constitute the essence of the 6-12 band program:*

- An emphasis on acquiring the skills necessary to perform a variety of music activities
- Experiences with the elements of music: rhythm, melody, harmony, form and expressive qualities
- The development of aesthetic judgment through analytical and critical listening
- Opportunities to share musical experiences through demonstration and performance

Sincere appreciation is extended to the many staff members and community representatives who shared their expertise and time in the development of this Music Graded Course of Study.

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## PHILOSOPHY OF THE WORTHINGTON BAND PROGRAM

*“Musical training is a more potent instrument than any other, because rhythm and harmony find their way into the inward places of the soul.”*

*– Plato*

Music is as much a part of our present culture as it is a part of our cultural heritage. People must feel as well as think; they must create as well as discover and learn. We must help them to cultivate sensitivity to the world of sound, form, and color, just as we must enable them to acquire the intellectual and academic tools of thought. A well-balanced band program will provide the foundation, skills, knowledge, and dispositions for later music appreciation and participation both in school and as an adult.

The artistic and musical side of the human being provides great potential for shaping the world in which we live for personal satisfaction. All individuals respond to music and grow musically in an environment where music is part of the regular school program.

Music is an academic discipline that has a language of its own; therefore, music is an essential part of the balanced curriculum. The discipline learned in the music ensemble experience transfers and supports classroom learning in all areas. In particular, this discipline provides continuity of learning in areas such as spatial relationships, sequencing, logical thinking, language development, and creative expression.

The development of musicianship is the goal of the program as well as the recognition of individual and special needs of children. The ultimate aim is to enrich the lives of children – aesthetically, socially, academically, and personally. For those students for whom further study in music is appropriate, the foundation is laid. For all students, music can be a catalyst toward the maximum development of individual potential.

# OHIO ENDURING UNDERSTANDINGS FOR MUSIC

Enduring understandings are key ideas that students should grasp deeply in order to be considered musically literate. The definitions below illustrate what enduring, or fundamental, understandings students will learn throughout their instruction in the Worthington City Schools Band Program.

## ***Personal Choice and Vision***

- Students construct and solve problems of personal relevance and interest when expressing themselves through music.

## ***Critical and Creative Thinking***

- Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways to understand the works produced and performed by others.

## ***Authentic Application and Collaboration***

- Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.

## ***Literacy***

- As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.

# BAND PROGRAM INTRODUCTION

The Worthington community deeply values band education. The study of music within the band genre provides Worthington students with the opportunity to learn about their unique American heritage through the study of band instruments and literature. The history of bands in America includes the development of the modern-day concert band, wind ensemble, marching band, and jazz band/combo.

Through the Worthington band program, students learn how to read music, express their individuality through full ensemble, and solo and ensemble settings. Due to the nature of how band instruments can be blended in a wide variety of ensemble settings, students who study band will be exposed to numerous performance venues that are truly unique to the band experience.

The band program in Worthington offers opportunities for students to develop musical skills on band instruments that will be accessible to them for life in both informal and formal settings. Each student who chooses to learn a band instrument does so when he/she is physically and mentally able to gain elementary success on the instrument. Certified music teachers, who are specialists in the field of band education, provide all curricular instruction during the school day.

In sixth grade, band is offered as a pullout class for students interested in learning a band instrument. Care is taken to ensure students do not miss classroom instruction that impedes their academic progress. In fact, ongoing dialogue between the band directors and the elementary teachers secures a successful sixth grade education for each band student. In middle and high school, band is offered as elective classes. Additional co-curricular ensembles are available to middle and high school students outside of the school day.

An entire repertoire of music literature is being composed for a variety of band ensembles by outstanding composers of the 21st century, although the vast majority of band literature was composed in the 20th century. Prior to the 1900s, the music that was written for band ensembles was very limited. Therefore, the repertoire for the band genre includes 17th to 19th century transcriptions from the orchestral and choral genres and original band compositions from the 20th to 21st centuries.

Once students have learned how to successfully play their band instruments, they are welcomed into the world of co-curricular bands, which include jazz band, marching band, pit orchestra, symphony orchestra, small chamber ensembles, and pep band. While a graded course of study has not been written for these co-curricular ensembles, a wealth of educational experiences awaits the middle and high school band students.

A thorough band education in Worthington leads students to college music scholarship opportunities and numerous choices in music. For those who do not wish to major in music, however, the experiences of the Worthington bands prepare students to enjoy a life of music making as adults. Traveling to a variety of cultural settings while in the band program is an exciting benefit offered by the Worthington School District.

The Worthington community is proud of the high visibility offered by the many bands in the school district. Local, statewide, and national audiences have recognized Worthington band programs for their award-winning performances.

# BAND PROGRAM INTRODUCTION

## **Classification of Band Literature**

The ultimate goal of each developmental level is to prepare the student to understand and perform band literature in solo, chamber ensemble, and large ensemble settings. This literature is broken down into the following nationally recognized grading system, which is based on the musical and technical challenge of the literature:

<b>Grade I</b>	Music playable by students during the latter half of their first year of instruction
<b>Grade I ½</b>	Music playable by students during the first half of their second year of instruction
<b>Grade II</b>	Music playable by students during the latter half of their second year of instruction
<b>Grade II ½</b>	Music playable by students during their third and fourth years of instruction
<b>Grade III</b>	Music playable by intermediate high school musicians
<b>Grade IV</b>	Music playable by advanced high school musicians
<b>Grade V</b>	Music playable by very advanced high school and college musicians
<b>Grade VI</b>	Music playable by advanced college musicians and extremely advanced high school musicians

In addition, the Ohio Music Education Association (OMEA) uses the following classification system for middle and high school large ensemble literature:

<b>Junior High Class C</b>	Grade I ½ to Grade II literature
<b>Junior High Class B</b>	Grade II to Grade II ½ literature
<b>Junior High Class A</b>	Grade II ½ to Grade III literature
<b>High School Class C</b>	Similar to Junior High Class A, at the high school level
<b>High School Class B</b>	Grade III literature
<b>High School Class A</b>	Grade IV literature
<b>High School Class AA</b>	Grade V and Grade VI literature

The OMEA uses the following classification system for high school solo and chamber ensemble literature:

<b>Class C</b>	Grade II ½ to Grade III literature
<b>Class B</b>	Grade III to Grade IV literature
<b>Class A</b>	Grade IV to Grade VI literature

## **Curricular/Co-curricular Offerings**

Curricular ensembles which are organized to provide sequential instruction include, but are not limited to, the following: elementary band class (woodwind, brass, percussion, or combined), seventh grade band, eighth grade band, high school freshman band, high school concert band, high school symphonic band, high school wind ensemble, and high school percussion class.

# BAND PROGRAM INTRODUCTION

The band curriculum in Worthington begins in the sixth grade. Any student desiring to play a band instrument after the sixth grade in one of the Worthington school bands will need to obtain permission from the appropriate band director and may need to obtain outside instruction (i.e., private tutor, community ensemble) to gain the skills necessary to join his/her peers. This approval process protects the integrity of the performing organization, as well as fostering the success of the individual student.

Additional co-curricular performance opportunities outside the realm of the band curriculum are made available to interested students in the middle and high schools. Participation in co-curricular ensembles requires participation within the curricular band program, except in a few instances of the director's discretion. These co-curricular ensembles include, but are not limited to, jazz ensemble, marching band, pep band, school musical pit orchestra, symphony orchestra, solo/ensemble experiences, percussion ensembles, winter percussion, winter guard, and various "auditioned" bands and symphony orchestras across the state and nation.

## **General Description of Each Curricular Offering**

**Heterogeneous setting** – Students in the same class are playing different types of instruments (e.g., woodwind, brass/percussion classes, any "band"), requiring the teacher to address a variety of technical issues that are needed by a specific group of students (e.g., all flutists in a woodwind class), while the remaining students wait for further group instruction. This setting challenges the teacher to maintain classroom pace and focus. This setting allows the teacher to develop rehearsal habits and ensemble skills.

**Homogeneous setting** – All students play the same type of instrument, allowing the teacher to address developmental issues specifically related to the challenges of the instrument without the concern for maintaining the interest of students playing different instruments. This setting allows maximum focus on specific developmental issues for each type of instrument. This setting restricts the learning of ensemble skill development that extends beyond the type of instrument being studied.

**Sixth Grade Band:** This class is divided into heterogeneous brass, percussion and woodwind classes that meet at least twice per week to learn fundamental skills to play flute, oboe, bassoon, clarinet, alto saxophone, tenor saxophone, trumpet/cornet, French horn, trombone, baritone, tuba, and snare drum/bells. Additionally, the class is brought together into an ensemble at least once per week to apply these skills to elementary level music. The curriculum that is used by the elementary band class is based on class instrumental technique books chosen by the teacher and Grade I band literature. Students in this band perform in at least three public events, which may include, but are not limited to, a large combined debut concert with students in all elementary schools, a school-based concert, and a combined concert with the elementary schools that feed into the middle school where the students matriculate.

**Seventh Grade Band:** This class meets in a heterogeneous setting on a daily basis. The curriculum involves developmentally appropriate technical material and band literature. As determined by the teacher to balance instrumentation and be able to play band literature calling for these instruments, some students are invited to switch to "harmony" instruments that were not offered at the elementary level. These instruments include, but are not limited to, piccolo, oboe, bassoon, bass clarinet, tenor saxophone, baritone saxophone, French horn, trombone, baritone, and tuba. Students in this band may perform in three concerts per year at the middle school and one additional adjudicated event in the spring. Students are encouraged to perform at informal recitals and the OMEA Solo/Ensemble Adjudicated Event.

# BAND PROGRAM INTRODUCTION

**Eighth Grade Band:** This class meets in a heterogeneous setting on a daily basis. The curriculum involves developmentally appropriate technical material and band literature. As determined by the teacher to balance instrumentation and be able to play band literature calling for these instruments, some students are invited to switch to “harmony” instruments that were not offered at the elementary level. These instruments include, but are not limited to, piccolo, oboe, bassoon, bass clarinet, tenor saxophone, baritone saxophone, French horn, trombone, baritone, and tuba. Students in this band perform in three concerts per year at the middle school and one additional adjudicated event in the spring. Additionally, this band may perform in school assemblies, at one high school football game, and at one middle school football game. Students are encouraged to perform at informal recitals and the OMEA Solo/Ensemble Adjudicated Event.

**High School Curricular Band Program:** Membership in one or more high school bands is based on previous experience and/or audition with a high school band director. This process ensures the student is placed into an ensemble that meets his/her needs.

**High School Freshman Band:** This heterogeneous ensemble meets on a daily basis. Technical studies are used to extend skills of each student, and literature representing Grade II ½ to Grade III is learned. The band performs at two or three community concerts and may choose to perform in Class C at the high school or in Class A at the junior high school OMEA Large Group Adjudicated Event in the spring. Students are encouraged to play solo and ensemble literature at the Class C or B levels.

**High School Concert Band:** When offered, this heterogeneous ensemble meets on a daily basis. Technical studies are used to extend skills of each student, and literature representing Grade II ½ to Grade III is learned. The band performs at two or three community concerts and may choose to perform in Class C or B at the high school OMEA Large Group Adjudicated Event in the spring. Students are encouraged to play solo and ensemble literature at the Class C or B levels.

**High School Symphonic Band:** This is an auditioned heterogeneous ensemble that meets on a daily basis. The ensemble is grounded in the study of a wide range of large ensemble repertoire. The literature represents Grade III to Grade IV. The band performs at two or three community concerts, performs in Class A or B at the high school OMEA Large Group Adjudicated Event in the spring, and may be invited to represent the community at other regional or national events. Students are encouraged to play solo and ensemble literature at the Class B or A levels.

**High School Wind Ensemble/Wind Symphony:** This is an auditioned heterogeneous ensemble that meets on a daily basis. Members of this ensemble represent the very best band musicians in the high school and may be expected to continue their advanced skill development via private lessons with a professional musician who plays their major instrument. The ensemble is grounded in the study of a wide range repertoire for the large ensemble and a variety of chamber ensembles. The wind ensemble performs at several community concerts, performs in Class B, A or AA at the high school OMEA Large Group Adjudicated Event in the spring, and may be invited to represent the community at other regional or national events. Students are encouraged to play solo and ensemble literature at the Class A level.

# SKILL DEVELOPMENT

The following charts give an overview of each skill and content standard. An in-depth view of each skill and content standard is then provided according to developmental level. The **◆** symbol indicates the introduction of a skill, concept, or content standard. The **→** symbol indicates the continuation and development of a skill, concept, or content standard.

The specific sequential introduction of skills needed to successfully master each band instrument and understand musical performance in depth are clearly outlined in the method books used by the teachers at each grade level. These skills include learning the correct fingerings of specific notes on the instrument, rhythmic reading comprehension skills as related to specific rhythm patterns, the definitions of specific terms and symbols, and certain historical and theoretical concepts that relate to the music being studied.

SKILL OR CONCEPT	PERFORMANCE LEVEL						
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	HS I	HS II	HS III	HS IV
<b><i>Basic Wind Skills</i></b>							
Breathing	◆	→	→	→	→	→	→
Posture	◆	→	→	→	→	→	→
Tone Production/Quality	◆	→	→	→	→	→	→
Balance/Blend	◆	→	→	→	→	→	→
Fingerings	◆	→	→	→	→	→	→
Hand Position	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
<b><i>Advanced Wind Skills</i></b>							
Transposition				◆	→	→	→
Double/Triple Tonguing					◆	→	→
Flutter Tonguing							◆

# SKILL DEVELOPMENT

<b><i>Specific Flute Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→
Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Alternate Fingerings		◆	→	→	→	→	→
Vibrato				◆	→	→	→
<b><i>Specific Oboe Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→
Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Alternate Fingerings		◆	→	→	→	→	→
Reed Adjustment				◆	→	→	→
Vibrato				◆	→	→	→
<b><i>Specific Bassoon Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→
Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Alternate Fingerings		◆	→	→	→	→	→
Reed Adjustment				◆	→	→	→
Vibrato				◆	→	→	→
<b><i>Specific Clarinet Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→

# SKILL DEVELOPMENT

Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Crossing the Break	◆	→	→	→	→	→	→
Chromatic/Alternate Fingerings		◆	→	→	→	→	→
Reed Adjustment			◆	→	→	→	→
Transposition				◆	→	→	→
Vibrato				◆	→	→	→
<b><i>Specific Saxophone Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→
Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Chromatic/Alternate Fingerings		◆	→	→	→	→	→
Reed Adjustment			◆	→	→	→	→
Transposition				◆	→	→	→
Vibrato				◆	→	→	→
<b><i>Specific French Horn Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→
Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Right Hand Technique	◆	→	→	→	→	→	→
Lip Slurs		◆	→	→	→	→	→
Single/Double Horn			◆	→	→	→	→
Transposition				◆	→	→	→
Vibrato				◆	→	→	→
Glissando				◆	→	→	→
Muting/Stopping						◆	→
Transposition						◆	→
Lip Trill						◆	→

# SKILL DEVELOPMENT

<b><i>Specific Trumpet Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→
Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Lip Slurs		◆	→	→	→	→	→
Intonation/Valve Slides		◆	→	→	→	→	→
Alternate Fingerings				◆	→	→	→
Transposition				◆	→	→	→
Vibrato				◆	→	→	→
Transposition						◆	→
<b><i>Specific Trombone Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→
Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Lip Slurs		◆	→	→	→	→	→
Legato Tonguing		◆	→	→	→	→	→
Alternate Positions			◆	→	→	→	→
F-Attachment				◆	→	→	→
Vibrato				◆	→	→	→
Additional Clefs							◆
<b><i>Specific Euphonium Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→
Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→

# SKILL DEVELOPMENT

Lip Slurs	◆	→	→	→	→	→	
Fourth-Valve Technique				◆	→	→	
Vibrato				◆	→	→	
<b><i>Specific Tuba Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Technique	◆	→	→	→	→	→	→
Embouchure	◆	→	→	→	→	→	→
Articulation	◆	→	→	→	→	→	→
Intonation	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Lip Slurs		◆	→	→	→	→	→
Fourth-Valve Technique				◆	→	→	→
Vibrato				◆	→	→	→
<b><i>Specific Percussion Skills</i></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS I</b>	<b>HS II</b>	<b>HS III</b>	<b>HS IV</b>
Assembly	◆	→	→	→	→	→	→
Instrument Position	◆	→	→	→	→	→	→
Grip/Technique	◆	→	→	→	→	→	→
Sticking	◆	→	→	→	→	→	→
Care and Maintenance	◆	→	→	→	→	→	→
Tuning		◆	→	→	→	→	→
Dampening		◆	→	→	→	→	→
Mallet Selection		◆	→	→	→	→	→
Rolls and Roll Rudiments		◆	→	→	→	→	→
Flam Rudiments		◆	→	→	→	→	→
Diddle Rudiments		◆	→	→	→	→	→
Drag Rudiments		◆	→	→	→	→	→

# Sixth Grade Band

## Perceiving/Knowing/Creating (CE)

### ***I can read and describe different forms in music. (e.g. letters, icons)***

- 1CE: Describe distinguishing characteristics of music forms (e.g. verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.

### ***I can identify different instruments in the band.***

- 2CE: Identify instruments used in Western and world music ensembles.

### ***I can explain how music is used every day.***

- 3CE: Identify different functions and uses of music in American and other cultures.
- 6CE: Describe the roles and skills musicians assume in various cultures and settings.

### ***I can recall facts about the history of songs.***

- 4CE: Identify the major periods, genres and composers in the development of Western and non-Western music.

### ***I can read and understand music vocabulary.***

- 5CE: Distinguish between and among the use of dynamics, meter, tempo, and tonality in various pieces through active listening.

## Producing/Performing (PR)

### ***I can play a varied repertoire of music representing diverse cultures on my instrument with good posture, tone, and technique.***

- 1PR: Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.
- 2PR: Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.

### ***I can create a rhythm pattern.***

### ***I can create a melody.***

### ***I can use technology to enhance my musical growth.***

- 3PR: Improvise, compose, and arrange music.

### ***I can follow the cues of a conductor.***

- 4PR: Respond appropriately to the cues of a conductor.

### ***I can play and clap, read and write rhythm patterns in basic time signatures.***

### ***I can play, read and write pitch patterns in basic time signatures.***

- 5PR: Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, and 4/4 meter.

# Sixth Grade Band

***I can demonstrate proper audience behavior during a performance.***

- 6PR: Attend live performances and demonstrate appropriate audience etiquette.

## **Responding/Reflecting (RE)**

***I can critique my own performance and the performance of others.***

- 1RE: Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.
- 2RE: Reflect on a variety of live or recorded music performances.

***I can explain how music is used every day.***

- 3RE: Communicate the importance of music in everyday life.

***I can describe how music relates to other subjects.***

- 4RE: Describe ways that music relates to other art forms using appropriate terminology.
- 5RE: Compare and contrast subject matter common to music and other subject areas.

***I can apply the skills I develop in music to other disciplines.***

- 6RE: Explain and apply skill developed in music (e.g., critical thinking, collaboration) to other disciplines.

# Seventh Grade Band

## Perceiving/Knowing/Creating (CE)

*I can identify different functions and uses of band music in various cultures and time periods.*

- 1CE: Recognize, identify, and demonstrate form in world music (e.g., Western and non-Western) and popular music.
- 2CE: Identify the style and historical period of various music examples.

*I can explain the history behind a piece of music.*

- 3CE: Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.

*I can identify key signatures of major scales.*

- 4CE: Identify key signatures of major scales.

*I can use grade level appropriate vocabulary (see Vocabulary index).*

- 5CE: Describe a varied repertoire of music with appropriate music vocabulary.

*I can identify various careers for musicians.*

- 6CE: Identify various careers for musicians (e.g., in education, entertainment, and technical support).

## Producing/Performing (PR)

*I can perform grade level appropriate vocabulary and style markings (see Vocabulary Index).*

*I can perform by myself and with others.*

*I can demonstrate an understanding of playing in tune and know how to make appropriate tuning adjustments on my instrument.*

*I can demonstrate proper technique to successfully read and perform appropriate grade level music.*

*I can perform selections from various historical periods with appropriate historical contextual understanding.*

- 1PR: Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.

*I can perform alone, in a small ensemble, and in a large ensemble, with proper tone quality, articulation, and posture.*

- 2PR: Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

*I can improvise or compose simple rhythmic and/or melodic patterns on their respective band instruments.*

*I can create rhythms for singing, clapping, tapping, and playing.*

*I can use technology to enhance my musical growth.*

- 3PR: Improvise, compose, and arrange music.

# Seventh Grade Band

***I can use a counting system to count aloud and play rhythms with whole, dotted half, half, dotted quarter, quarter, eighth and corresponding rests in a variety of meters.***

- 4PR: Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

***I can perform, alone and in a small and large ensemble, on the band instrument being studied major scales for the following keys (Concert Pitch): Bb, Eb, F.***

- 5PR: Notate concert pitch major scales.

***I can read and notate melodies in the clef of the instrument being studied using key signatures.***

***I can identify all notes on the staff plus ledger lines above and below the staff as appropriate to the band instrument being studied at the Grade II difficulty.***

- 6PR: Read and notate melodies in treble and bass clef using key signatures.

## Responding/Reflecting (RE)

***I can use criteria to evaluate the quality of the performance.***

***I can critique verbally and in written form a variety of music performances.***

***I can give positive feedback to self and others regarding specific performance skills.***

***I can discuss and evaluate individual and group musical performance, applying music terminology learned in class.***

- 1RE: Apply criteria to evaluate the quality and effectiveness of music performance and composition including their own.
- 3RE: Develop criteria based on elements of music to support personal preferences for specific music works.

***I can attend live concerts and demonstrate appropriate audience etiquette.***

- 2RE: Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.

***I can explain how and why people use and respond to music.***

- 4CE: Explain how and why people respond to music.

***I can describe the relationship between music and other subjects, including math, science, art, and others.***

- 5RE: Compare and contrast the meaning of common terms and processes used in various arts disciplines.

# Eighth Grade Band

## Perceiving/Knowing/Creating (CE)

***I can compare and contrast the music of various historical periods.***

- 1CE: Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.

***I can discuss how music current events reflect society.***

- 2CE: Discuss how current developments in music reflect society in reference to the local community and larger world.

***I can recognize and perform major and minor scales.***

- 3CE: Identify intervals and concert pitches in major and natural minor scales.

***I can identify genres of larger works.***

- 4CE: Identify components of larger music works (e.g., symphony, mass, concerto).

***I can apply skills used in music to other content areas.***

***I can explain the skills used in making music and how they can be applied to other career areas.***

- 5CE: Identify and describe non-performing careers in music.

***I can recognize the ways technology has influenced the development of music over time.***

- 6CE: Describe ways that technology and the media arts are used to create, perform and listen to music.

## Producing/Performing (PR)

***I can define and perform appropriate music vocabulary (see Vocabulary index).***

***I can perform different styles of music.***

***I can perform music from different genres and cultures.***

***I can perform grade level appropriate music with correct notes and rhythms.***

***I can play with technical accuracy, good posture, appropriate tone quality, articulation and dynamics at appropriate grade level.***

***I can demonstrate or respond appropriately to a conductor, performing with appropriate balance, interpretation, intonation, rhythmic unity and phrasing at level of difficulty.***

***I can demonstrate good balance and blend in an ensemble.***

- 1PR: Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.
- 2PR: Perform independently or collaboratively, with good posture producing an appropriate tone quality.

***I can conduct appropriate patterns in 4/4, 3/4, 2/4 and 6/8.***

- 4PR: Demonstrate the common beat patterns used by conductors.

***I can identify and perform compositions with meter changes between or within sections.***

# Eighth Grade Band

- 5PR: Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

***I can identify and perform scales and music in the following key signatures: C, F, Bb, Eb, Ab.***

- 6PR: Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab).

***I can use technology to create and/or perform various forms of music.***

***I can use technology to enhance my musical growth.***

- 7PR: Demonstrate and use technology and media arts to create, perform and research music.

## Responding/Reflecting (RE)

***I can evaluate works and performances using appropriate music vocabulary (see Vocabulary Index).***

- 1RE: Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.

***I can discuss how a variety of music elements are used to create images or evoke emotions.***

- 2RE: Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.

***I can compare and contrast selected composers and their works.***

- 3RE: Compare and contrast selected composers and their works.

***I can express how music performance and settings affect audience response.***

- 4RE: Express how music performance and settings affect audience response.

***I can form a personal philosophy about the importance of music and a personal preference for music.***

- 5RE: Apply criteria based on elements of music to support personal preferences for specific musical works.

***I can discuss the relationship between musical arts and other art genres.***

- 6RE: Compare common terms and contrasting definitions used for various artistic elements used in music and other art forms.
- 7RE: Describe how roles of composers, performers, and others involved in music are similar to or different from those in other art forms.

# High School I - Beginning

## PERCEIVING/KNOWING/CREATING (CE)

***I can define vocabulary, identify musical symbols and recognize elements in all rehearsed and performed music.***

- 1CE Define vocabulary in all rehearsed and performed music.
- 2CE Identify musical terms and symbols for articulation and expression.
- 3CE Recognize and describe the elements of music.

***I can compare and identify musical forms and styles from various historical periods, cultures and social contexts.***

- 4CE Listen to and compare various musical styles from the United States, other cultures and historical periods.
- 5CE Identify musical forms used in vocal and instrumental genres from various historical periods.
- 6CE Identify the social contexts from which music of various cultures evolved.

***I can identify basic harmonic progressions in selected repertoire.***

- 7CE Identify aurally basic harmonic progressions in selected repertoire.

***I can identify the role of technology in researching, creating, performing and listening to music.***

- 8CE Explain the role of technology in researching, creating, performing and listening to music.

## PRODUCING/PERFORMING (PR)

***I can perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.***

- 1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music.
- 7PR Incorporate technology and media arts in performing or recording music.

***I can demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.***

- 3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.

***I can demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.***

- 4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.

***I can respond appropriately to the cues of the conductor or section leader.***

# High School I - Beginning

- 5PR Respond appropriately to the cues of the conductor or section leader.

***I can improvise or compose a simple melody or melodic variation.***

- 6PR Improvise over drones or simple chord progressions.
- 8PR Compose and notate a simple melody as well as a melodic variation using traditional or digital media.

## **RESPONDING/REFLECTING (RE)**

***I can assessment practices that can help demonstrate their learning and progress made in music.***

- 1RE Identify assessment practices that can help demonstrate their learning and progress made in music.

***I can respond to aesthetic qualities of a performance using music terminology.***

- 2RE Respond to aesthetic qualities of a performance using music terminology.

***I can examine how people from different backgrounds and cultures use and respond to music.***

- 3RE Examine how people from different backgrounds and cultures use and respond to music.

***I can evaluate the use of the elements of music as relative to expression in a varied repertoire of music.***

- 4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.

***I can describe the impact of music technology and innovation upon music careers.***

- 5RE Describe the impact of music technology and innovation upon music careers.

# High School II - Developing

## PERCEIVING/KNOWING/CREATING (CE)

***I can interpret and describe articulations, expressive symbols and musical terms in performance.***

- 1CE Interpret articulations, expressive symbols and terms while performing.
- 4CE Describe the elements of music and their functions.

***I can identify, analyze or describe musical forms and instrumental genres across historical periods.***

- 2CE Identify and trace the development of music forms across historical periods.
- 7CE Identify musical forms used in vocal and instrumental genres from world cultures.
- 3CE Listen to, analyze and describe various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.

***I can identify traditional harmonic progressions and modality in selected repertoire.***

- 5CE Identify traditional harmonic progressions in selected repertoire.
- 6CE Identify modality aurally and visually.

## PRODUCING/PERFORMING (PR)

***I can perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.***

- 1PR Sing or play an increasingly varied repertoire of music representing diverse genres and cultures, alone and in ensembles.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music.
- 4PR Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity and phrasing) while performing in a group.

***I can demonstrate appropriate sight-reading abilities at a developing level.***

- 3PR Demonstrate sight-reading abilities at a developing level of complexity equal to or above the level of complexity found in the literature chosen for performance.

***I can improvise over simple chord progressions provided by the instructor.***

- 5PR Improvise over simple chord progressions provided by the instructor.

***I can incorporate technology and media arts in creating, composing and arranging music.***

- 6PR Incorporate technology and media arts in creating, composing and arranging music.

## RESPONDING/REFLECTING (RE)

***I can demonstrate progress made in the development of music skill, technique, and music literacy.***

## High School II - Developing

- 1RE Apply assessment practices to demonstrate the learning and progress made in their development of music skill and music literacy.
- 4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.

***I can describe how elements of music relate and affect the aesthetic impact and expression of music.***

- 2RE Describe how the use of elements of music affects the aesthetic impact of a music selection.
- 3RE Discuss how the purpose, meaning and value of music changes because of the impact of life experiences.
- 5RE Describe the use of elements of music as they relate to expression in a varied repertoire of music.

***I can incorporate technology in assessing music performances.***

- 6RE Incorporate technology when possible in assessing music performances.

# High School III - Intermediate

## PERCEIVING/KNOWING/CREATING (CE)

***I can interpret music symbols and terms expressively while performing a varied repertoire of music.***

- 1CE Interpret music symbols and terms expressively while performing a varied repertoire of music.

***I can critique various musical styles and forms in vocal and instrumental genres across various historical periods.***

- 2CE Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods.
- 4CE Identify and trace the development of the elements of music across historical periods.
- 5CE Compare and contrast musical forms used in vocal and instrumental genres.

***I can identify complex harmonic progressions and tonality in selected repertoire.***

- 6CE Identify complex harmonic progressions in selected repertoire.
- 7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.

## PRODUCING/PERFORMING (PR)

***I can perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.***

- 1PR Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.
- 4PR Perform an appropriate part in an ensemble demonstrating well- developed ensemble skills.

***I can demonstrate appropriate sight-reading abilities at an intermediate level.***

- 3PR Demonstrate sight-reading abilities at an intermediate level of complexity.

***I can improvise over chord progressions provided by the instructor.***

- 5PR Improvise over chord progressions and symbols provided by the instructor.

***I can incorporate technology in audio editing and producing various forms of music.***

- 6PR Incorporate technology in audio editing and producing various forms of music.

## RESPONDING/REFLECTING (RE)

## High School III - Intermediate

***I can demonstrate progress made in the development of music skill, technique, and music literacy.***

- 1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.

***I can demonstrate understanding of how elements of music are used to create images or evoke emotions.***

- 2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.
- 3RE Assess how elements of music are used in a work to create images or evoke emotions.

***I can compare and contrast musical works with other art forms.***

- 6RE Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences.

***I can evaluate how musical forms and performance practices are influenced by culture and history.***

- 5RE Evaluate how musical forms are influenced by history.
- 7RE Evaluate how musical forms and performance practices are influenced by culture and history.

# High School IV - Mastery

## PERCEIVING/KNOWING/CREATING (CE)

***I can interpret music symbols and terms in light of historical and stylistic context.***

- 1CE Interpret music symbols and terms in light of historical and stylistic context.

***I can identify and analyze elements of music works from a variety of world cultures and music styles.***

- 2CE Identify and trace the development of the elements of music across musical styles and world cultures.
- 3CE Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone colors, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.

***I can identify non-traditional harmonic progressions and tonality in selected repertoire.***

- 4CE Identify non-traditional harmonic progressions in selected repertoire.
- 5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.

***I can identify personal music experiences that represent skills, abilities and accomplishments.***

- 6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).

## PRODUCING/PERFORMING (PR)

***I can perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.***

- 1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
- 2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.
- 4PR Perform a leading part in an ensemble demonstrating superior ensemble skills.
- 7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.

***I can demonstrate appropriate sight-reading abilities at an intermediate level.***

- 3PR Demonstrate sight-reading abilities at a mastery level of complexity.

***I can improvise over chord progressions provided by the instructor.***

# High School IV - Mastery

- 5PR Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music).

***I can incorporate technology in audio editing and producing various forms of music.***

- 6PR Incorporate technology in promoting and distributing music.

## **RESPONDING/REFLECTING (RE)**

***I can demonstrate progress made in the development of music skill, technique, and music literacy.***

- 1RE Apply assessment practices to select, organize and present personal works to show their growth and development in music.

***I can demonstrate understanding of how elements of music are used to create images or evoke emotions.***

- 2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work.
- 3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.

***I can evaluate potential musical career choices and develop a personal strategic career plan.***

- 6RE Evaluate potential musical career choices and develop a personal strategic career plan.

***I can articulate a personal philosophy about the purpose and value of music.***

- 5RE Develop and articulate a personal philosophy about the purpose and value of music.

***I can evaluate how music is influenced by culture and history and the effectiveness of musical performances and compositions.***

- 4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.
- 7RE Evaluate how musical forms and performance practices are influenced by culture and history.

# MUSICAL VOCABULARY INDEX

SIXTH GRADE BAND	
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Whole Note/Whole Rest w/ W</li> <li>• Half Note/Half Rest h / H</li> <li>• Quarter Note/ Quarter Rest q / Q</li> </ul>	<p><b>Rhythm (continued)</b></p> <ul style="list-style-type: none"> <li>• Eighth Notes ry</li> <li>• Dotted Half Notes h.</li> </ul>
<p><b>Musical Terminology</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Treble Clef</li> <li>• Bass Clef</li> <li>• Bar Line</li> <li>• Double Bar Line</li> <li>• Time Signature</li> <li>• Measure</li> <li>• Natural</li> <li>• Sharp</li> <li>• Flat</li> <li>• Accidental</li> </ul>	<p><b>Musical Terminology (continued)</b></p> <ul style="list-style-type: none"> <li>• Embouchure</li> <li>• Ledger Lines (for appropriate instruments)</li> <li>• Beat</li> <li>• Harmony</li> <li>• Pick-Up Notes</li> <li>• Composer</li> <li>• Duet</li> <li>• Sticking (Percussionists)</li> <li>• Rudiments (Percussionists)</li> <li>• Flam (Percussionists)</li> <li>• Paradiddle (Percussionist)</li> </ul>
<p><b>Performance Terms</b></p> <ul style="list-style-type: none"> <li>• Repeat Sign</li> <li>• Breath Mark</li> <li>• Tone Quality</li> <li>• Fermata</li> </ul>	<p><b>Performance Terms (continued)</b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> and 2<sup>nd</sup> Endings</li> <li>• Round/Cannon</li> <li>• D.C. al Fine</li> <li>• Multiple Measure Rest</li> </ul>
<p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>• Forte</li> </ul>	<p><b>Tempo Markings</b></p> <ul style="list-style-type: none"> <li>• Allegro</li> </ul>

# MUSICAL VOCABULARY INDEX

<ul style="list-style-type: none"><li>• Mezzo Forte</li><li>• Mezzo Piano</li><li>• Piano</li><li>• Crescendo</li><li>• Decrescendo</li></ul>	<ul style="list-style-type: none"><li>• Moderato</li><li>• Andante</li><li>• Largo</li></ul>
<b><i>Articulation</i></b> <ul style="list-style-type: none"><li>• Slur</li><li>• Tie</li><li>• Accent</li></ul>	<b><i>Theory</i></b> <ul style="list-style-type: none"><li>• Key Signature</li><li>• Theme and Variation</li><li>• Phrase</li></ul>

# MUSICAL VOCABULARY INDEX

SEVENTH GRADE BAND	
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Dotted Quarter-Eighth q. e</li> <li>• Eighth-Dotted Quarter e q.</li> <li>• Eighth Note-Eighth Rest e E</li> <li>• Eighth Rest- Eighth Note E e</li> <li>• Introduction of 6/8 Rhythms q. q. qe qe rryrry</li> </ul>	<p><b>Rhythm (continued)</b></p> <ul style="list-style-type: none"> <li>• Syncopation (Eighth-Quarter-Eighth) e qe</li> <li>• Sixteenth Notes (same pitch) dffg</li> <li>• Eighth-Sixteenth-Sixteenth rdg</li> <li>• Sixteenth-Sixteenth-Eighth dgy</li> </ul>
<p><b>Musical Terminology</b></p> <ul style="list-style-type: none"> <li>• Trio</li> <li>• Common Time</li> <li>• Soli</li> <li>• Tutti</li> <li>• Chromatic Scale</li> <li>• Divisi</li> <li>• Unison</li> <li>• Warm-up</li> <li>• Melody</li> <li>• Accompaniment</li> </ul>	<p><b>Musical Terminology (continued)</b></p> <ul style="list-style-type: none"> <li>• Chord</li> <li>• Key Signature</li> <li>• Long rolls (Percussionists)</li> <li>• 9 and 17 Stroke Rolls (Percussionists)</li> <li>• Flamadiddle (Percussionists)</li> <li>• Dampen (Percussionists)</li> <li>• Let Vibrate (L.V.) (Percussionists)</li> <li>• Drag (Percussionists)</li> <li>• Flam Tap (Percussionists)</li> <li>• Double Paradiddle (Percussionists)</li> </ul>
<p><b>Performance Terms</b></p> <ul style="list-style-type: none"> <li>• Beginning and Ending Repeat Signs</li> <li>• D.S. al Coda</li> <li>• D.C. al Coda</li> <li>• D.S. al Fine</li> <li>• D.C. al Fine</li> </ul>	<p><b>Tempo Markings</b></p> <ul style="list-style-type: none"> <li>• Allegretto</li> <li>• Accelerando</li> <li>• Ritardando</li> <li>• Maestoso</li> </ul>

# MUSICAL VOCABULARY INDEX

## *Articulation*

- Staccato
- Legato

## *Theory*

- Scale
- Chord
- Arpeggio
- Enharmonic
- Chromatic notes
- Interval

# MUSICAL VOCABULARY INDEX

EIGHTH GRADE BAND	
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Sixteenth Notes (moving) dffg</li> <li>• Dotted eighth-sixteenth r.g</li> </ul>	<p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>• Pianissimo</li> <li>• Fortissimo</li> <li>• Forte piano</li> <li>• Sforzando piano</li> </ul>
<p><b>Musical Terminology</b></p> <ul style="list-style-type: none"> <li>• Grace Note</li> <li>• Counter Melody</li> <li>• Key Change</li> <li>• Balance</li> <li>• Blend</li> <li>• Triple paradiddle (Percussionists)</li> <li>• Flam Paradiddle (Percussionist)</li> </ul>	<p><b>Tempo Markings</b></p> <ul style="list-style-type: none"> <li>• Allegretto</li> <li>• Accelerando</li> <li>• Ritardando</li> <li>• Maestoso</li> </ul>
<p><b>Performance Terms</b></p> <ul style="list-style-type: none"> <li>• Cantabile</li> <li>• Dolce</li> <li>• Espressivo</li> </ul>	<p><b>Tempo Markings</b></p> <ul style="list-style-type: none"> <li>• A Tempo</li> <li>• Andantino</li> <li>• Molto</li> <li>• Adagio</li> </ul>

# MUSICAL VOCABULARY INDEX

This high school vocabulary index is a bank of musical terminology that can be used as a resource for all levels of high school instrumental music instruction. High school musical vocabulary is not limited to this list of terms and should be considered relative to the curriculum of performance repertoire selected by the instructor.

<b>HIGH SCHOOL BAND</b>	
<p><b><i>Dynamics</i></b></p> <ul style="list-style-type: none"> <li>• Accelerando</li> <li>• Dynamics</li> <li>• Diminuendo</li> <li>• Subito Piano</li> </ul>	
<p><b><i>Musical Terminology</i></b></p> <ul style="list-style-type: none"> <li>• Alla Breve</li> <li>• Alla Marcia</li> <li>• Arpeggio</li> <li>• Articulation</li> <li>• Attacca</li> <li>• Blend</li> <li>• Cadenza</li> <li>• Canon</li> <li>• Codetta</li> <li>• Con Sordina</li> <li>• Da Capo</li> <li>• Dal Segno</li> <li>• Dissonance</li> <li>• D.S. al Coda</li> <li>• D.S. al Fine</li> <li>• Ensemble</li> <li>• Expression</li> </ul>	<p><b><i>Musical Terminology</i></b></p> <ul style="list-style-type: none"> <li>• Fermata</li> <li>• Fine</li> <li>• Giusto</li> <li>• Glissando Grace Note</li> <li>• Hemiola</li> <li>• Interpretation</li> <li>• Intonation</li> <li>• Modulation</li> <li>• Molto</li> <li>• Note Accuracy</li> <li>• Ostinato</li> <li>• Phrasing</li> <li>• Poco a poco</li> <li>• Precision</li> <li>• Posture</li> <li>• Rhythmic Accuracy</li> <li>• Segue</li> </ul>

# MUSICAL VOCABULARY INDEX

## ***Musical Terminology (Continued)***

- Style
- Subito
- Syncopation
- Technique
- Timbre
- Tone
- Trill

## ***Performance Terms***

- Dolce
- Espressivo
- Con Fuoco
- Legato
- Leggiero
- Loco
- Pesante
- Portamento
- Rubato
- Tacet
- Tenuto
- Tranquillo
- Tutti
- Vibrato

## ***Tempo Markings/Terms***

- Accelerando
- Adagio
- Allargando
- Allegretto
- A Tempo
- Larghetto
- Largo
- Lento
- Moderato
- Presto
- Ritardando
- Tempo
- Vivace
- Vivo