Georgia Performance Standards for Band

GRADE: 6 – 8 MUSIC – BEGINNING BAND

A. Skills and Techniques/Performance

MMSBB.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 (stepwise and major intervals).

MMSBB.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 “at-sight” performance of music literature at the appropriate level.

MMSBB.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 as well as rhythms and meters through a systematic counting procedure.

B. Creation

MMSBB.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. Demonstrate a rhythmic ostinato to be performed with a melody.

MMSBB.5 - Composing and arranging music within specified guidelines
a. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.

C. Critical Analysis/Investigate

MMSBB.6 - Listening to, analyzing, and describing music
a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords.
b. Compare and contrast musical works based on genre and culture.

MMSBB.7 - Evaluating music and music performances
a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations.
b. List strengths and weaknesses in performance, and suggest areas of improvement.
c. Identify the interpretations of the band during a performance, and analyze their effectiveness in relation to the intent of the composer.

D. Cultural and Historical Context
MMSBB.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 major time periods and describe music’s influence on that time period.
d. Identify the influence of music on society and society’s influence on music within a given time period.

MMSBB.9 - Understanding music in relation to history and culture
a. Describe the characteristics of music from different cultures.
b. Analyze American and other genres of music in relation to its historical and cultural context.
c. Identify genres, styles, and composers within specific time periods.
GRADE: 6 – 8 MUSIC – INTERMEDIATE (Advanced) BAND

A. Skills and Techniques/Performance

MMSIB.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.

MMSIB.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.

MMSIB.3 - Reading and notating music
a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.
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

MMSIB.4 - Improvising melodies, variations, and accompaniments
a. Distinguish chord structure through improvisation of a melody over a given accompaniment using diatonic, modal, or blues scales.
b. Demonstrate a rhythmic ostinato to be performed with a melody.

MMSIB.5 - Composing and arranging music within specified guidelines
a. Creates music incorporating expressive elements.

C. Critical Analysis/Investigate

MMSIB.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.
MMSIB.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
MMSIB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts
a. Distinguish music based on the culture in which it was created.
b. Compare American music to other cultures.
c. Classify genre, style, and composer according to their time period.

MMSIB.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 Western and non-Western genres, styles, and composers within specific time periods.