

## MIDDLE SCHOOL BAND LEARNING OBJECTIVES

Our learning objectives align with the common core standards for music education in South Dakota and at the national level through the National Association for Music Education (NAfME). Listed below are details of these objectives for 6th Grade Band and 7th/8th Grade Band.

### 6th Grade Band

#### Posture

- *Woodwinds/Brass*: Sit up tall at edge of seat with two feet on the floor with proper playing position
- *Percussion*: Stand up tall with two feet on the floor with the weight balanced (hip, waist, and shoulders aligned) with proper playing position

#### Techniques

- Demonstrate proper breath support
- Demonstrate appropriate embouchure formation
- Produce an acceptable tone throughout his or her range that is indicative of proper embouchure development and breath control techniques
- Produce a controlled and centered tone-quality at various dynamic levels (p-f) throughout his or her practical range
- Demonstrate the ability to blend and balance his or her tone quality within a performing group -Employ the use of the following dynamics in performance: piano, mezzo-forte, mezzo-piano, forte, crescendo, and decrescendo.
- Play basic tongued and slurred articulation patterns
- Percussionists will demonstrate the following rudiments: multiple bounce stroke roll, five, seven, nine, and seventeen stroke rolls, flam, flam-tap, and single, double and triple paradiddle. Percussion students will also be introduced to mallet instruments and timpani. All percussionists will be held responsible for the same standards of learning as wind students.
- Learn and perform the Concert F, B-flat, E-flat, and A-flat Major scales (1 octave, 2 octaves for extra credit, chromatic)

#### Repertoire Difficulty and Quality of Performance

- Perform with expression and technical accuracy excerpts from Essential Elements and Band literature with a difficulty level of 1/2 – 1 1/2
- Respond musically to the cues of a conductor
- Perform with expression appropriate for the work being performed

#### Diverse Literature

- Perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- Perform music literature from many different historical periods such as baroque, classical, romantic, and contemporary periods, as well as, contemporary popular forms

- Perform an assigned part in 2 or 3 part ensemble playing (duets, trios, etc.)

### Aural Skills

- Demonstrate the ability to utilize pitch discrimination to tune his or her instrument to a given tone. Use the visual and aural aid of a tuner.
- Demonstrate the ability to utilize the principle of adjusting pitch within his or her practical range while performing in an ensemble
- Start to sing major scale, chords, and bass line patterns
- Play by ear simple melodies
- Describe specific music events in a given aural example, using appropriate terminology
- Analyze the use of elements of music in aural examples representing diverse genres and cultures

### Reading and Notation

- Identify by note name and fingering or position the notes contained in the musical literature being studied
- Perform in 2/4, 3/4, 4/4, and *alla breve* ("cut time") signatures.
- Sightread, accurately and expressively, music with a level difficulty of ½ - 1

### Critical Response

- Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, form, and dynamics
- Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom rehearsal, and performance settings
- Evaluate the quality and effectiveness of music performances, compositions, and improvisations, and apply these criteria in their personal listening and performing

### Connections

- Apply knowledge of the arts and cultural resources to the study of other disciplines

## 7th/8th Grade Band

### Posture

- *Woodwinds/Brass*: Sit up tall at edge of seat with two feet on the floor with proper playing position
- *Percussion*: Stand up tall with two feet on the floor with the weight balanced (hip, waist, and shoulders aligned) with proper playing position

### Techniques

- Demonstrate proper breath support (longer endurance on a single breath)
- Demonstrate appropriate embouchure formation
- Produce an acceptable tone throughout his or her range that is indicative of proper embouchure development and breath control techniques
- Produce a controlled and centered tone-quality at various dynamic levels (p-f) throughout his or her practical range
- Demonstrate the ability to blend and balance his or her tone quality within a performing group at the third year playing level
- Employ the use of the following dynamics in performance: piano, mezzo-forte, mezzo-piano, forte, crescendo, and decrescendo, accents, sfz, Fp
- Demonstrate basic tongued and slurred articulation patterns
- The percussion student will demonstrate the following rudiments: multiple bounce stroke roll, five, seven, nine, and seventeen stroke rolls, flam, flam-tap, single paradiddle, and drag, as well as long open and closed rolls. Rolls in  $\frac{3}{4}$  time, triplets, 7-stroke rolls, alla-breve, and other flam rudiments. They will also continue their study of timpani and mallets. Percussion students will be held responsible for the same standards of learning as wind students.
- Learn and perform the Concert F, B-flat, E-flat, A-flat, D-flat, C and G Major Scales (1 octave, 2 octaves for extra credit). Also g and d natural and harmonic minor scales. The student will also perform the chromatic scale (2 octaves)

### Repertoire Difficulty and Quality of Performance

- Perform with expression and technical accuracy band literature with a difficulty level of 1 - 3
- Respond musically to the cues of a conductor
- Perform with expression appropriate for the work being performed.

### Diverse Literature

- Perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- Perform music literature from the baroque, classical, romantic and contemporary periods, as well as contemporary popular forms.
- Perform an assigned part in 2 or 3 part ensemble playing (duets, trios, etc.)

### Aural Skills

- Demonstrate the ability to utilize pitch discrimination to tune his or her instrument to a given tone
- Demonstrate the ability to utilize the principle of adjusting pitch within his or her practical range while performing in an ensemble
- Sing major and minor scales, chordal patterns, and bass lines
- Play by ear simple melodies
- Describe specific music events in a given aural example, using appropriate terminology
- Analyze the use of elements of music in aural examples representing diverse genres and cultures

#### Reading and Notation

- Identify by note name and fingering or position the notes contained in the musical literature being studied
- Perform in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, 12/8, uneven meters (5/8, 7/8), and *alla breve* (“cut time”) time signatures
- Sightread, accurately and expressively, music with a level difficulty of 2
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, and articulation

#### Critical Response

- Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, form, and dynamics
- Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom rehearsal, and performance settings
- Evaluate the quality and effectiveness of music performances, compositions, and improvisations and apply the criteria in their personal listening and performing

#### Connections

- Apply knowledge of the arts and cultural resources to the study of other disciplines