

Stillwater Bands

State Standards/ Essential Learner Outcomes/ Learning Targets



**STILLWATER
AREA SCHOOLS**

Grade 9

Revise 3/2/2011

State Standard	Benchmark	MN Code	Essential Learner Outcome	Learning Target: 85% of the students will be able to accomplish 85% of the time
1. Demonstrate knowledge of the foundations of the arts area.	1. Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meaning in the creation of, or response to music.	9.1.1.3.1	<p>Harmony/Theory</p> <p>Students will analyze, create, and perform music that uses the major/minor tonal system of Western European/American Music.</p> <p>Form</p> <p>Students will analyze musical forms, and how music is constructed</p>	<ul style="list-style-type: none"> - I will be able to identify major and perfect intervals both written and by ear. - I can demonstrate how to Transpose from concert key to my key for my instrument. - I will be able to write major scales using the major scale formula (WW1/2WWW1/2) - I will be introduced to the circle of keys and be able to describe how to use it.
			<p>Rhythm</p> <p>Students will display an understanding of expanded rhythm content.</p>	<ul style="list-style-type: none"> - I will be able to write the counting for all basic rhythms and dotted quarter, dotted eighth sixteenths, sixteenth note combinations in both my band music and on rhythm worksheets - I will be able to play music in Cut-Time and 6/8
			<p>Dynamics</p> <p>Students will display an understanding of expanded dynamic contrast.</p>	<ul style="list-style-type: none"> - I will be able to describe musical markings such as: pp, p, mf, f, ff - I will be able to describe musical markings such as: crescendo, decrescendo, sforzando
			<p>Tone Color</p>	<ul style="list-style-type: none"> - I will be able to demonstrate on my instrument a "Bright" and "Dark" tonal color, or an "Airy" and

			Students will display an understanding of expanded tonal color.	<p>"focused" tonal color:</p> <ul style="list-style-type: none"> - I had the opportunity to explore expanded color instruments such as Bassoon, Oboe, Bass Clarinet.
	2. Evaluate how the elements of music and related concepts such as repetition, pattern, balance and emphasis are used in the creation of, performance of, or response to music.	9.1.1.3.2	Vocabulary/Terms Students will demonstrate knowledge of basic terms as seen in literature	<ul style="list-style-type: none"> - I can use and can identify the musical terms on the band "word wall", and terms used in class. - I was encouraged to use the elements of music when describing music and completing class projects.
			Balance Students will refine awareness skills in relation to balance within the band.	<ul style="list-style-type: none"> - I am able to identify the melody and it's presence in the ensemble - I can identify my place in a balance "Pyramid" as it applies to the ensemble and section.
	3. Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music.	9.1.1.33	Genres Students will be able to distinguish characteristics of music genres, styles, and time periods.	<ul style="list-style-type: none"> - I have placed various band literature selections into a musical timeline that includes the main time periods of western music history. - I have performed a minimum of one march per semester will. I have described the form of the march in an appropriate and characteristic style. - I have performed music from Music from various cultures.
	4. Apply understanding of the health and safety issues related to creating, performing and responding to music.	9.1.1.3.4	Tours/Trips Various ensembles will perform at offsite location in the Stillwater School District or beyond.	<ul style="list-style-type: none"> - I have had the opportunity to travel and perform safely.
2. Demonstrate knowledge and use of the technical skills of	1. Read and notate music using standard notation system such as complex meters,	9.1.2.3.1	Meters Students will display an understanding of	<ul style="list-style-type: none"> - I can identify and use the following Meters: Simple Meter: 4/4, 2/4, 3/4, cut-time, Compound meters 6/8, 5/4, 6/4 - I have used Mixed meter literature.

the art form, integrating technology when applicable.	extended ranges and expressive symbols, with and without the use of notation software in a variety of styles and contexts.		expanded meters.	<ul style="list-style-type: none"> - I have used the concept of sub-division in various meters.
			<p>Notate</p> <p>Students will be able to notate the fundamental musical symbols and shapes utilized in band literature such as various notes, rests, articulation markings, dynamic markings, and other effects.</p>	<ul style="list-style-type: none"> - I have written proper note and other musical shapes. - I was introduced to Notation software such as "Finale".
			<p>Technical Exercises/ Method Books</p> <p>Students will be issued technical exercises and possibly instrument specific etudes and method books that present specific extended techniques.</p> <p>Also: Students will be encouraged to study privately with area private lesson teachers to further their understanding of extended techniques.</p>	<p>I have used an appropriate technical method book written for my instrument:</p> <ul style="list-style-type: none"> Suggested Lesson Books Grade 9: <ul style="list-style-type: none"> - Flute: Flute Handbook, McCaskill/Gilliam - Oboe: Geckler Book 1,2 - Bassoon: My First Weissenborn - Clarinet: Mel Bay's Clarinet Method/Hittler - Bass Clarinet: Introducing the Bass Clarinet/Voxman - Saxophone: Advanced Method Vol.1 for saxophone, Voxman - Trumpet: First Book of Practical Studies/Getchell - French Horn: First Book of Practical Studies/Getchell - Trombone/Euphonium: First Book of Practical Studies/Borner - Tuba: First Book of Practical Studies/Getchell - Percussion: Alfred's Drum Method Vol. 1 &2 - Percussion: Fundamental Method for Mallets Book 1, Mitchell Peters
2. Play an instrument alone and in small and	9.1.2.3.2	Tone Quality		<ul style="list-style-type: none"> - I can demonstrate and describe proper Breath

	<p>large groups, a variety of music using characteristic tone, technique and expression.</p>		<p>Students will achieve a "characteristic" tone on their instrument. Teachers will either demonstrate or play recordings of a characteristic tone on each instrument.</p>	<p>size and how to use my air in band.</p> <ul style="list-style-type: none"> - I can use proper Jaw/Throat position such as: - Brass: Use "Ahhn" or "Ooh" to increase space in mouth for a fuller sound, "Eehh" for notes in upper register - Flutes: "Low Air Pressure", as well as extending the jaw out and up for high notes. "Rolling" will be discouraged. - Saxophone: Use of warm air, proper mouthpiece amount, teeth on the top of mouthpiece - Clarinet: Use of cool air, firm chin, strong air pressure <p>Suggested Practices:</p> <ul style="list-style-type: none"> - I have, as a Reed player, tried harder reed strengths from 2.5 to 3 in order to play in tune in upper register - I have tried high quality mouthpieces such as: <ul style="list-style-type: none"> o Clarinet: Vandoren B45, 5RVLyre, Hite Premiere o Saxophone: Rousseau 4R, NC4, Selmer S80/90, Yamaha 4C/5C o Trumpet: Bach 3C o Trombone: Bach 6.5AL o Tuba: Bach 24 or 22 - I have, as a Percussion student will be required to possess drumsticks (5A), General Mallets, Yarn Mallets, med. Hard Mallets, Triangle Beater, stick bag
			<p>Expression</p>	<ul style="list-style-type: none"> - I have described dynamics, articulations, and extended expressive markings that are utilized in my band literature. - I can demonstrate and proficiently use the "Four Big Articulations": <ol style="list-style-type: none"> 1. Accent > 2. Marcato ^ 3. Staccato . 4. Tenuto: Legato – - I have performed technical exercises using "Slur

					two Tongue "Two" and other slur and tongue combinations.
				Inonation/Ear Training/Tuning	<ul style="list-style-type: none"> - I can match another student's pitch in rehearsal - I have created a Graph/Chart of the "Tendencies" of notes on their instrument using the chromatic scale, minimum of one octave. - Students will practice describing their pitch in relation to sharp and flat - A demonstration on how to use a tuner will take place in class.
				Scales/Fingerings	<ul style="list-style-type: none"> - I can perform Major Scales and minor scale technical exercises in ALL KEYS - I can perform the Chromatic Scale: Full Range of my instrument - I have used extended fingerings such as: <ul style="list-style-type: none"> o Flute trill keys, extended range up to high Bb o Clarinet "Eb" fingering options, trill keys o Saxophone High tones "Palm" keys up to high F, low tones "Spatula" keys down to low Bb o Trumpet: use 3rd valve slide for low D and C#, of 1-2 for high "E" and 1-3 for "D" (more in tune) o French Horn: multiple fingerings, using trigger o Trombone: Use of Trigger Positions
		9.1.2.3.3	Technology		<ul style="list-style-type: none"> - I have completed various classroom projects using current music technology as it evolves - I have completed projects that include composition, recording, arranging, and mixing.
3. Demonstrate understanding of the personal,	3. Use electronic musical tools to record, mix, play back, accompany, arrange or compose music.	9.1.3.3.1	Analyze/History and Culture		<ul style="list-style-type: none"> - I have developed, and can describe in my own words, criteria for evaluating performance of groups and personal performance.

social, cultural and historical contexts that influence the arts areas.	influence the creation, interpretation or performance of music	9.1.3.3.2	Individual View	<ul style="list-style-type: none"> - I have completed a classroom project such as a composer research project/presentation that explores cultural and historical contexts in music
	2. Synthesize and express an individual view of the meanings and functions of music.			
1. Create or make in a variety of contexts in the arts area using the artistic foundations	1. Improve, compose or arrange new musical compositions in a variety of styles and contexts using available technology to preserve the creations.	9.2.1.3.1	Improvise Students will improvise short melodic content given in guided exercises using limited note choices	<ul style="list-style-type: none"> - I have improvised melodic material utilizing major and/or minor scales. - I have explored the color and harmonic tendencies of certain intervals such as the major 7th (leading tone), flatted seventh (dominant function), lowered 3rd (blues), and tritone.
	2. Revise a musical composition or arrangement based on artistic intent and using multiple sources of critique and feedback.	9.2.1.3.2	Revise	<ul style="list-style-type: none"> - I have been given the opportunity to give input on the length, structure, and pace of a concert and/or literature.
	3 Justify an artistic statement, including how audience and occasion influence creative choices.	9.2.1.3.3	Artistic Statement	<ul style="list-style-type: none"> - I can describe what it is to be a "Stillwater Band Student" and the expectations of musical quality and expectations that this entails.
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	1. Rehearse and perform an existing single complex work or multiple works of music from a variety of contexts and styles alone and within small or large groups.	9.3.1.3.1	Literature	<ul style="list-style-type: none"> - I have performed literature in a large group band setting, which will include a full/ standard compliment of woodwind, brass and percussion instruments. Music selections will range from 2 to 3 on a scale of 1-6. Music will be selected from diverse genres, cultures and time periods and will be chosen from a variety of styles. A minimum of one march each semester will be selected. <p>Suggested Literature:</p> <ul style="list-style-type: none"> - <i>Little Suite For Band</i>; C. Grundman - <i>The Great Locomotive Chase</i>; Robert W. Smith - Various marches as recommended in the CMP book : "Teaching Music Through

				<p>Performing Marches⁸</p> <ul style="list-style-type: none"> - Various literature as recommended in "Teaching Music through Performance in Band" vol. 1 and 2 - <i>John Williams In Concert</i>
			<p>Posture/Instrument Position</p> <p>Students will demonstrate an understanding of instrument position and posture.</p>	<p>I can demonstrate "proper" instrument positions such as:</p> <ul style="list-style-type: none"> - "Playing Position", "Ready Position", "Rest Position" - Straight back, off the back of the chair - Arms relaxed - Fingers "high" - "Tripod" formation, with feet on the floor - Stand height - Percussion instrument height - Head angle straight - Neck-strap height - Snare Drum height/ Stick+Mallet height and placement
			<p>Rehearsal Etiquette</p> <p>Students will demonstrate an understanding of rehearsal etiquette.</p>	<p>I will adhere to the "international rules of rehearsal" etiquette. This includes the following guidelines:</p> <ul style="list-style-type: none"> - Ready for "Downbeat" - Pencil - No gum - Have Supplies ready - Use of the "5 times" method in practice and rehearsal. (Students need to perform a selection 5 times in a row with accuracy) - Music is prepared outside of rehearsal to allow for detailed work to be done in rehearsal
	<p>2. Revise performance based on artistic intent, and using multiple sources of critique and feedback.</p>	<p>9.3.1.3.2</p>	<p>Critique</p>	<ul style="list-style-type: none"> - I have used recordings of ensemble performances and have listened to them and have analyzed the recording to make musical improvements.
	<p>3. Justify artistic intent, including how audience and occasion influence performance choices.</p>	<p>9.3.1.3.3</p>	<p>Artistic Intent</p> <p>Students will have input and perform various selections to fit a theme</p>	<ul style="list-style-type: none"> - I have performed appropriate literature for competition/band festival will be contrasted to appropriate pieces for a "Holiday" or "Pops" concert.

1. Respond to or critique a variety of creations and performances using the artistic foundations.	1. Analyze, interpret and evaluate a variety of musical works or performances by applying self-selected criteria within the traditions of the art form.	9.4.1.3.1	for various concerts throughout the year. Interpret/Evaluate with Criteria Students will develop criteria for evaluating performance of groups and personal performance	<ul style="list-style-type: none"> - I have used a "Concert Critique" worksheet following a performance. - I can include in a critique criteria that may include various "Non-musical" topics including presentation, dress, posture, and professionalism.
	2. Justify choices of self-selected criteria based on knowledge of how criteria affects criticism.	9.4.1.3.2		<ul style="list-style-type: none"> - I have developed criteria for large ensemble and individual performance, and be asked to relate their criteria to how the audience may perceive the performance.