



# Music | Concert Band, Symphonic Band and Wind Ensemble



Concert Band	Symphonic Band	Wind Ensemble
<p style="text-align: center;"><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, and phrasing.</li> </ul>	<p style="text-align: center;"><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, and phrasing.</li> </ul>	<p style="text-align: center;"><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, and phrasing.</li> </ul>
<p style="text-align: center;"><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>Winds: Demonstrate fundamental tone and vibrato as appropriate across at least 2 octaves.</li> <li>Demonstrate correct chromatic fingerings and positions for a <i>minimum of two</i> 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 as a solo performer</li> <li>Perform all 12 major scales - 1 octave.</li> <li>Interpret and Perform lyrical etudes or phrases within one octave demonstrating appropriate phrasing and expression</li> <li>Perform accurate rhythms: division of the beat in various simple and compound meters: 2/4, 3/4, 4/4, 5/4, 6/8, 9/8 12/8, 2/2</li> </ul>	<p style="text-align: center;"><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>Winds: Demonstrate fundamental tone and vibrato as appropriate across full playing range of instrument at varied dynamic levels</li> <li>Demonstrate correct chromatic fingerings and positions for the full playing range for their instrument.</li> <li>Implementation of group performance concepts including individual decision making and interpretation during group performance.</li> <li>Demonstrate the concepts of good tone, timing, and phrasing in the performance of solo literature.</li> <li>Perform all 12 major scales in multiple octaves as appropriate for the instrument.</li> <li>Perform natural minor scales 1 octave.</li> <li>Interpret and Perform lyrical etudes or phrases within two octaves</li> </ul>	<p style="text-align: center;"><b>PERFORMING SKILLS</b></p> <ul style="list-style-type: none"> <li>Winds: Demonstrate fundamental tone and vibrato as appropriate across full playing range plus extreme ranges of instrument at varied dynamic levels.</li> <li>Demonstrate correct chromatic fingerings and positions across full playing range plus extreme ranges of instrument at varied dynamic levels.</li> <li>Autonomous implementation of group performance concepts including individual decision making and interpretation during group performance.</li> <li>Interpretation of group performance concepts including individual decision making and interpretation during group performance.</li> <li>Perform melodic and harmonic minor scales.</li> </ul>

<ul style="list-style-type: none"> <li>Perform in the appropriate style: marches, ballads/chorales, and “overture” style pieces (multiple/contrasting sections) at the intermediate level.</li> </ul>	<p>demonstrating appropriate phrasing and expression</p> <ul style="list-style-type: none"> <li>Perform accurate rhythms: sub division of the beat in simple, compound, and complex meters.</li> <li>Perform in the appropriate style: marches, ballads/chorales, and “overture” style pieces at the advanced level (multiple/contrasting sections)</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and Perform lyrical etudes or phrases over the full range demonstrating artistic performance.</li> <li>Perform studied literature of all levels demonstrating artistic performance.</li> </ul>
<p style="text-align: center;"><b>RESPONDING</b></p> <ul style="list-style-type: none"> <li>Identify and diagnose musical improvements at the individual level.</li> <li>Describe music and musical performance using musical terminology</li> <li>Provide constructive suggestions for improvement</li> <li>Evaluate self as a solo and ensemble performer</li> <li>Consider historical/cultural context in interpretation of style.</li> <li>Demonstrate appropriate etiquette as performer and audience member in a variety of settings: marching, formal concert, chamber music</li> </ul>	<p style="text-align: center;"><b>RESPONDING</b></p> <ul style="list-style-type: none"> <li>Diagnose and implement necessary musical improvements at the individual and section level</li> <li>Describe music and musical performance using advanced musical terminology</li> <li>Evaluate and provide self-critique as a solo and ensemble performer</li> <li>Demonstrate historical/cultural context in interpretation of style</li> </ul>	<p style="text-align: center;"><b>RESPONDING</b></p> <ul style="list-style-type: none"> <li>Diagnose and implement necessary musical improvements at the individual, section and full ensemble level</li> <li>Describe music and musical performance using advanced musical terminology</li> <li>Evaluate and provide self-critique as a solo and ensemble performer of advanced literature</li> <li>Autonomous Demonstration of historical/cultural context in advanced interpretation of style</li> </ul>
<p style="text-align: center;"><b>NOTATION</b></p> <ul style="list-style-type: none"> <li>Properly use and recognize musical instructions from printed notation</li> <li>Identify and perform a 2 octave Concert F Chromatic Scale (Horns and Tenors, Concert C Chromatic</li> </ul>	<p style="text-align: center;"><b>NOTATION</b></p> <ul style="list-style-type: none"> <li>Properly recognize and perform musical instructions from advanced printed notation</li> <li>Identify and perform a full range Chromatic Scale.</li> </ul>	<p style="text-align: center;"><b>NOTATION</b></p> <ul style="list-style-type: none"> <li>Fluent reading of musical notation at an advanced level.</li> </ul>

<ul style="list-style-type: none"> <li>Rhythm Reading: division of the beat in various simple and compound meters: 2/4, 3/4, 4/4, 5/4, 6/8, 9/8 12/8, 2/2</li> </ul>	<ul style="list-style-type: none"> <li>Rhythm Reading: subdivision of the beat in simple, compound, and complex meters.</li> </ul>	
<p style="text-align: center;"><b>MUSICIANSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>Mark score according to contextual interpretation from conductor and/or class collaboration</li> <li>Identify and diagnose: musical improvements at the individual level.</li> <li>Demonstrate ability to shape a phrase dependent on contour of musical line. Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo</li> <li>Consider historical/cultural context in interpretation of style.</li> </ul>	<p style="text-align: center;"><b>MUSICIANSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>Mark score according to contextual interpretation from individual observation, conductor, and/or class collaboration</li> <li>Identify and diagnose: musical improvements at the individual and ensemble level.</li> <li>Interpret and perform appropriate phrase shaping and expression based on intermediate to advanced level musical context.</li> <li>Apply lessons of historical/cultural context in interpretation and performance of music.</li> </ul>	<p style="text-align: center;"><b>MUSICIANSHIP SKILLS</b></p> <ul style="list-style-type: none"> <li>Demonstrate musical autonomy through appropriate interpretation of studied music.</li> <li>Diagnose necessary musical improvements based on individual and group level musical interpretation.</li> <li>Independently interpret and perform appropriate phrase shaping and expression based in solo and ensemble performance.</li> <li>Independently apply lessons of historical/cultural context in interpretation and performance of music.</li> <li>Individual and group performance focused on artistic expression.</li> </ul>
<p><b>MARCHING SKILLS</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Execute marching techniques: forward, backward, left slide, right slide, body posture, and instrument carriage.</li> <li>Demonstrate appropriate marching style while playing.</li> <li>Execute specialized body movement and choreography</li> </ul> <p><b>Visual/Aural</b></p> <ul style="list-style-type: none"> <li>Demonstrate visual balance, blend, and uniformity in marching performance.</li> <li>March using appropriate Intervals and alignment</li> <li>Demonstrate listening awareness/position on field</li> <li>Perform with appropriate Balance and blend within sections on the marching field</li> </ul> <p><b>Technical</b></p> <ul style="list-style-type: none"> <li>Read and perform marching band drill using charts/coordinates</li> </ul>		

- Percussionists: Demonstrate specialized techniques related to marching percussion
- Color Guard: Demonstrate techniques related to color guard and color guard equipment

**Communication**

- Develop interpersonal and leadership skills
- Communicate independently

## STANDARDS

### Kansas Curricular Standards for Music

<b>Concert Band Intermediate</b>	<b>Symphonic Band Proficient</b>	<b>Wind Ensemble Accomplished</b>
<p style="text-align: center;"><b>STANDARD 1 – CREATING</b></p> <p><b>Conceiving and developing new artistic ideas and work.</b></p> <p>Cr.1.I Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p>	<p style="text-align: center;"><b>STANDARD 1 – CREATING</b></p> <p><b>Conceiving and developing new artistic ideas and work.</b></p> <p>(Cr.1.N) Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p style="text-align: center;"><b>STANDARD 1 – CREATING</b></p> <p><b>Conceiving and developing new artistic ideas and work.</b></p> <p>(Cr.2.N) - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.</p>
<p style="text-align: center;"><b>STANDARD 1 – PERFORMING</b></p> <p><b>Realizing artistic ideas and work through interpretation and presentation.</b></p> <p>(Pr.1.I) Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p>	<p style="text-align: center;"><b>STANDARD 1 – PERFORMING</b></p> <p><b>Realizing artistic ideas and work through interpretation and presentation.</b></p> <p>(Pr.1.P) - Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill</p>	<p style="text-align: center;"><b>STANDARD 1 – PERFORMING</b></p> <p><b>Realizing artistic ideas and work through interpretation and presentation.</b></p> <p>(Pr.1.Ac) - Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of</p>

<p>Pr.2.I Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</p> <p>Pr.3.I Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p> <p>Pr.4.I Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>Pr.5.I.a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>Pr.5.I.b Demonstrate an understanding of the context of the music through prepared and improvised performances</p>	<p>of the individual or ensemble, and the purpose or context of the performance.</p> <p>(Pr.2.P) Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</p> <p>(Pr.3.P) Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.</p> <p>(Pr.4.P) Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p>	<p>the individual or ensemble, and the purpose and context of the performance.</p> <p>(Pr.2.Ac) - Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances</p> <p>(Pr.3.Ac) - Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.</p> <p>(Pr.4.Ac) - Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.</p> <p>(Pr.5.Ac.a) - Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>(Pr.5.Ac.b) - Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p>
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<p style="text-align: center;"><b>STANDARD 3 – RESPONDING</b></p> <p><b>Understanding and evaluating how the arts convey meaning.</b></p> <p>Re.1.I Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>Re.2.I Describe how understanding context and the way the elements of music are manipulated inform the response to music.</p>	<p style="text-align: center;"><b>STANDARD 3 – RESPONDING</b></p> <p><b>Understanding and evaluating how the arts convey meaning.</b></p> <p>(Re.1.P) Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>(Re.2.P) Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.</p>	<p style="text-align: center;"><b>STANDARD 3 – RESPONDING</b></p> <p><b>Understanding and evaluating how the arts convey meaning.</b></p> <p>(Re.1.Ac) Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p> <p>(Re.2.Ac) Explain how the analysis of structures and contexts inform the response to music.</p> <p>(Re.3.Ac) Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.</p> <p>(Re.4.Ac) Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.</p>
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