

# 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

### INTERMEDIATE BAND

*(The design constructs for the intermediate curriculum may correlate with the musical concepts and demands found within grade 2 or 3 level literature.)*

#### A. Skills and Techniques/Performance

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

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch through call and response (diatonic intervals, major and minor keys).
- c. Sing to reinforce breathing, use of the air stream, and quality of sound.

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

- a. Demonstrate 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, major scales, chromatic scale, and technical exercises that increase the playing range.
- c. Use the following ensemble skills as a means of interpreting the performance of musical literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette.
- d. Use context cues in the performance of “sight-reading” music literature of Level 1 and 2.

MHSIB.3 - Reading and notating music

- a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.

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- b. Interpret the musical terms incorporated in the literature.
- c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.

### B. Creation

MHSIB.4 - Improvising melodies, variations, and accompaniments

- a. Distinguishes chord structure through improvisation of a melody over a given accompaniment using diatonic, modal, or blues scales.
- b. Demonstrates a rhythmic ostinato to be performed with a melody.

MHSIB.5 – Composing and arranging music within specified guidelines

- a. Creates music incorporating expressive elements.

### C. Critical Analysis/Investigate

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

- a. Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music.
- b. Distinguish characteristics of a specific work based on genre and culture.

MHSIB.7 - Evaluating music and music performances

- a. Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such.
- b. Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer.
- c. Distinguish what constitutes proper concert performance etiquette and proper audience etiquette.

### D. Cultural and Historical Context

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

- a. Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: 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 knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

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MHSIB.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 discusses the context of the historical timeline relating to the literature being performed.