

Georgia Performance Standards Fine Arts

Band Introduction

Georgia Performance Standards for Band supports the National Association for Music Education (MENC) expectation of promoting a comprehensive, balanced and sequential music education for all students based upon the National Standards for Music Education.

Georgia Performance Standards for Band are arranged in four categories: Skills and Techniques/Performance, Creation, Critical Analysis/Investigate, and Cultural and Historical Context. The standards help organize the curriculum into manageable and related units designed to guide the student through valuable musical experiences.

Band standards are divided into four experience skill levels: Beginning, Intermediate, Advanced and Mastery. Since the time allotment for band class varies across the state, the levels are based on student progress rather than on an academic school year.

GRADES 9 – 12

BEGINNING BAND

(The design constructs for the beginning band curriculum may correlate with the musical concepts and demands found within grade 1 level literature.)

A. Skills and Techniques/Performance

MHSBB.1 - Singing, alone and with others, through a varied repertoire of music

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch through call and response (stepwise and major intervals).

MHSBB.2 - Performing on instruments, alone and with others through a varied repertoire of music

- a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
- b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises.
- c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.
- d. Demonstrate all performance skills through “sight-reading” performance of music literature at the appropriate level.

MHSBB.3 - Reading and notating music

- a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- b. Define and describe the musical terms incorporated in the literature as well as identify key signatures.
- c. Demonstrate a steady beat and identify rhythms and meters through a systematic counting procedure.

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B. Creation

MHSBB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise rhythmic patterns by clapping, singing, or playing an instrument.
- b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale.
- c. Improvise a rhythmic ostinato to be performed with a melody.

MHSBB.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notation.

C. Critical Analysis/Investigate

MHSBB.6 - Listening to, analyzing, and describing music

- a. Identify and describe compositional devices, techniques, meters, tempo, tonalities, intervals, and chords.
- b. Compare and contrast musical works based on genre and culture.

MHSBB.7 - Evaluating music and music performances

- a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- b. Compile a list of strengths and weaknesses in performances and suggest areas of improvement.
- c. Identify the interpretations in a band performance in relation to the intent of the composer.

D. Cultural and Historical Context

MHSBB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Describe how music relates to fine arts and other disciplines.
- b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period.
- c. Identify the influence of music on society and society's influence on music within a given time period.

MHSBB.9 - Understanding music in relation to history and culture

- a. Describe the characteristics of music from different cultures.
- b. Analyze American music in relation to its historical and cultural context.
- c. Identify genres, styles, and composers within specific time periods.