

# 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

### ADVANCED BAND

*(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 4 or 5 literature.)*

#### A. Skills and Techniques/Performance

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

- a. Sing to reinforce fundamentals of breathing, use of air and quality of sound in tone production.
- b. Sing to develop the ability to match major, minor, and perfect intervals.
- c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.

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

- a. Demonstrate characteristic tone quality utilizing embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato (when appropriate) and appropriate percussion technique based on the level of music.
- b. Formulate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises within two octave ranges.
- 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. Develop a strong understanding of the complex and compound rhythms, and multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music being studied.

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- e. Vocalize rhythms through counting and diatonic melodies in level 4 or 5 literature being performed.
- f. Demonstrate performance skills through “sight-reading” of grade 3 and 4 music literature.

### MHSAB.3 - Reading and notating music

- a. Apply an understanding of the compound and complex counting systems to read and notate music at the advanced level.
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances.
- c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.

## B. Creation

### MHSAB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight measure harmonic progression utilizing various musical styles and techniques.
- b. Improvise a variation of a specific melody within the original musical style in major tonalities.
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.

### MHSAB.5 - Composing and arranging music within specified guidelines

- a. Construct rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.
- b. Arrange melodies for two different instruments with appropriate transpositions.
- c. Compose melodic themes in contrasting styles in simple and compound meters.
- d. Apply concepts of composing using music notation software to produce a correctly notated musical arrangement in a simple form.

## C. Critical Analysis/Investigate

### MHS8AB.6 - Listening to, analyzing, and describing music

- a. Read, write, and analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument and the harmonic responsibilities within the music as students listen to, analyze, and make the appropriate modifications in context to the performance.

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- c. By listening to rhythmic patterns, identify and write rhythmic notation for simple, compound, and complex patterns found in grade 4 performance literature.
- d. Tune instrument without the use of a tuner or electronic device, and maintains relative intonation in a two octave register.

### MHSAB.7 - Evaluating music and music performances

- a. Assess musical elements (melody, harmony, rhythm, timbre, etc) in instrumental music (recorded or live) using terminology being studied.
- b. Distinguish the factors which are used to evaluate the effectiveness of a performance.
- c. Analyze and evaluate specific musical works and styles (heard through recording or live performance) 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 of the performance.

## **D. Cultural and Historical Context**

### MHSAB.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. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

### MHSAB.9 - Understanding music in relation to history and culture

- a. Formulate an understanding of the historical and musical context of the performance literature.
- b. Critique and discuss the context of the historical timeline relating to the literature being performed.