



Grade 6 to 8 Beginning Band, Grade 6 Intermediate Band, Grades 7 and 8 Intermediate and Advanced Band

Standard 1: Skills and Techniques¹

Grade 6, 7 and 8 Beginning Band	Grade 6 Intermediate Band	Grade 7 and 8 Intermediate Band	Grade 7 and 8 Advanced Band
<p><i>Students will be able to:</i></p> <p>BB.1.1 Instrument Knowledge Skills BB.1.1.1 Identify all parts of instrument. BB.1.1.2 Correctly assemble instrument. BB.1.1.3 Demonstrate proper care of instrument, including reed care.</p> <p>BB.1.2 Playing Posture Skills BB.1.2.1 Use proper playing posture: total body, arm, hand, wrist, and finger positions. BB.1.2.2 <i>Woodwinds and Brass:</i> Properly support the instrument while sitting or standing. BB.1.2.3 <i>Percussion:</i> Use proper grip/playing position for snare drum, bells.</p> <p>BB.1.3 Tone Production Skills <u>Tone Quality</u> BB.1.3.1 Produce sounds demonstrating characteristic tone quality. BB.1.3.2 Demonstrate an awareness of ways to improve tone production.</p>	<p><i>Students will be able to:</i></p> <p>6B.1.1 Instrument Knowledge Skills 6B.1.1.1 Demonstrate procedures for keeping the instrument in good playing condition-including proper assembly, reed care, and cleaning.</p> <p>6B.1.2 Playing Posture Skills 6B.1.2.1 Demonstrate proper sitting/standing posture position for ease of fingering or sticking. 6B.1.2.2 <i>Percussion:</i> Use proper grip/playing position for snare, mallet instruments, crash and suspended cymbals, tambourine, woodblock, timpani.</p> <p>6B.1.3 Tone Production Skills <u>Tone Quality</u> 6B.1.3.1 Produce sounds demonstrating an understanding of tone quality for a second year band student. 6B.1.3.2 Demonstrate an even tone while varying the dynamic level.</p>	<p><i>Students will be able to:</i></p> <p>IB.1.1 Instrument Knowledge Skills IB.1.1.1 Demonstrate procedures for keeping the instrument in good playing condition-including proper assembly, reed care, and cleaning.</p> <p>IB.1.2 Playing Posture Skills IB.1.2.1 Demonstrate appropriate posture and effective hand position for ease of fingering or sticking. IB.1.2.2 <i>Percussion:</i> Use proper grip/playing position for previously learned instruments with the addition of other appropriate auxiliary percussion instruments as needed.</p> <p>IB.1.3 Tone Production Skills <u>Tone Quality</u> IB.1.3.1 Produce sounds demonstrating characteristic tone quality for third year band student. IB.1.3.2 Demonstrate an even tone while varying the dynamic level in scale and arpeggio patterns.</p>	<p><i>Students will be able to:</i></p> <p>AB.1.1 Instrument Knowledge Skills AB.1.1.1 Demonstrate procedures for keeping the instrument in good playing condition-including proper assembly, reed care, and cleaning.</p> <p>AB.1.2 Playing Posture Skills AB.1.2.1 Constantly demonstrates appropriate and correct hand positions while playing. AB.1.2.2 <i>Percussion:</i> Use proper grip/playing position for all percussion instruments including bongo, cowbell, timpani, suspended cymbal, triangle, wood block, sleigh bells, tambourine, maracas, claves, temple blocks, and crash cymbals, finger cymbals, wind chimes and other percussion auxiliary instruments as needed.</p> <p>AB.1.3 Tone Production Skills <u>Tone Quality</u> AB.1.3.1 Demonstrate consistent tone quality across the range while playing scales and arpeggios. AB.1.3.2 Demonstrate even tone quality in repertoire from mezzo piano to forte.</p>

¹ SAS Standard 1 correlates with MENC Standards 1 and 2: *Singing, alone and with others, a varied repertoire of music ; Performing on instruments, alone and with others, a varied repertoire of music*
 Adapted from MENC Standards (National Association for Music Education)
 Adopted by the Board on May 18, 2010



Grade 6 to 8 Beginning Band, Grade 6 Intermediate Band, Grades 7 and 8 Intermediate and Advanced Band

Grade 6, 7 and 8 Beginning Band	Grade 6 Intermediate Band	Grade 7 and 8 Intermediate Band	Grade 7 and 8 Advanced Band
BB.1.3.3 <i>Woodwinds and Brass:</i> Demonstrate proper breathing techniques.	6B.1.3.3 <i>Woodwinds and Brass:</i> Continue to demonstrate proper breathing techniques.	IB.1.3.3 <i>Woodwinds and Brass:</i> Continue to demonstrate proper breathing techniques.	AB.1.3.3 <i>Woodwinds and Brass:</i> Continue to demonstrate proper breathing techniques.
BB.1.3.4 <i>Woodwinds and Brass:</i> Play with a good embouchure.	6B.1.3.4 <i>Woodwinds and Brass:</i> Continue to play with a good embouchure.	IB.1.3.4 <i>Woodwinds and Brass:</i> Continue to play with a good embouchure.	AB.1.3.4 <i>Woodwinds and Brass:</i> Continue to play with a good embouchure.
BB.1.3.5 <i>Woodwinds and Brass:</i> Produce an evenly sustained tone for 8 or more seconds.	6B.1.3.5 <i>Woodwinds and Brass:</i> Produce an even sustained tone while playing a single note for 12 seconds or more.	IB.1.3.5 <i>Woodwinds and Brass:</i> Produce an even sustained tone while playing a musical phrase.	AB.1.3.5 <i>Woodwinds and Brass:</i> Produce an even sustained tone while playing music from various repertoire.
BB.1.3.6 <i>Percussion:</i> Produce characteristic single stroke, multiple bounce, and open double strokes.	6B.1.3.6 <i>Percussion:</i> Demonstrate production of even, sustained sounds while rolling long notes on snare and mallet instruments.	IB.1.3.6 <i>Percussion:</i> Demonstrate production of even, sustained sounds while rolling long notes, rudiments on snare and mallet instruments.	AB.1.3.6 <i>Percussion:</i> Demonstrate production of even, sustained sounds while rolling long notes, rudiments on snare and mallet instruments.
BB.1.3.7 <i>Percussion:</i> Produce an even sound while playing rudiments.	6B.1.3.7 <i>Percussion:</i> Recognize and produce appropriate tone quality for each instrument studied.	IB.1.3.7 <i>Percussion:</i> Recognize and produce appropriate tone quality on each instrument from mezzo piano to forte.	AB.1.3.7 <i>Percussion:</i> Recognize and produce appropriate tone quality for each instrument from piano to fortissimo.
BB.1.3.8 <i>Percussion:</i> Demonstrate an awareness of variation in sound which result from using different beaters.	6B.1.3.8 <i>Percussion:</i> Demonstrate an awareness of variation in sound by choosing mallets appropriate to the literature.	IB.1.3.8 <i>Percussion:</i> Continue to demonstrate an awareness of variation in sound by choosing mallets appropriate to the literature.	AB.1.3.8 <i>Percussion:</i> Continue to demonstrate an awareness of variation in sound by choosing mallets appropriate to the literature.
<u>Pitch</u>	<u>Pitch</u>	<u>Pitch</u>	<u>Pitch</u>
BB.1.3.9 Identify and define flat, sharp, and natural signs.	6B.1.3.9 Identify and correctly perform flat, sharp, and natural signs.	IB.1.3.9 Continue to identify and correctly perform flat, sharp, and natural signs.	AB.1.3.9 Continue to identify and correctly perform flat, sharp, and natural signs.
BB.1.3.10 Identify and play in the keys of concert Bb, F, and Eb major.	6B.1.3.10 Perform one octave scales and arpeggios (where possible) in the following concert keys: Bb, Eb, F, Ab, C, GMin, CMin, chromatic (one octave).	IB.1.3.10 Perform (memorized) one octave scales and arpeggios (where possible) in the following concert keys: Major, Bb, Eb, F, Ab, C, chromatic Scale one octave.	AB.1.3.10 Perform (memorized) one octave scales and arpeggios (where possible) in all major keys plus the chromatic scale (two octaves where possible).
BB.1.3.11 Identify and play all pitches within the prescribed ranges for a beginning band student ² .	6B.1.3.11 Identify and play all pitches within the prescribed ranges for a second year band student ² .	IB.1.3.11 Identify and play all pitches within the prescribed ranges for a second to third year band student ² .	AB.1.3.11 Identify and play all pitches within the prescribed ranges for a third to fourth year band student ² .
			AB.1.3.12 <i>Woodwind and Brass:</i> Develop an affect pitch.

² See appendix to text (Beginning Band: *Standard of Excellence* Book 1, Grade 6 Intermediate Band: *Standard of Excellence* Book 2, Grades 7 and 8 Intermediate Band: *Accent on Achievement* Book 2, Grades 7 and 8 Advanced Band : *Standard of Excellence* Book 3)



Grade 6 to 8 Beginning Band, Grade 6 Intermediate Band, Grades 7 and 8 Intermediate and Advanced Band

Grade 6, 7 and 8 Beginning Band	Grade 6 Intermediate Band	Grade 7 and 8 Intermediate Band	Grade 7 and 8 Advanced Band
<p><u>Tuning and Intonation</u></p> <p>BB.1.3.12 Identify and use tuning mechanisms of the instrument.</p> <p>BB.1.3.13 Demonstrate the ability to tune to a specific pitch.</p> <p>BB.1.3.14 <i>Woodwinds and Brass:</i> Improve intonation by making adjustments in embouchure, posture, and breath support.</p> <p>BB.1.4 Special Techniques</p> <p>BB.1.4.1 <i>Woodwinds and Brass:</i> Use proper techniques in the attack and release of sounds: tongue, accent, and slur.</p> <p>BB.1.4.2 <i>Woodwinds and Brass:</i> Demonstrate slurs on consecutive harmonics at a very slow tempo.</p> <p>BB.1.4.3 <i>Trombone:</i> Demonstrate an awareness of legato tonguing and slide slurs.</p>	<p><u>Tuning and Intonation</u></p> <p>6B.1.3.12 Demonstrate increasing ability to adjust the instrument to a given pitch.</p> <p>6B.1.3.13 Develop an awareness of any variation of one’s own intonation while playing.</p> <p>6B.1.3.14 Demonstrate the ability to correct variations in intonation.</p> <p>6B.1.4 Special Techniques</p> <p>6B.1.4.1 <i>Woodwinds and Brass:</i> Demonstrate the use of staccato, tenuto, and legato articulations.</p> <p>6B.1.4.2 <i>Woodwinds and Brass:</i> Demonstrate slurs on consecutive harmonics at a slow tempo.</p> <p>6B.1.4.3 <i>Trombone:</i> Demonstrate legato tonguing and slide slurs.</p>	<p><u>Tuning and Intonation</u></p> <p>IB.1.3.12 Demonstrate increasing ability to adjust the instrument to a given pitch.</p> <p>IB.1.3.13 Continue to develop an awareness of any variation of one’s own intonation while playing.</p> <p>IB.1.3.14 Demonstrate the ability to correct variations in intonation.</p> <p>IB.1.4 Special Techniques</p> <p>IB.1.4.1 <i>Woodwinds and Brass:</i> Demonstrate the use of staccato, tenuto, marcato and legato articulations.</p> <p>IB.1.4.2 <i>Woodwinds and Brass:</i> Demonstrate lips slurs on consecutive harmonics at a moderate tempo.</p> <p>IB.1.4.3 <i>Woodwinds and Brass:</i> Demonstrate an intermediate understanding of trills and grace notes (woodwind only).</p> <p>IB.1.4.4 <i>Trombone:</i> continue developing legato tonguing and slide slurs notes.</p>	<p><u>Tuning and Intonation</u></p> <p>AB.1.3.13 Demonstrate the ability to detect intonation problems while playing.</p> <p>AB.1.3.14 Demonstrate the ability to tune one’s own instrument without assistance from the instructor.</p> <p>AB.1.3.15 Demonstrate the ability to correct variations in intonation.</p> <p>AB.1.4 Special Techniques</p> <p>AB.1.4.1 <i>Woodwind and Brass:</i> Consistently demonstrate the use of staccato, tenuto, marcato, and legato articulations.</p> <p>AB.1.4.2 <i>Woodwind and Brass:</i> Demonstrate an expanded range of lips slurs on consecutive harmonics with wider intervals.</p> <p>AB.1.4.3 <i>Woodwind and Brass:</i> Demonstrate the ability to execute trills and grace notes (woodwind only).</p> <p>AB.1.4.4 <i>Trombone:</i> continue developing legato tonguing and slide slurs.</p> <p>AB.1.4.5 Demonstrate an awareness of the use of vibrato (except clarinet and French horn).</p>

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<p>BB.1.4.4 <i>Percussion</i>: Demonstrate the use of accents in text book exercises as well as repertoire.</p> <p>BB.1.4.5 <i>Percussion</i>: Identify and play rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, nine stroke roll, five stroke roll, and seventeen stroke roll.</p> <p>BB.1.4.6 <i>Mallets</i>: Play rolls and double stops and assigned scales.</p>	<p>6B.1.4.4 <i>Percussion</i>: Demonstrate the use of accents in repertoire and within rudimental studies.</p> <p>6B.1.4.5 <i>Percussion</i>: Identify and play long roll, syncopated nine stroke roll, double paradiddle, drag, single drag tap, flamacue, seven stroke roll.</p> <p>6B.1.4.6 <i>Mallets</i>: Understand the use of double stop roll and demonstrate the use of legato articulation and assigned scales.</p>	<p>IB.1.4.5 <i>Percussion</i>: Demonstrate the ability to perform independently on multiple percussion instruments concurrently.</p> <p>IB.1.4.6 <i>Percussion</i>: Identify and play rudiments including long roll, syncopated nine stroke roll, double paradiddle, drag, single drag tap, flamacue, seven stroke roll, rim shots.</p> <p>IB.1.4.7 <i>Mallets</i>: Demonstrate the ability to play a double stop roll and demonstrate the use of legato and assigned scales.</p> <p>IB.1.4.8 <i>Timpani</i>: Demonstrate dampening, cross sticking, and tuning of timpani to a given pitch.</p>	<p>AB.1.4.6 <i>Percussion</i>: Demonstrate the ability to perform independently on multiple percussion instruments concurrently.</p> <p>AB.1.4.7 <i>Percussion</i>: Identify and play rudiments including long roll, syncopated nine stroke roll, double paradiddle, drag, single drag tap, flamacue, seven stroke roll, rim shots, single ratamacue, ruff.</p> <p>AB.1.4.8 <i>Mallets</i>: Consistently demonstrate the ability to play a double stop roll and demonstrate the use of legato articulation, and assigned scales.</p> <p>AB.1.4.9 Demonstrate the technique of glissando.</p> <p>AB.1.4.10 <i>Timpani</i>: Demonstrate dampening, cross sticking and tuning of timpani to a given pitch.</p> <p>AB.1.4.11 <i>Bass Drum</i>: Demonstrate proper technique for striking the bass drum as well as playing rolls.</p> <p>AB.1.4.12 <i>Cymbal</i>: Demonstrate proper technique for cymbal crashes.</p>
<p>BB.1.5 Rhythmic Performance</p> <p>BB.1.5.1 <i>Brass and Woodwind</i>: Count and perform rhythms combining various notes and rests³</p> <p>BB.1.5.2 <i>Percussion</i>: In addition to the above³.</p> <p>BB.1.5.3 Define and perform in common time 4/4, 3/4, 2/4 time signatures.</p> <p>BB.1.5.4 Count and perform rhythm patterns that incorporate ties and pick up notes.</p>	<p>6B.1.5 Rhythmic Performance</p> <p>6B.1.5.1 <i>Brass and Woodwind</i>: Count and perform rhythms combining various rhythm patterns³</p> <p>6B.1.5.2 <i>Percussion</i>: In addition to the above³.</p> <p>6B.1.5.3 Define and perform in common time 4/4, 3/4, 2/4, 3/8 and 6/8 time signatures.</p> <p>6B.1.5.4 Count and perform rhythm patterns that incorporate syncopation, pick up notes, and ties.</p>	<p>IB.1.5 Rhythmic Performance</p> <p>IB.1.5.1 <i>Brass and Woodwind</i>: Count and perform rhythms combining various rhythm patterns³</p> <p>IB.1.5.2 <i>Percussion</i>: in addition to the above³.</p> <p>IB.1.5.3 Continue to define and perform in common time 4/4, 3/4, 2/4, 3/8 and 6/8 time signatures.</p> <p>IB.1.5.4 Count and perform rhythm patterns in repertoire that incorporate syncopation ties, pick up notes, and changing meter.</p>	<p>AB.1.5 Rhythmic Performance</p> <p>AB.1.5.1 <i>Brass and Woodwind</i>: Count and perform rhythm patterns combining various rhythm patterns³</p> <p>AB.1.5.2 <i>Percussion</i>: In addition to the above³.</p> <p>AB.1.5.3 Continue to perform repertoire in common time 4/4, 3/4, 2/4, 3/8 and 6/8 time signatures.</p> <p>AB.1.5.4 Recognize and define asymmetrical meter.</p>

³See appendix to text (Beginning Band: *Standard of Excellence* Book 1, Grade 6 Intermediate Band: *Standard of Excellence* Book 2, Grades 7 and 8 Intermediate Band: *Accent on Achievement* Book 2, Grades 7 and 8 Advanced Band : *Standard of Excellence* Book 3)

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Grade 6, 7 and 8 Beginning Band	Grade 6 Intermediate Band	Grade 7 and 8 Intermediate Band	Grade 7 and 8 Advanced Band
<p>BB.1.6 Ensemble Skills BB.1.6.1 Demonstrate fundamental ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.</p>	<p>6B.1.6 Ensemble Skills 6B.1.6.1 Demonstrate continued development of ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.</p>	<p>IB.1.6 Ensemble Skills IB.1.6.1 Demonstrate continued development of ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.</p>	<p>AB.1.6 Ensemble Skills AB.1.6.1 Demonstrate consistency with ensemble techniques (i.e., balance, blend, intonation, and response to the conductor) appropriate to the literature studied.</p>
<p>Standard 2: Creation and Communication⁴</p>			
Grade 6, 7 and 8 Beginning Band	Grade 6 Intermediate Band	Grade 7 and 8 Intermediate Band	Grade 7 and 8 Advanced Band
<p><i>Students will be able to:</i></p> <p>BB.2.1 Composition BB.2.1.1 Complete a given melody by filling missing notes. BB.2.1.2 Compose an ending to a given melody.</p>	<p><i>Students will be able to:</i></p> <p>6B.2.1 Composition 6B.1.1 Complete a given melody by filling missing notes. 6B.1.2 Compose an ending to a given melody.</p>	<p><i>Students will be able to:</i></p> <p>IB.2.1 Composition IB.2.1.1 Complete a given melody by filling missing notes. IB.2.1.2 Compose an ending to a given melody using the correct cadence. IB.2.1.3 Compose a variation on a given melody.</p>	<p><i>Students will be able to:</i></p> <p>AB.2.1 Composition AB.1.1.1 Complete a given melody by filling missing notes. AB.1.1.2 Compose an ending to a given melody using the correct cadence. AB.1.1.3 Recognize and name minor keys associated with given key signatures.</p>

⁴ SAS Standard 2 correlates with MENC Standards 3 and 4: *Improvising melodies, variations, and accompaniments; Composing and arranging music within specified guidelines*
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Standard 3: Reading and Notating Music ⁵			
Grade 6, 7 and 8 Beginning Band	Grade 6 Intermediate Band	Grade 7 and 8 Intermediate Band	Grade 7 and 8 Advanced Band
<p><i>Students will be able to:</i></p> <p>BB.3.1 Note Reading</p> <p>BB.3.1.1 Name notes belonging to the lines and spaces of both the treble and bass clef staves.</p> <p>BB.3.1.2 Define and name accidentals (flat, sharp, natural) and recognize key signatures (concert) for major scales. Bb, F, Eb.</p> <p>BB.3.2 Knowledge of Symbols and Terms</p> <p>BB.3.2.1 Identify and define: repeat sign, solo/tutti/soli, unison, accent, 1st and 2nd endings, one measure repeat sign, long rest, and D.C. al fine.</p> <p>BB.3.2.2 Define and play variations in dynamics: piano, mezzo piano, mezzo forte, forte, crescendo, and decrescendo.</p> <p>BB.3.2.3 Define and play tempo markings: Largo, Andante, Moderato, Allegro, ritardando.</p> <p>BB.2.1.3 Correctly draw the notes, rests, and musical symbols previously mentioned in BB1.5.1.</p>	<p><i>Students will be able to:</i></p> <p>6B.3.1 Note Reading</p> <p>6B.3.1.1 Name notes belonging to the lines and spaces of both the treble and bass clef staves.</p> <p>6B.3.1.2 Define and name accidentals (flat, sharp, natural) and recognize key signatures (concert) for major scales Bb, F, Eb, C and chromatic scale.</p> <p>6B.3.2 Knowledge of Symbols and Terms</p> <p>6B.3.2.1 Identify and define: syncopation, interval, D.S. al Fine, enharmonic, staccato, tenuto, legato, alla breve, major chord, minor chord, D.C. al Coda, Coda, measure repeat sign.</p> <p>6B.3.2.2 Define and play variations in dynamics: piano, mezzo piano, mezzo forte, forte, crescendo, and decrescendo.</p> <p>6B.3.2.3 Define and perform tempo markings: Allegretto, Maestoso, Accelerando.</p> <p>6B.3.2.4 Correctly draw the notes, rests, and musical symbols previously introduced.</p>	<p><i>Students will be able to:</i></p> <p>IB.3.1 Note Reading</p> <p>IB.3.1.1 Name notes belonging to the lines and spaces of both the treble and bass clef staves.</p> <p>IB.3.1.2 Define and name accidentals (flat, sharp, natural) and key signatures (concert) for major scales Bb, F, Eb, C, Ab, G and chromatic scale.</p> <p>IB.3.2 Knowledge of Symbols and Terms</p> <p>IB.3.2.1 Identify and define: syncopation, interval, D.S. al Fine, enharmonic, staccato, tenuto, legato, alla breve, major chord, minor chord, D.C. al Coda, Coda.</p> <p>IB.3.2.2 Define and play variations in dynamics: piano, mezzo piano, mezzo forte, forte, crescendo, and decrescendo.</p> <p>IB.3.2.3 Define and perform tempo markings: Allegretto, Maestoso, Accelerando.</p> <p>IB.2.1.4 Continue to correctly draw the notes, rests, and musical symbols previously introduced.</p>	<p><i>Students will be able to:</i></p> <p>AB.3.1 Note Reading</p> <p>AB.3.1.1 Name notes belonging to the lines and spaces of both the treble and bass clef staves.</p> <p>AB.3.1.2 Define and name accidentals (flat, sharp, natural) and recognize key signatures for all major scales and the chromatic scale.</p> <p>AB.3.1.3 Develop the ability to transpose a musical line for one's own instrument.</p> <p>AB.3.2 Knowledge of Symbols and Terms</p> <p>AB.3.2.1 Identify and define: syncopation, interval, D.S. al Fine, enharmonic, staccato, tenuto, legato, alla breve, major chord, minor chord, D.C. al Coda, Coda, grace note, trill, simile, dolce, sostenuto, grazioso, cantabile, D.S. al Coda, two measure repeat sign.</p> <p>AB.3.2.2 Define and play variations in dynamics: piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo, pianissimo, fortissimo, sforzando, and forte piano.</p> <p>AB.3.2.3 Continue to correctly draw the notes, rests, and musical symbols previously introduced.</p>

⁵ SAS Standard 3 correlates with MENC Standard 5: *Reading and notating music*
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Standard 4: Aesthetic and Critical Analysis⁶

Grade 6, 7 and 8 Beginning Band	Grade 6 Intermediate Band	Grade 7 and 8 Intermediate Band	Grade 7 and 8 Advanced Band
<i>Students will be able to:</i>	<i>Students will be able to:</i>	<i>Students will be able to:</i>	<i>Students will be able to:</i>
BB.4.1 Begin to use appropriate music vocabulary to describe music.	6IB.4.1 Use appropriate music vocabulary to describe music.	IB.4.1 Use appropriate music vocabulary to describe music.	AB.4.1 Use an expanded music vocabulary to describe music.
BB.4.2 Aurally identify examples of music from western or non-western traditions.	6IB.4.2 Begin to aurally identify, by genre or style, examples of music from western or non-western traditions.	IB.4.2 Analyze music events within a composition using musical elements: melody, rhythm, pitch, dynamics, timbre, form as applicable.	AB.4.2 Analyze music events within a composition, using melody, rhythm, pitch, dynamics, timbre, form across diverse cultures and genres, as applicable.
BB.4.3 Begin to analyze music events within a composition, using melody, rhythm, pitch, dynamics, timbre, form.	6IB.4.3 Analyze music events within a composition using musical elements: melody, rhythm, pitch, dynamics, timbre, form as applicable.	IB.4.3 Identify and apply suitable criteria for listening to and critiquing performances of self, peers and others, providing feedback as appropriate.	AB.4.3 Identify and apply a range of suitable criteria for listening to and critiquing performances of self, peers and others, providing feedback as appropriate.
BB.4.4 Begin to apply given criteria for listening to and critiquing performances of self, peers and others.	6IB.4.4 Apply given criteria for listening to and critiquing performances of self, peers and others, providing feedback as appropriate.		

Standard 5: Cultural and Historical Connections⁷

Grade 6, 7 and 8 Beginning Band	Grade 6 Intermediate Band	Grade 7 and 8 Intermediate Band	Grade 7 and 8 Advanced Band
<i>Students will be able to:</i>	<i>Students will be able to:</i>	<i>Students will be able to:</i>	<i>Students will be able to:</i>
BB.5.1 Begin to develop a basic understanding of how music is related to history and culture. e.g., instrumentation.	6IB.5.1 Continue to develop a basic understanding of how music is related to history and culture. e.g., ensemble composition.	IB.5.1 Demonstrate an understanding of how music is related to history and culture. e.g., ensemble composition.	AB.5.1 Demonstrate an understanding through examples, of how music is related to history and culture.
			AB.5.2 Know representative examples of various musical genres.

⁶ SAS Standard 4 correlates with to MENC Standards 6 and 7: *Listening to, analyzing, and describing music; Evaluating music and music performances*⁷ SAS Standard 5 correlates with MENC Standard 9: *Understanding music in relation to history and culture*

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Standard 6: Applications to Life⁸

Grade 6, 7 and 8 Beginning Band	Grade 6 Intermediate Band	Grade 7 and 8 Intermediate Band	Grade 7 and 8 Advanced Band
<i>Students will be able to:</i>	<i>Students will be able to:</i>	<i>Students will be able to:</i>	<i>Students will be able to:</i>
<p>BB.6.1 Begin to develop an awareness of the connections between music and other subject areas.</p>	<p>6B.6.1 Begin to understand the functions music serves, roles of musicians, and conditions under which music is typically performed in America and Asia.</p>	<p>IB.6.1 Begin to describe characteristics that make music suitable for specific occasions or events and respond appropriately within various music settings.</p>	<p>AB.6.1 Describe characteristics that make music suitable for specific occasions or events and respond appropriately within various music settings.</p>
	<p>6B.6.2 Demonstrate an awareness of the connections between music and other subject areas.</p>	<p>IB.6.2 Explain the functions music serves, roles of musicians, and conditions under which music is typically performed in America and Asia.</p>	<p>AB.6.2 Compare the functions music serves, roles of musicians, and conditions under which music is typically performed in America and Asia.</p>
	<p>6B.6.3 Begin to use personal criteria to make informed music choices.</p>	<p>IB.6.3 Demonstrate an awareness of the connections between music and other subject areas.</p>	<p>AB.6.3 Demonstrate an extended awareness of the connections between music and other subject areas.</p>
<p>BB.6.2 Begin to demonstrate responsible participation in music activities as both a performer and audience member.</p>	<p>6B.6.4 Demonstrate responsible participation in music activities as both a performer and audience member.</p>	<p>IB.6.4 Begin to rationalize music choices based on personal criteria.</p>	<p>AB.6.4 Begin to rationalize and justify music choices based on criteria, e.g., preference, purpose.</p>
		<p>IB.6.5 Demonstrate responsible participation in music activities as both a performer and audience member.</p>	<p>AB.6.5 Demonstrate responsible participation in music activities as both a performer and audience member.</p>
			<p>AB.6.6 Begin to understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places).</p>
			<p>AB.6.7 Identify various career opportunities, including creators, performers, and others involved in the production and presentation of music.</p>

⁸ SAS Standard 6 correlates with MENC Standard 8: *Understanding relationships between music, the other arts, and disciplines outside the arts*
Adapted from MENC Standards (National Association for Music Education)
Adopted by the Board on May 18, 2010