

**HOWARD COUNTY PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
GRADES THREE THROUGH TWELVE**

**GOALS AND OBJECTIVES
Grades Nine, Ten, Eleven, and Twelve - Levels V and VI**

**GOAL I: PERCEIVING, PERFORMING, AND RESPONDING:
AESTHETICS**

The student will demonstrate the ability to perceive, perform, and respond to music.

CORE OBJECTIVE A. The student will describe the characteristics of musical sounds.

Enabling Objectives:

1. The student will identify elements of music, including melody, rhythm, harmony, form, texture, expressive devices, and tension and release, using music performed in the ensemble.
2. The student will describe structural characteristics, such as elements of form, order of themes or phrases, and the nature of variations as experienced in a rehearsal or a given aural example.
3. The student will describe differences in interpretation of two or more performances of the same musical selection.
4. The student will identify and explain basic compositional techniques used to provide unity and variety, tension and release in musical works.
1. The student will analyze aural examples of a varied repertoire of music and will describe uses of the elements of music.
6. The student will identify ways that the elements of music and instrumentation are used in a variety of compositions.
7. The student will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Assessment Options: Visual organizers (R4.0 – R4.6)
Musical performance
Process description (A1.0, A2.1 - A4.0, A6.2, A7.2,
A12.1-A14.5)
Conference

Strategy: Have students compare interpretations of the same composition by listening to a recording of their own performance and one by a professional ensemble.

CORE OBJECTIVE B. The student will practice and evaluate performance skills alone and in groups.

Enabling Objectives:

1. The student will demonstrate appropriate posture, embouchure, breath control, articulation, stick techniques, bowings, or any other techniques relevant to the performance medium.
2. The student will demonstrate ability to tune one's musical instrument.
3. The student will demonstrate ability to care for one's musical instrument properly.
4. The student will play an appropriate part, demonstrating well developed ensemble skills.
5. The student will play major, minor, and chromatic scales, using a variety of note values.
6. The student will sing an appropriate instrumental line within personal vocal range.
7. The student will play, with correct phrasing, appropriate expression, suitable tone quality, and accurate intonation, a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 - 6, using *Maryland Band Directors Association* or *Maryland Orchestra Directors Association* standards.
8. The student will play an appropriate part in an ensemble with proper attention to intonation, articulation, correct notes, dynamic levels, and tempo.

9. The student will, when appropriate, use alternate fingerings to improve intonation or playing efficiency.
9. The student will follow the conductor while maintaining proper tempo, balance, blend, and style.
11. The student will demonstrate requirements for an ensemble performer and listener, including proper rehearsal and concert behavior, part preparation, and responsibility to the section.

Assessment Options: Short answer

Musical performance(A1.0, A2.1-A4.0, A6.2,
A12.1 - A14.5)

Observation

Fill-in-the-blank

Strategy: Have students critique their own and others' solo or ensemble performances, with emphasis on technique, intonation, pitches, rhythms, and expressive elements.

CORE OBJECTIVE C. The student will analyze and respond to complex musical sound through movement.

Enabling Objectives:

1. The student will conduct the basic two, three, and four patterns and a variety of asymmetrical patterns.
2. The student will demonstrate rhythmic accuracy or musical expression through physical movement.

Assessment Options: Observation

Conducting form (A5.3)

Strategy: Have students conduct excerpts from familiar musical selections.
(A5.3)

CORE OBJECTIVE D. The student will perform music reading from both traditional and non-traditional notation.

Enabling Objectives:

1. The student, in performance, will correctly interpret pitches, rhythms, and other notational symbols.
2. The student will demonstrate skill in reading music by correctly playing passages from music appropriate to the developmental level.
3. The student will demonstrate, through performance, an independent knowledge of expressive markings used in musical scores.
4. The student will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6, using *Maryland Band Directors Association* standards or *Maryland Orchestra Directors Association* standards.
5. The student will identify notational systems as traditional or non-traditional.

Assessment Options: Observation

Performance (A1.0, A2.1 - A4.0, A6.2, A12.1 - A14.5)

Fill-in-the-blank

Strategy: Have students sight-read, with accuracy and expression, a musical excerpt with level of difficulty of 3 on a scale of 1 to 6 as listed by *Maryland Band Directors Association* standards or *Maryland Orchestra Directors Association* standards.