

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

MASTERY BAND

(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 6 level literature.)

A. Skills and Techniques/Performance

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

- a. Sing to reinforce fundamentals of breathing, use of the air stream and quality of sound in tone production.
- b. Sing to develop the ability to match intervallic and chordal tuning.
- c. Sing to reinforce melodic shape and stylistic elements of a melodic line or accompaniment pattern.

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

- a. Perform with a characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, enunciation, vibrato, and percussion implement stroke in the appropriate level music.
- b. Demonstrate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises.
- c. Demonstrate 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 a clear understanding of the rhythms, meters, and ornamentation through the literature which are stylistically representative of the period or genre of the music being studied.
- e. Vocalize rhythms being performed including: diatonic melodies and all intervals within the span of an octave.
- f. Demonstrate all performance skills through sight-reading of music in the full spectrum of the literature.

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MHSMB.3 – Reading and notating music

- a. Demonstrate a clear understanding of counting systems, vocabulary, theory, and the conventions necessary to read and notate music at the mastery level.
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression through individual and ensemble performance.
- c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.

B. Creation

MHSMB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight to twelve measure harmonic progression utilizing various musical styles and techniques.
- b. Improvise a variation of a specific melody within the original musical style in major and minor tonalities.
- c. Improvise accompaniment patterns within a given specific harmonic progression.

MHSMB.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporates use of dynamics and varied styles.
- b. Modify/embellish/adapt melodies for a variety of instruments with appropriate transpositions.
- c. Compose melodic themes using an ABA structure in compound and complex meters.
- d. Demonstrate the ability to use music notation software to produce a correctly notated musical example of both an arrangement and original composition.

C. Critical Analysis/Investigate

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

- a. Analyze rhythmic patterns in compound/complex meters demonstrating an advanced level of technical facility and precision commensurate of the highest level of music performance.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument by making proper adjustments for correct intonation.
- c. By listening to rhythmic patterns, identify and write rhythmic notation for simple, compound, and complex patterns found in the highest level of performance literature.
- d. Demonstrate the ability to adjust the instrument to play in tune without assistance.

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MHSMB.7 - Evaluating music and music performances

- a. Describe musical elements in instrumental music (recorded or live) using the terminology being studied.
- b. Analyze and discuss various instrumental music genres and styles through listening and/or performance activities.
- c. Analyze and describe specific musical works and styles using appropriate terminology.
- d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value.

D. Cultural and Historical Context

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

- a. Compare the following terms used in music to like terms used in other subject areas by describing similarities and differences: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.
- b. Describe similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Demonstrate a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

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

- a. Formulate an understanding of the historical and musical context of the performance literature.
- b. Reflect and discuss the context of the historical events as they relate to musical literature of the period.