

# Year at a Glance



## Band 3 and 4

# 1302320 and #1302330

## 2021-2022 School Year

### Course Description:

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

### Standards:

Available on [CPalms](#)

[Band 3](#)

[Band 4](#)

**Note: Teachers may use additional resources as listed on individual classroom syllabi. For specific questions regarding individual classrooms, please contact the teacher for clarification.**

**This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.**

**The following Benchmarks in Music are addressed daily in band rehearsals. They are considered overarching Music Benchmarks:**

- Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
- Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
- Interpret and perform expressive elements indicated by the musical score and/or conductor.
- Perform and notate, independently and accurately, melodies by ear.
- Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
- Transfer expressive elements and performance techniques from one piece of music to another.
- Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
- Sight-read music accurately and expressively to show synthesis of skills.
- Develop and demonstrate proper instrumental technique.

Quarter	Major Concepts/Topics
1	<p><b>Instrument Fundamentals</b>  <b>See over-arching Music Benchmarks above.</b></p> <ul style="list-style-type: none"> <li>• Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</li> <li>• Transpose melodies into different modalities through performance and composition.</li> <li>• Improvise rhythmic and melodic phrases over harmonic progressions.</li> </ul>
2	<p><b>Music Fundamentals</b>  <b>See over-arching Music Benchmarks above.</b></p> <ul style="list-style-type: none"> <li>• Apply listening strategies to promote appreciation and understanding of unfamiliar works.</li> <li>• Analyze instruments of the world and classify them by common traits.</li> <li>• Investigate and discuss how a culture’s traditions are reflected through its music.</li> <li>• Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</li> <li>• Compare two or more works of a composer across performance media.</li> <li>• Analyze music within cultures to gain understanding of authentic performance practices.</li> <li>• Evaluate the social impact of music on specific historical periods.</li> <li>• Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</li> </ul> <p><b>Additional Standards for Band 4</b></p> <ul style="list-style-type: none"> <li>• Arrange a musical work by manipulating two or more aspects of the composition.</li> </ul>
3	<p><b>MPA and Critical Thinking</b>  <b>See over-arching Music Benchmarks above.</b></p> <ul style="list-style-type: none"> <li>• Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</li> <li>• Evaluate performance quality in recorded and/or live performances.</li> <li>• Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</li> <li>• Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</li> <li>• Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</li> <li>• Analyze how Western music has been influenced by historical and current world cultures.</li> <li>• Analyze the evolution of a music genre.</li> <li>• Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</li> <li>• Sight-read music accurately and expressively to show synthesis of skills.</li> <li>• Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</li> </ul> <p><b>Additional Standards for Band 4</b></p> <ul style="list-style-type: none"> <li>• Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.</li> </ul>

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4	<p><b>Musical and Extra-Musical Concepts and Copyright</b>  <b>See over-arching Music Benchmarks above.</b></p> <ul style="list-style-type: none"> <li>• Evaluate one’s own or other’s compositions and/or improvisation and generate improvements independently or cooperatively.</li> <li>• Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</li> <li>• Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</li> <li>• Examine the effects of developing technology on composition, performance, and acquisition of music.</li> <li>• Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</li> </ul> <p><b>Additional Standards for Band 4</b></p> <ul style="list-style-type: none"> <li>• Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</li> <li>• Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</li> </ul>
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