

Band: Intermediate Level (Band 7 and Band 8)

SCHOOL GRADE: 7-8

PLAYING YEARS: 1-4

ABODA GRADE: II-III

Developing basic musicianship skills continues to be a priority at the Intermediate Level. Students will begin to use more articulations, perform scales and music in more difficult key signatures, demonstrate vibrato, and perform music at an intermediate level of difficulty (ABODA Solo Repertoire, Grades II-III). Ensemble skills will become more developed as students participate in full band settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods.

1. Performance and Production

Bl.1 The student will demonstrate proper posture, embouchure, hand position, and playing position

Bl.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch

Bl.3 The student will adjust intonation and match pitches.

Bl.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.

Bl.5 The student will demonstrate a variety of articulations.

1 Play staccato, legato tongue, accent, marcato, and tenuto on wind instruments.

For percussion students, select the appropriate implement with which to demonstrate these articulation styles.

Bl.6 The student will perform major scales, ascending and descending, in quarter-eighth- eighth rhythm.

1 Play E, A, D, G, C, F, B-flat, E-flat, and A-flat scales on wind and mallet instruments, two octaves (when appropriate) at M.M. quarter note = 100.

2 Play D-flat, G-flat/F-sharp, and B scales, one octave at M.M. quarter note = 72

Bl.7 The percussion student will perform the following rudiments from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.

1 Roll Rudiments: single stroke roll, multiple bounce roll, double stroke roll, five stroke roll, nine stroke roll, seventeen stroke roll

2 Diddle Rudiments: single paradiddle

3 Flam Rudiments: flam, flam accent, flam tap, flamacue, flam paradiddle

4 Drag Rudiments: drag, single drag tap, double drag tap, lesson 25, drag paradiddle, single ratamacue

Bl.8 The student will perform a chromatic scale, ascending and descending, two octaves in eighth notes (M.M. quarter note = 72).

Bl.9 The student will use dynamic contrast and technical skills as means of expression.

1 Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.

2 Use multiple mallet techniques on three timpani, tuning drums to reference pitches without gauges and making changes during performance of an instrumental work. Demonstrate appropriate techniques on auxiliary instruments when performing on percussion instruments.

Bl.10 The student will demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour.

Bl.11 The student will demonstrate ensemble skills

1 Blend instrumental timbres.

- 2 Match dynamic levels, style, and intonation.
 - 3 Respond to conducting gestures in simple and compound meter.
 - 4 Maintain a steady tempo.
- BI.12 The student will sight-read music of varying styles and levels of difficulty, in accordance with ABODA Level 2-3.
- BI.13 The student will sing a part while other students sing or play contrasting parts.
- BI.14 The student will perform music from a variety of cultures, styles, and historical periods.
- BI.15 The student will identify and repair minor problems of the instrument being studied.
- BI.16 The student will demonstrate increased learning through a variety of music activities.
- 1 Maintain attendance with required materials.
 - 2 Demonstrate completion of assignments and/or practice.
 - 3 Participate in concerts, performances, cross disciplinary activities, and co-curricular activities.
 - 4 Demonstrate concert etiquette as a performer and listener.

2. Cultural Context and Music Theory

- BI.17 The student will embellish four to eight measures of a folk song by creating rhythmic and melodic variations.
- BI.18 The student will compose an eight-measure melody, using available technology, within teacher-specified parameters.
- BI.19 The student will read and notate music
- 1 Use a syllable, number, or letter system to read and write simple melodies in the appropriate clef, individually and in large ensembles.
 - 2 Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes, rests, and dotted notes, and triplets in simple and compound meters.
 - 3 Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- BI.20 The student will identify career and avocational options in music.
- BI.21 The student will identify and analyze cultures, styles, composers, and historical periods from materials being studied.

3. Judgment and Criticism

- BI.22 The student will evaluate individual and group performances.

4. Aesthetics

- BI.23 The student will describe concepts common to music, the other fine arts, and other disciplines.
- BI.24 The student will demonstrate concert etiquette as an active listener.
- BI.25 The student will discuss musical performance and its value to the community.

