

*(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.
- 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.

#### 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 discuss the context of the historical timeline relating to the literature being performed.

*(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.
- 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.
- 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.

*(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 6 level literature.)*

### A. Skills and Techniques/Performance

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

- a. Sing to reinforce fundamentals of breathing, use of the air stream and quality of sound in tone production.
- b. Sing to develop the ability to match intervallic and chordal tuning.
- c. Sing to reinforce melodic shape and stylistic elements of a melodic line or accompaniment pattern.

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

- a. Perform with a characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, enunciation, vibrato, and percussion implement stroke in the appropriate level music.
- b. Demonstrate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises.
- 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. Demonstrate a clear understanding of the rhythms, meters, and ornamentation through the literature which are stylistically representative of the period or genre of the music being studied.
- e. Vocalize rhythms being performed including: diatonic melodies and all intervals within the span of an octave.
- f. Demonstrate all performance skills through sight-reading of music in the full spectrum of the literature.

MHSMB.3 – Reading and notating music

- a. Demonstrate a clear understanding of counting systems, vocabulary, theory, and the conventions necessary to read and notate music at the mastery level.
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression through individual and ensemble performance.
- c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.

## B. Creation

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

- a. Improvise a melody to a specified eight to twelve measure harmonic progression utilizing various musical styles and techniques.
- b. Improvise a variation of a specific melody within the original musical style in major and minor tonalities.
- c. Improvise accompaniment patterns within a given specific harmonic progression.

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

- a. Compose rhythmic exercises and short melodies using traditional notations which incorporates use of dynamics and varied styles.
- b. Modify/embellish/adapt melodies for a variety of instruments with appropriate transpositions.
- c. Compose melodic themes using an ABA structure in compound and complex meters.
- d. Demonstrate the ability to use music notation software to produce a correctly notated musical example of both an arrangement and original composition.

## C. Critical Analysis/Investigate

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

- a. Analyze rhythmic patterns in compound/complex meters demonstrating an advanced level of technical facility and precision commensurate of the highest level of music performance.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument by making proper adjustments for correct intonation.
- c. By listening to rhythmic patterns, identify and write rhythmic notation for simple, compound, and complex patterns found in the highest level of performance literature.
- d. Demonstrate the ability to adjust the instrument to play in tune without assistance.

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

- a. Describe musical elements in instrumental music (recorded or live) using the terminology being studied.
- b. Analyze and discuss various instrumental music genres and styles through listening and/or performance activities.
- c. Analyze and describe specific musical works and styles 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.

#### D. Cultural and Historical Context

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

MHSMB.9 - Understanding music in relation to history and culture

- a. Formulate an understanding of the historical and musical context of the performance literature.
- b. Reflect and discuss the context of the historical events as they relate to musical literature of the period.