

**xDRAFT June 2006**  
**Concert Band Standards and Benchmarks – High School**  
**Body of Knowledge**

**Goal 25:** Know the language of the arts.

*Learning Standard A: Demonstrate an understanding of the sensory elements, organizational principles and expressive qualities in band. (Instrumental music)*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Recognize and identify the elements of band (instrumental music) (e.g., mechanics of playing: tone production; rhythm-attack, sustain, release; articulation).	<ul style="list-style-type: none"> <li>• Know the timbre of woodwind, brass, percussion, string and electronic instruments.</li> <li>• Know all types of articulations: staccato, legato, marcato, accent, and slur.</li> <li>• Know counting principles for rhythmic analysis of high school literature..</li> </ul>		
Recognize and identify the principles used in band (instrumental music) (e.g., phrasing, balance, blend, dynamics).	<ul style="list-style-type: none"> <li>• Know the terms unison, harmony, polyphony, and solo-soli.</li> <li>• Know the importance of phrasing, intonation, balance, and blend in ensemble playing.</li> </ul>		
Recognize vocabulary that pertains to band (instrumental music) (e.g., tempo markings, dynamic markings, stylistic markings).	<ul style="list-style-type: none"> <li>• Know the difference between major and minor tonality.</li> <li>• Know the terms grave, allegro, presto, moderato, adagio, andante, subito, a tempo, and ritardando.</li> <li>• Know the dynamic markings of pianissimo, mezzo piano, piano, fortissimo, mezzo forte, forte, crescendo, decrescendo, sforzando, and fp.</li> </ul>		

**Goal 26:** Through creating and performing, understand how works of art are produced.

*Learning Standard A: Understand processes, traditional tools, and modern technologies used in the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Demonstrate an understanding of the mechanics of instrumental music production (e.g., correct fingerings, slide positions, sticking patterns, rhythms, articulations, tuning, marching maneuvers).	<ul style="list-style-type: none"> <li>• Perform standard high school literature.</li> <li>• Tune independently.</li> <li>• Play in double, triple and mixed meter.</li> <li>• Play major and minor scales as they relate to the literature being studied.</li> <li>• Demonstrate proper concert posture and tone production.</li> </ul>		
Describe/analyze the process of studying, rehearsing, and performing an instrumental musical piece (e.g., scan, sight read, troubleshoot, clean and polish).	<ul style="list-style-type: none"> <li>• Sight-read a piece at the appropriate high school level</li> <li>• Follow conductor for tempo, style, dynamics and verbal directions.</li> <li>• Execute marching fundamentals.</li> <li>• Exhibit proper rehearsal etiquette.</li> </ul>		
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Demonstrate basic ear training	<ul style="list-style-type: none"> <li>Identify familiar melodies by notation alone.</li> <li>Interpret simple rhythmic dictation</li> <li>Critically listen to melodic line to detect errors</li> </ul>		
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**Concert Band Standards and Benchmarks – High School  
Body of Knowledge**

**Goal 26:** Through creating and performing, understand how works of art are produced.

*Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts. .*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Demonstrate proficiency in the performance of assorted styles of band (instrumental) music, utilizing a variety of articulations, dynamics, playing techniques, etc.	<ul style="list-style-type: none"> <li>Play music that has a difficulty level of 3 and/or 4 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; with clear articulation; and with expression appropriate for the work being performed.</li> <li>Exhibit proper performance etiquette.</li> </ul>		

**Goal 27:** Understand the role of the arts in civilizations, past and present.

*Learning Standard A: Analyze how the arts function in history, society and everyday life.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Compare and contrast how music functions as an art in contemporary American society with its function in other societies, past and present.	<ul style="list-style-type: none"> <li>Know how music is used for and what style is appropriate for dance, drama, opera, worship, and athletics.</li> </ul>		
Analyze the distinguishing characteristics of pieces of music from various civilizations and historical periods.	<ul style="list-style-type: none"> <li>Identify aurally music from various genres.</li> <li>Identify aurally music from various cultures.</li> <li>Identify aurally music from various historical periods.</li> </ul>		
Perform with acceptable authenticity various musical pieces from assorted historical periods and various cultures.	<ul style="list-style-type: none"> <li>Play literature with historic and stylistic accuracy.</li> </ul>		