

## USD #348 Baldwin City Band Curriculum

NOVICE LEVEL		
TOPIC	STANDARDS	SKILLS
<p><b>PART 1</b> These skills are typically taught at the beginning of the school year at the NOVICE level.</p>	<p><b>Standard 1: CREATING</b> (Cr. 1: Imagine)-Generate musical ideas for various purposes and contexts.</p> <p>(Cr. 2: Plan &amp; Make)- select and develop musical ideas for defined purposes and contexts.</p> <p>(Cr. 3: Evaluate and Refine)-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</p> <p>(Cr. 4: Present)-Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>Standard 2 PERFORMING</b> (Pr.1: Select)-Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, and context, within the technical skill of the individual or ensemble.</p> <p>(Pr.2: Analyze)-Analyze the structure and context of varied musical works and their implication for performance</p> <p>(Pr.3: Interpret)- Develop personal interpretations that consider creators' intent</p> <p>(Pr.4: Rehearse, Evaluate, and Refine) -Evaluate and refine personal and ensemble performances, individually or in collaboration with others</p> <p>(Pr.5: Present)-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to audience and context.</p>	<p><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate breathing techniques and air control to produce a characteristic tone.</li> <li>• Perform with correct embouchure.</li> <li>• Determine if pitches are higher or lower than one another and match pitch.</li> <li>• Percussion: Demonstrate correct striking area on percussion instruments.</li> <li>• Woodwinds and Brass: Demonstrate correct hand position and posture.</li> <li>• Use resources to learn fingerings/positions.</li> <li>• Demonstrate the use of articulation skills: tongue, slur.</li> <li>• Perform with a steady beat and differentiate rhythm vs. steady beat.</li> </ul> <p><b>NOTATION SKILLS</b></p> <ul style="list-style-type: none"> <li>• Read and perform music that includes whole/whole rest, quarter/quarter rest, half note, half rest, and eighth note.</li> <li>• Read and perform music with 5-8 pitches.</li> <li>• Complete simple melodies within established guidelines.</li> </ul> <p><b>MUSICIANSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>• Perform a two measure musical phrase.</li> <li>• Describe group performance.</li> <li>• Perform at dynamic levels of piano and forte.</li> </ul>
<p><b>PART 2</b> These skills are taught and reinforced after basic skills are established.</p>	<p><b>Standard 1: CREATING</b> (Cr. 1: Imagine)-Generate musical ideas for various purposes and contexts.</p>	<p><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the use of articulation skills: tongue, slur, accent.</li> </ul>

<p>They are developed through the rehearsal and performance of appropriate musical selections.</p>	<p>(Cr. 2: Plan &amp; Make)- select and develop musical ideas for defined purposes and contexts.</p> <p>(Cr. 3: Evaluate and Refine)-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</p> <p>(Cr. 4: Present)-Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>Standard 2 PERFORMING</b></p> <p>(Pr.1: Select)-Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, and context, within the technical skill of the individual or ensemble.</p> <p>(Pr.2: Analyze)-Analyze the structure and context of varied musical works and their implication for performance</p> <p>(Pr.3: Interpret)- Develop personal interpretations that consider creators' intent</p> <p>(Pr.4: Rehearse, Evaluate, and Refine) -Evaluate and refine personal and ensemble performances, individually or in collaboration with others</p> <p>(Pr.5: Present)-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to audience and context.</p> <p><b>Standard 3: RESPONDING</b></p> <p>(Re.1: Select)-Choose music appropriate for a specific purpose or context.</p> <p>(Re. 2: Analyze)-Analyze how the structure and context of varied musical works inform the response.</p> <p>(Re. 3: Interpret)-Support interpretations of musical works that reflect creators'/performers' intent.</p> <p>(Re. 4: Evaluate)-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>	<ul style="list-style-type: none"> <li>● Demonstrate breathing techniques and air control to produce a characteristic tone.</li> <li>● Perform with correct embouchure.</li> <li>● Determine if pitches are higher or lower than one another and match pitch.</li> <li>● Percussion: Demonstrate correct striking area on percussion instruments with single stroke.</li> <li>● Woodwinds and Brass: Demonstrate correct hand position and posture.</li> <li>● Use resources to learn fingerings/positions.</li> <li>● Demonstrate the use of articulation skills: tongue, slur, accents.</li> <li>● Perform with a steady beat and differentiate rhythm vs. steady beat.</li> </ul> <p><b>NOTATION SKILLS</b></p> <ul style="list-style-type: none"> <li>● Read and perform music that includes whole/whole rest, quarter/quarter rest, half note, half rest, and eighth note, dotted half note.</li> <li>● Read and perform music with 5-12 pitches.</li> <li>● Read and perform music in the time signatures of 4/4, <math>\frac{3}{4}</math>, <math>\frac{2}{4}</math>.</li> <li>● Identify and perform pitches in Bb, Eb, and Ab concert keys.</li> <li>● Perform a one octave chromatic scale.</li> </ul> <p><b>MUSICIANSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>● Perform a four measure musical phrase.</li> <li>● Describe group performance using musical terms.</li> <li>● Select solos and small ensembles appropriate for skill level of individual and/or group</li> <li>● Perform at dynamic levels of pianissimo, piano, mezzo piano, mezzo forte, forte, and fortissimo dynamic levels.</li> <li>● Differentiate in and out of tune.</li> </ul>
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<b>INTERMEDIATE LEVEL</b>		
<b>TOPIC</b>	<b>STANDARDS</b>	<b>SKILLS</b>
<p><b>PART 1</b> These skills are typically taught at the beginning of the school year at the INTERMEDIATE level.</p>	<p><b>Standard 1: CREATING</b> (Cr. 1: Imagine)-Generate musical ideas for various purposes and contexts.  (Cr. 2: Plan &amp; Make)- select and develop musical ideas for defined purposes and contexts.  (Cr. 3: Evaluate and Refine)-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.  (Cr. 4: Present)-Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>Standard 2 PERFORMING</b> (Pr.1: Select)-Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, and context, within the technical skill of the individual or ensemble.  (Pr.2: Analyze)-Analyze the structure and context of varied musical works and their implication for performance  (Pr.3: Interpret)- Develop personal interpretations that consider creators' intent  (Pr.4: Rehearse, Evaluate, and Refine) -Evaluate and refine personal and ensemble performances, individually or in collaboration with others  (Pr.5: Present)-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to audience and context.</p> <p><b>Standard 3: RESPONDING</b> (Re.1: Select)-Choose music appropriate for a specific purpose or context.  (Re. 2: Analyze)-Analyze how the structure and context of varied musical works inform the response.</p>	<p><b>CREATING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Improvise a melody using scale degree 1 through 3</li> <li>• Improvise rhythms using whole notes, half notes, quarter notes and paired eighth notes.</li> </ul> <p><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Use metronome to reinforce performance of steady beat.</li> <li>• Demonstrate the use of additional articulation skills: tongue, slur, accent, staccato, tenuto.</li> <li>• Interpret and perform tempo markings.</li> <li>• Percussion: demonstrate additional rudiment skills of double stroke, tap.</li> <li>• Sightread a piece of music demonstrating attention to key signature, time signature, and rhythm values.</li> <li>• Count and perform rhythms in 2/4, 3/4, 4/4 &amp; 6/8.</li> <li>• Differentiate in and out of tune.</li> <li>• Demonstrate developmentally appropriate vibrato for flute, saxophones, and double reeds.</li> <li>• Demonstrate correct chromatic fingerings for the Bb, Ab, Eb scales.</li> <li>• Understand basic pitch instrument tendencies and appropriate adjustments.</li> <li>• Adjust intonation during performance.</li> </ul> <p><b>NOTATION SKILLS</b></p> <ul style="list-style-type: none"> <li>• Identify and perform scales in the keys of concert Bb, Eb, Ab, and F</li> </ul>

	<p>(Re. 3: Interpret)-Support interpretations of musical works that reflect creators’/performers’ intent.</p> <p>(Re. 4: Evaluate)-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>	<ul style="list-style-type: none"> <li>● Read and perform music that includes whole notes, half notes, quarter notes, and single and grouped eighth notes and corresponding rests.</li> <li>● Identify and write rhythms in 3/8 and 6/8 time signatures.</li> <li>● Correctly identify and perform trills, grace notes, and cue notes as determined by the performance literature.</li> </ul> <p><b>MUSICIANSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>● Demonstrate appropriate phrasing as determined by the performance literature.</li> <li>● Mark score according to contextual interpretation from the conductor and/or peer collaboration</li> <li>● Demonstrate appropriate audience etiquette.</li> </ul> <p><b>RESPONDING SKILLS</b></p> <ul style="list-style-type: none"> <li>● Describe group performance using musical terms.</li> <li>● Provide constructive suggestions for group performance.</li> <li>● Evaluate self as a solo and ensemble performer.</li> </ul>
<p><b>PART 2</b></p>	<p><b>Standard 1: CREATING</b> (Cr. 1: Imagine)-Generate musical ideas for various purposes and contexts.</p> <p>(Cr. 2: Plan &amp; Make)- select and develop musical ideas for defined purposes and contexts.</p> <p>(Cr. 3: Evaluate and Refine)-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</p> <p>(Cr. 4: Present)-Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>Standard 2 PERFORMING</b> (Pr.1: Select)-Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, and context, within the technical skill of the individual or ensemble.</p>	<p><b>CREATING SKILLS</b></p> <ul style="list-style-type: none"> <li>● Improvise a melody using scale degree 1 through 5.</li> <li>● Improvise rhythms using whole notes, half notes, quarter notes and paired eighth notes.</li> </ul> <p><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>● Use metronome to reinforce performance of steady beat and subdivisions of the beat.</li> <li>● Count and perform rhythms in cut time.</li> <li>● Demonstrate the use of additional articulation skills: tongue, slur, accent, staccato, tenuto, marcato.</li> <li>● Interpret and perform tempo markings.</li> <li>● Percussion: demonstrate additional rudiment skills of bounce stroke, multiple</li> </ul>

	<p>(Pr.2: Analyze)-Analyze the structure and context of varied musical works and their implication for performance</p> <p>(Pr.3: Interpret)- Develop personal interpretations that consider creators' intent</p> <p>(Pr.4: Rehearse, Evaluate, and Refine) -Evaluate and refine personal and ensemble performances, individually or in collaboration with others</p> <p>(Pr.5: Present)-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to audience and context.</p> <p><b>Standard 3: RESPONDING</b></p> <p>(Re.1: Select)-Choose music appropriate for a specific purpose or context.</p> <p>(Re. 2: Analyze)-Analyze how the structure and context of varied musical works inform the response.</p> <p>(Re. 3: Interpret)-Support interpretations of musical works that reflect creators'/performers' intent.</p> <p>(Re. 4: Evaluate)-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>	<p>bounce rolls and flamadiddle.</p> <ul style="list-style-type: none"> <li>● Sightread a piece of music demonstrating attention to key signature, time signature, and rhythm values.</li> <li>● Identify sharp and flat on tuning note using a drone or tuner as a reference.</li> <li>● Transpose concert pitch to written pitch for the student's instrument.</li> <li>● Demonstrate developmentally appropriate vibrato for flute, saxophones, and double reeds.</li> <li>● Demonstrate correct chromatic fingerings for the Bb, Ab, Eb, F, and C scales over one octave.</li> <li>● Understand basic pitch instrument tendencies and appropriate adjustments.</li> <li>● Adjust intonation during performance.</li> </ul> <p><b>NOTATION SKILLS</b></p> <ul style="list-style-type: none"> <li>● Identify and perform scales in thirds in the keys of concert Bb, Eb, Ab, and F</li> <li>● Read and perform music that includes whole notes, half notes, quarter notes, and single and grouped eighth notes and corresponding rests.</li> <li>● Identify and write rhythms in 9/8 and 12/8 time signatures.</li> <li>● Recognize the order that sharps and flats are added to a key signature.</li> </ul> <p><b>MUSICIANSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>● Demonstrate appropriate phrasing as determined by the performance literature.</li> <li>● Mark score with articulation, dynamic, and phrase markings independent.</li> <li>● Interpret and respond to conductor's beat pattern.</li> <li>● Consider historical and cultural context in interpretation of style.</li> <li>● Demonstrate appropriate audience etiquette.</li> </ul>
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<b>PROFICIENT LEVEL</b>		
<b>TOPIC</b>	<b>STANDARDS</b>	<b>SKILLS</b>
<p>These skills are taught and reinforced throughout the PROFICIENT level of playing an instrument.</p>	<p><b>Standard 1: CREATING</b> (Cr. 1: Imagine)-Generate musical ideas for various purposes and contexts.</p> <p>(Cr. 2: Plan &amp; Make)- select and develop musical ideas for defined purposes and contexts.</p> <p>(Cr. 3: Evaluate and Refine)-Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</p> <p>(Cr. 4: Present)-Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p><b>Standard 2 PERFORMING</b> (Pr.1: Select)-Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, and context, within the technical skill of the individual or ensemble.</p> <p>(Pr.2: Analyze)-Analyze the structure and context of varied musical works and their implication for performance</p> <p>(Pr.3: Interpret)- Develop personal interpretations that consider creators' intent</p> <p>(Pr.4: Rehearse, Evaluate, and Refine)</p> <p>-Evaluate and refine personal and ensemble performances, individually or in collaboration</p>	<p><b>CREATING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Perform self-created melodies and rhythmic themes using proper fundamentals of technique, tone, timing, phrasing, and key signature.</li> </ul> <p><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>• Winds: Demonstrate fundamental tone and vibrato as appropriate across at least two octaves.</li> <li>• Demonstrate correct chromatic fingerings and positions for a minimum of two octaves for their instrument.</li> <li>• Understand and implement the skills of group performance including balance, timing and phrasing.</li> <li>• Demonstrate the concepts of good tone, timing and phrasing in solo and small ensemble literature.</li> <li>• Perform 12 major and natural minor scales.</li> <li>• Interpret and perform lyrical etudes or phrases within one octave demonstrating appropriate phrasing and expression.</li> </ul>

	<p>with others</p> <p>(Pr.5: Present)-Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to audience and context.</p> <p><b>Standard 3: RESPONDING</b></p> <p>(Re. 1: Select)-Choose music appropriate for a specific purpose or context.</p> <p>(Re. 2: Analyze)-Analyze how the structure and context of varied musical works inform the response.</p> <p>(Re. 3: Interpret)-Support interpretations of musical works that reflect creators'/performers' intent.</p> <p>(Re. 4: Evaluate)-Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>	<ul style="list-style-type: none"><li>● Perform accurate rhythms: division of the beat in simple and compound meters: 2/4, 3/4, 4/4, 5/4, 3/8, 6/8/, 12/8, 2/2 .</li><li>● Perform in the appropriate style: marches, ballads, chorales, popular and “overture” style pieces (multiple movements or contrasting sections) at the appropriate grade at a proficient level.</li></ul> <p><b>RESPONDING SKILLS</b></p> <ul style="list-style-type: none"><li>● Identify and diagnose musical improvements at the individual level.</li><li>● Describe music and musical performances using musical terminology.</li><li>● Evaluate and provide self-critique as a solo and ensemble performer.</li><li>● Consider historical/cultural context in interpretation of style.</li><li>● Demonstrate appropriate etiquette as a performer and audience member in a variety of settings.</li></ul> <p><b>NOTATION SKILLS</b></p> <ul style="list-style-type: none"><li>● Properly recognize and use musical instructions from printed notation</li><li>● Perform accurate rhythms: division of the beat in simple and compound meters: 2/4, 3/4, 4/4, 5/4, 3/8, 6/8/, 12/8, 2/2 .</li></ul> <p><b>MUSICIANSHIP SKILLS</b></p> <ul style="list-style-type: none"><li>● Mark the score according to contextual interpretation from the conductor and/or peer collaboration.</li><li>● Identify and diagnose musical improvements at the individual level.</li><li>● Demonstrate ability to shape a phrase dependent on the contour of the musical line</li><li>● Consider historical and cultural context i interpretation of style.</li><li>● Individual and group performance focused on artistic expression.</li></ul>
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