

Advanced Band

Grade Level: 8

Length of course: Two semesters

Course Description: This course is a sequel to intermediate band. Students will continue development of all skills taught in intermediate band with more emphasis placed on performing. Responsibilities of the individual within the large music ensemble will be stressed. Several required public performances include school concerts, school district festivals and outside school performances. Students provide their own instrument except for the larger instruments that may be available from the school.

Readiness Standards:

- Be able to participate cooperatively in a group
- Be able to follow the conductor's directions
- Demonstrate knowledge of proper care and assembly of the instrument
- Demonstrate ability to play with appropriate posture and position
- Be able to perform basic music fundamentals taught in Intermediate Band

Strands

Mastery Core Objectives

The Musician

- Work cooperatively with others
- Understand individual role in group
- Demonstrate dependability and reliability
- Prepares for class with all necessary materials

The Instrument

- Continue to develop sounds demonstrating the Characteristic tone of the instrument
- Continue to develop ways to improve tone production
- Continue to properly maintain, clean and store the instrument including mouthpieces and reeds
- Continue to demonstrate the proper lubrication of the instrument: what to use, what not to use, and how to use

Playing Posture

- Continue development of proper playing posture: total body, arm, hand, wrist, and finger position
- Position chair, stand, and body to be able to watch the conductor at all times
- Woodwinds and Brass: Properly support the instrument while sitting or standing
- Percussion: Use proper grip/playing position for snare drum, bass drum, mallet and auxiliary instruments

Concert and Rehearsal Techniques

- Understand and follow conducting patterns and gestures (conductor's right and left hand)
- Develop peripheral vision
- Stop playing, look, and listen when the conductor stops the ensemble
- Ask appropriate questions
- Independently use pencil to mark music

Tone Quality

Woodwinds/Brass:

- Continue development of a tone quality characteristic to the instrument
- Continue development of proper breathing techniques
- Continue to develop evenly sustained tones using a good embouchure

Percussion Continue developing ability to:

- Produce characteristic single, double and multiple bounce strokes
- Produce an even sound with both hands while playing appropriate level rudiments
- Develop awareness of variations in sound which result in using different beaters, mallets, and sticks

Techniques

Woodwinds/Brass:

- Continue development in the use of proper tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs
- Brass: Continue to develop ability to use slurs on consecutive harmonies (lip slurs)
- Trombone: Continue to develop proper slur technique with slide and tongue

Snare Drum:

Continue development in the ability to:

- Identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, five-stroke roll, nine-stroke roll, seventeen-stroke roll, single drag, ruff, single ratamacue, triple ratamacue, all from open to closed to open
- Play single and double stroke rolls from open to closed to open with increased speed
- Play on the rim and rim shots, and with snares off

Bass Drum, Cymbals, Auxiliary Percussion:

- Continue to develop ability to play with proper technique

Mallets:

- Continue to develop ability to play rolls on timpani, suspended cymbal, and triangle
- Further develop multiple mallet techniques
- Play indicated scales

Intonation

- Continue to develop the ability to tune to a given pitch and to identify and use the tuning mechanisms of the instrument
- Play and tune instrument to a given pitch (from an electronic tuner or another instrument)
- Sing given pitch

Woodwinds and Brass:

- Continue to develop the ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument

Percussion:

- Continue to develop the ability to adjust tension on all types of drum heads and to tune timpani with the aid of the instructor

Pitch Perception

- Name and play the notes of the lines and spaces of the staff and appropriate ledger lines in treble clef or bass clef
- Identify and play sharp, flat, and natural signs
- Memorize and perform scales in concert C, Bb, F, G, Eb, Ab, Db, Gb, B, E, A, and D
- Memorize and play a chromatic scale over the indicated range of the instrument in quarter notes, mm@120; be able to play slurred, tongued, legato tongued, and mixed articulations – use alternate fingerings where appropriate
- Write the scales listed above in both concert and transposed key signatures
- Employ appropriate alternate fingers and positions (woodwinds and brass)
- Identify and play pitches within the following ranges:
 - Piccolo – d1 to f3
 - Flute – c1 to b flat3
 - Oboe – b flat to d3
 - Mallets – full range of the instrument

E♭ Clarinet – e to c₃
B♭ Clarinet – e to c₃
Alto Clarinet – e to c₃
B♭ Bass Clarinet – e to c₂
Contrabass Clarinet – e to c₂
E♭ Saxophone – b flat to f₃
Bassoon – B♭ flat to f₁
Cornet/Trumpet - f# to g₂
Horn – f to g₂
Trombone/Baritone – E to f₁
Tuba – EE to f

Rhythmic Perception

- Continue to develop ability to count and perform rhythm patterns combining various notes and rests including: whole, half, quarter, eighth, dotted half and dotted quarter notes and rests; percussion to include: sixteenth notes
- Define and perform in all indicated meters
- Define and perform in polymetric and polyrhythmic idioms
- Perform rhythm patterns incorporating fermatas, ties, slurs, and pickup notes
- Replicate the conducting patterns 4/4, 3/4, 2/4 meters
- Demonstrate an ability to maintain a steady tempo

Melodic Perception

Continue to develop ability to:

- Identify, define, and use correct phrasing techniques
- Interpret and apply phrasing and breath marks
- Sing simple phrases using “la”, solfege, or scale degrees
- Play familiar, simple tunes by ear
- Balance within the section and within the total ensemble
- Play indicated dynamics both as a soloist, and as the dynamic ranges relate to the total ensemble

Sight Reading

- Continue to develop ability to sight read appropriate level music literature

Symbols and Terms

Continue to develop ability to:

- Demonstrate knowledge of various symbols as they occur in music: repeat sign, solo/soli/tutti, divisi/unison, accent, first and second endings,

one and two measure repeat signs, multiple measure repeats and rests, D.C. and D.S. al Fine, staccato and tenuto

- Define and play all indicated dynamic markings
- Define and play indicated tempo markings
- Identify all major key signatures

Notation and Composition

- Draw/dictate notes, rests, and musical symbols previously introduced
- Complete a given melody by filling in the missing notes
- Compose an ending to a given melody
- Compose a variation to a given melody
- Be able to identify whole and half steps and how they relate to major scales
- Be able to identify the names of the keys on a piano keyboard

Musical Styles

- Develop the ability to define and play the following musical styles: marches, orchestral transcriptions, popular compositions, and contemporary literature at middle school level

Embellishments

- Develop ability to define and play trills, turns, and grace notes

Music Appreciation

- Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending live performances

Ongoing Learner Goals:

- Work cooperatively with others
- Improve technical skills on instrument
- Develop skills needed to perform on instrument outside of class
- Use musical instruments with proper care
- Improve awareness of music fundamentals
- Expand knowledge of music history and cultural differences in music
- Continue to enjoy a variety of musical activities (participating or attending performances)