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Sunman-Dearborn Community Schools

INSTRUMENTAL MUSIC - BAND

ISSMA Performance Standards Grades 3-2-1

Music Standards

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Introduction

The Music Standards for the Sunman-Dearborn School District were developed and edited from the National Standards for Arts Education by the Music Standards Committee in 1996. The Indiana Music Standards, which were developed afterwards, contain the same content. The Grade Level Performance Standards for Band are unique to this corporation and state its expectations for students at specific ISSMA grade levels. These standards are useful to teachers for planning instruction and communicating these expectations to students and their parents. The teaching of band has evolved because of the collaborations of many excellent music teachers. The music standards are a formal statement of the comprehensive program that outstanding music teachers have incorporated into their teaching for years. They provide a legacy of what should be the norm for the teaching and learning of music.

"The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively. Knowledge of notation and performance traditions enables them to learn new music independently through their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential, if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.

Every course in music, including performance courses, should provide instruction in creating, performing listening to, and analyzing music, in addition to focusing on its specific subject matter" (Music Educators National Conference).

The Grade Level Performance Standards for Band could not have been produced without the willingness of faculty members to contribute their expertise, time, and thoughtful critique. Gratitude is extended to all the teachers who gave of their time and successful experience to bring the Music Standards and the Grade Level Performance Standards to this current state.

Music Standards

Standard One: **Singing**

Sings alone and with others a varied repertoire of music.

The student will be able to:

Performance Standard by ISSMA Grade	3	2	1
Sings accurately with good breath control, diction, posture, and tone quality.	Sing one major scale. Sing with tonal & rhythmic accuracy on skill level in which they play.	Sing one minor scale. Sing with tonal & rhythmic accuracy on skill level in which they play.	Sing one octave of a chromatic scale by ear. Sing with tonal & rhythmic accuracy on skill level in which they play.

Standard Two: **Playing**

Plays alone and with others a varied repertoire of instruments.

The student will be able to:

Performance Standard by ISSMA Grade	3	2	1
Plays with appropriate dynamics and tempo maintaining a balance between instruments. Performs on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control.	Demonstrate a steady beat and the ability to play allegro, moderato, andante, and fermata. Demonstrate moderate loud and soft playing while controlling their tone quality.	Demonstrate the ability to modify tempo within a piece. (ritardando, accellerando) Demonstrate crescendo and diminuendo.	Demonstrate the ability to play a broader range of tempo markings. (cessura, rubato). Demonstrate the six dynamic levels <i>pp, p, mp, mf, f, ff</i> .
Plays with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 2-3.	Play with expression and technical accuracy on one wind or percussion instrument literature from level one.	Play with expression and technical accuracy on one string instrument literature from level one-two.	Play with expression and technical accuracy on one string instrument literature from level two-three.
Performs music representing diverse genres and cultures, with expression appropriate for the work being performed	Play music from a minimum of two diverse genres at Level 1 with the appropriate expression.	Play music from a minimum of four diverse genres at Level 1-1.5 with the appropriate expression.	Play music from a minimum of four diverse genres at Level 1.5-2 with the appropriate expression.
Plays by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.			
Plays in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor	Demonstrate, in a group, the understanding of a director's cue of <i>p, f</i> , and starting/stopping together. Students are able to play: unison, one part of a duet, and one part in a band arrangement at Level 1.	Demonstrate, in a group, the understanding of a director's cue of <i>p, mf, mp, and f</i> , and starting/stopping together. Students are able to play: unison, one part of an ensemble, and one part in a band arrangement at	Demonstrate, in a group, the understanding of a director's cue of <i>pp, p, mp, mf, f, ff</i> , subito, and starting/stopping together. Students are able to play: unison, one part of an ensemble, and one part in a band arrangement at

	Play in groups, blending instrumental timbres while responding to tempo, dynamics, and phrasing cues of the conductor.	Level 1-1.5. Play in groups, blending instrumental timbres while responding to tempo, dynamics, articulation, phrasing, and interpretive cues of the conductor.	Level 1.5-2. Play in groups, blending instrumental timbres while responding to tempo, dynamics, articulation, phrasing, and interpretive cues of the conductor in varied styles of music.
Performs in small ensembles with one student on a part.	Play own part accurately in a duet of Level 1 difficulty. Play independently an instrumental part while other students sing or play one or two contrasting parts.	Play own part accurately in a duet, trio, and/or quartet of Level 1-1.5 difficulty. Play independently an instrumental part while other students sing or play three or more contrasting parts.	Play own part accurately in a duet, trio, quartet, or large chamber ensemble of Level 1.5-2 difficulty. Plays independently an instrumental part while other students sing or play four or more contrasting parts.

Standard Three: **Improvising**

Improvises music.

The student will be able to:

Performance Standard by ISSMA Grade	3	2	1
Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies.	Improvise instrumentally on a familiar melody at least one rhythmic and melodic pattern.	Improvise instrumentally rhythmic and melodic variations on a familiar melody.	Improvise instrumentally rhythmic and melodic variations on a familiar melody of Level 1.5-2 difficulty.
Improvises melodic embellishments and simple rhythmic and melodic variations on melodies in major and/or minor modes.	Identify at least one rhythmic pattern and/or a melody in major and/or minor mode.	Create at least one rhythmic and/or melodic variation on a melody in major and/or minor mode.	Improvise rhythmic and melodic embellishment to a simple melody in major and minor modes.

Standard Four: **Composing**

Composes and arranges music.

The student will be able to:

Performance Standard by ISSMA Grade	3	2	1
Composes short pieces within specific guidelines demonstrating how the elements of music are used to achieve	Compose a short instrumental piece demonstrating correct key	Arrange and create a short song and/or instrumental piece demonstrating correct key signature (major), time	Arrange and create a short song and/or instrumental piece demonstrating correct key signatures (major and/or

unity and variety, tension and release, and balance.	signature, time signature, and notation.	signature, form and notation.	minor), time signatures, form and notation.
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Standard Five: **Reading**

Reads and notates music.

The student will be able to:

Performance Standard by ISSMA Grade	3	2	1
Reads whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2 3 4 6 2 3 7 5 4 4 4 8 2 8 8 8 meter signatures.	Uses a system to read rhythmic patterns in traditional notation with combinations of: 2 3 4 4 4 4 in music of Level 1 difficulty.	Uses a system to read rhythmic patterns in traditional notation with the addition of: 6 3 2 8 8 2 in music of Level 1-1.5 difficulty.	Use a system to read rhythmic patterns in traditional notation with the addition of mixed meter in music of Level 1.5-2 difficulty.
Reads at sight simple melodies in the performance treble and bass clefs, in major and minor modes.	Use note names to read simple pitch notation in Concert Bb Major scale in a clef appropriate to the student's instrument.	Use note names to read simple pitch notation in Concert Bb Major with the addition of Concert Eb, Ab, and F Major scales and the Bb Chromatic scale (one octave) in a clef. appropriate to the student's instrument.	Use note names to read simple pitch notation in Concert Bb, Eb, Ab, and F Major scales, the Bb Chromatic scale (extended beyond one octave), and Concert g, f, and c minor scales in a clef appropriate to the student's instrument.
Identifies and defines standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	Identify and define symbols and traditional terms referring to dynamics (<i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i>), tempo (allegro and andante), and articulations (legato, slurs, accent and staccato).	Identify and define symbols and traditional terms referring to dynamics (<i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i>), crescendo, decrescendo, diminuendo, sfz, sp), tempo (allegro, andante, ritardando, fermata), and articulations (legato, slurs, staccato, and accent).	Identify and define symbols and traditional terms referring to dynamics (<i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i>), crescendo, decrescendo, diminuendo, sfz, sp), tempo (allegro, andante, largo, vivo, vivace, ritardando, fermata, cessura), and articulations (legato, slurs, staccato, accent, and marcato).
Uses standard notation to record their musical ideas and the musical ideas of others.	Notate with standard symbols: Meter: 2 3 4 4 4 4 Whole, half, quarter, dotted half notes, and the corresponding rests. One octave of the Concert Bb Major scale.	Notate with standard symbols: Meter: 2 3 4 6 2 3 4 4 4 8 2 8 Whole, half, quarter, dotted half, dotted quarter, eighth notes, and the corresponding rests. One octave of the Concert Bb and Eb Major Scale Dynamics: <i>p</i> , <i>f</i> , <i>ff</i> .	Notate with standard symbols: Meter: 2 3 4 6 2 3 7 5 4 4 4 8 2 8 8 8 Whole, half, quarter, dotted half, dotted quarter, triplets, eighth, sixteenth notes, and the corresponding rests. One octave of the Concert Bb, Eb, Ab, F Major Scale. Dynamics: <i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i> , <i>fff</i> , crescendo, decrescendo. Articulations: staccato, accent, marcato, and slurs. Accidentals: sharp, flat, natural.

Standard Six: Analyzing
Analyzes and describes music.

The student will be able to:

Performance Standard by ISSMA Grade	3	2	1
Identifies simple music forms, contrasts, and textures when presented aurally and visually.	Identify the following forms aurally and visually: AB, ABA, the round.	Identify the following forms aurally and visually: AB, ABA, the round, theme and variations.	Identify the following forms aurally and visually: AB, ABA, the round, theme and variations, and rondo form.
Listens to and analyzes the uses of the elements of music in examples representing diverse genres and cultures.	Identify simple musical concepts related to melody, harmony, and rhythm in Level 1 music.	Identify musical concepts related to melody, harmony, rhythm, timbre, form, and style in Level 1-1.5 music.	Identify musical concepts related to melody, harmony, rhythm, timbre, form, and style in Level 1.5-2 music.
Demonstrates knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music.	Identify, define, and demonstrate understanding of standard symbols: Meter: 2 3 4 4 4 4 Whole, half, quarter, dotted half notes and the corresponding rests. One octave of the Concert Bb Major Scale.	Identify, define, and demonstrate understanding of standard symbols: Meter: 2 3 4 6 2 3 4 4 4 8 2 8 Whole, half, quarter, dotted half, dotted quarter, eighth notes and the corresponding rests. One octave of the Concert Bb and Eb Major Scale. Dynamics: <i>p</i> , <i>f</i> .	Identify, define, and demonstrate understanding of standard symbols: Meter: 2 3 4 6 2 3 7 5 4 4 4 8 2 8 8 8 Whole, half, quarter, dotted half, dotted quarter, triplets, eighth, sixteenth notes, and the corresponding rests. One octave of the Concert Bb, Eb, Ab, F Major Scale. Dynamics: <i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i> , crescendo, decrescendo. Accidentals: sharp, flat, natural.

Standard Seven: Evaluating
Evaluates music and music performances.

The student will be able to:

Performance Standard by ISSMA Grade	3	2	1
Evaluates the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offers constructive suggestions for improvement.	Develop specific criteria appropriate for evaluating performances of self and others. Able to offer positive suggestions about Level 1 performance relating to set criteria.	Evaluate one performance on Level 1-1.5 by self or others using developed criteria by giving appropriate and constructive criticism.	Evaluates one performance on Level 1.5-2 by self or others using developed criteria by giving appropriate and constructive criticism.

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Standard Eight: Relating
Relates music to all other arts and disciplines.

The student will be able to:

Performance Standard by ISSMA Grade	3	2	1
Compares in two or more arts	Identify three similarities	Identify three similarities	Identify six similarities and

how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.	and differences in the meaning of common terms which includes form, pattern, and contrast as used in music compared to another art form.	and differences in common terms which include repetition, color/timbre, and texture as used in music compared to another art form.	differences in common terms which include form, pattern, contrast, repetition, color/timbre, and texture as used in music compared to another art form.
Describes ways in which the principles and subject matter of other school disciplines interrelate with those in music.	Cite two examples which connect music subject matter to science and math.	Cite two examples which connect music subject matter to different languages, physical education, and social studies.	Cite three examples which connect music subject matter to physics, other arts, and the world around us.

Standard Nine: Associating

Associates music to history and world cultures.

The student will be able to:

Performance Standard by ISSMA Grade	3	2	1
Describes distinguishing characteristics of representative music genres and styles from a variety of cultures.	Perform and describe music from a variety of different cultures.	Perform and describe different styles of music from different cultures.	Perform and describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
Classifies by genre and style (and if applicable, by historical; period, composer, and title) a varied body of high-quality and characteristic musical works and explain the characteristics that cause each work to be exemplary.	Perform pieces from several historical periods and describe the origin of the music.	Identify different styles of exemplary music and how they relate to history.	Classify different genre and styles of high quality music and how they relate to history.
Compares, in several cultures of the world including their own, functions music serves, roles of musicians, and conditions under which music is typically created and performed.	Compare the function of music in world cultures.	Compare the roles of musicians in world cultures.	Compare the conditions under which music is created and performed.
Identifies various uses of music in their daily experiences and describes characteristics that make certain music suitable for each use.	Generate an example of music appropriate for each event/occasion on a given list.	Generate a list of events/occasions, cite the title of an appropriate piece of music for each and explain why it is appropriate.	Describe two contrasting pieces of music suitable to different occasions and incorporate the appropriate vocabulary suited to the genre.
Demonstrates audience behavior appropriate for the context and style of music performed.	Demonstrate appropriate audience behavior for band performances (symphonic, marching, jazz, dance, and	Demonstrate appropriate audience behavior for orchestral performances, such as the Madison	Demonstrate knowledge and practice of appropriate audience behavior for band and

	pop/rock) and vocal performances (choir, gospel, jazz, country, and folk). Demonstrate appropriate performance behavior.	Symphony Orchestra. Demonstrate appropriate performance behavior.	orchestral performances in different venues. Demonstrate appropriate performance behavior.
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