

Key Learnings Overview, Middle School M/J Band 1 - 3

KL#	M/J Band 1	M/J Band 2	M/J Band 3
1. Instrument Fundamentals	I can demonstrate proper assembly, care, and maintenance of my instrument.	I can demonstrate mastery of the concert F, B-flat, E-flat, and A-flat major scales and arpeggios and the chromatic scale over the achieved range of my instrument. (Percussion: tap, accent, flam, diddle.)	I can demonstrate mastery of concert C, F, B-flat, E-flat, A-flat, and D-flat major scales and arpeggios and the chromatic scale with the appropriate chromatic fingerings over the commonly applied range of my instrument. (Percussion only, also single stroke, multiple bounce, double stroke, 5 stroke, and multiple bounce rolls; flams, drags, and paradiddles.)
2. Tone	I can demonstrate proper tone production on my instrument using correct posture, breathing, embouchure, hand position, articulation, and releases.	I can demonstrate characteristic tone quality over an extended range on my instrument.	I can demonstrate characteristic tone quality throughout the common applied range of my instrument.
3. Pitch	I can identify, match, and perform musical pitches both aurally and in the clef generally used for my instrument.	I can identify in-tune and out-of-tune pitches.	I can demonstrate proper tuning techniques on my instrument.
4. Rhythm	I can accurately identify and perform basic written rhythm values including whole, half, quarter, eighth, dotted half, and dotted quarter notes and rests in simple meters. (Percussion: sixteenth notes.)	I can accurately perform additional rhythmic patterns including sixteenth and dotted eighth notes and rests in simple meters including cut time.	I can accurately perform additional rhythmic values including quarter and eighth note triplets in both simple and compound meters.
5. Performance Fundamentals	I can demonstrate proper rehearsal and concert etiquette and understand the importance of rehearsal and concert attendance.	I can define, describe, and perform basic dynamic, tempo, articulation, and expression markings commonly found in music of FBA grade 1.	I can define, describe, and perform dynamic, tempo, articulation, and expressive markings commonly found in music of FBA grade 2.
6. Evaluation	I can demonstrate control of rhythmic pulse by myself and within an ensemble.	I can perform music in the keys of concert F, B-flat, E-flat, and A-flat major.	I can perform and notate music in the keys of concert C, F, B-flat, E-flat, A-flat, and D-flat major.
7. Sightreading	I can accurately sight-read short examples of music for my instrument in simple meters in the keys of concert B-flat and E-flat major.	I can sight read music of FBA grade 1 to the level that the fundamental musical intent is understood by the listener.	I can sight read music of FBA grade 1 with minimal or no technical errors.
8. Creation	I can improvise short musical phrases in the keys of concert B-flat and E-flat major.	I can compose or improvise a four measure phrase in a given key.	I can create and accurately notate a short musical composition when given specific guidelines
9. Connections	I can identify and classify a variety of musical elements using appropriate terminology.	I can evaluate and analyze a variety of musical examples using appropriate musical terminology.	I can explain and describe the cultural and historical background and compositional style for one or more compositions that I have performed.
10. Additional Skills	I can demonstrate fundamental notation skills, accurately and neatly drawing clefs, notes, rests, time signatures, and key signatures.	I can accurately demonstrate basic ensemble skills (balance, blend, precision) while performing a variety of genres and styles with my band in a public setting on a consistent basis.	I can discuss the quality and effectiveness of a musical performance using appropriate musical concepts and terminology.

Pinellas County School Key Learnings Assessment for High School Band

A - Complete Mastery with no errors
 B - Mastery with only minor or inconsequential errors
 In Progress - Not Mastered, but learning evident

Student: _____

Band 1	A	B	In progress
1. Assembly, Care, Maintenance			
2. Tone Production			
3. Pitch – Identify, Match, Perform			
4. Rhythm Values			
5. Etiquette and Attendance			
6. Rhythmic Pulse Control			
7. Sight Reading			
8. Improvisation			
9. Music Terminology			
10. Notation Skills			
Band 2			
1. Scales – F, Bb, Eb, Ab/Rudiments			
2. Tone Quality			
3. In tune/Out of Tune			
4. Rhythm Patterns			
5. Expressive Markings – Grade 1			
6. Perform in F, Bb, Eb, Ab			
7. Sight Reading			
8. Composition/Improvisation			
9. Vocabulary			
10. Ensemble Performance			
Band 3			
1. Scales/Rudiments – C through Db			
2. Tone Quality – Extended Range			
3. Tuning			
4. Rhythmic Accuracy			
5. Expressive Markings – Grade 2			
6. Perform in C, F, Bb, Eb, Ab, Db			
7. Sight Reading			
8. Composition and Notation			
9. Cultural and Historical Connections			
10. Aesthetic and Critical Analysis			

Pinellas County Schools Key Learnings for MS Band

The Next Generation Sunshine State Standards guide the curriculum for all courses offered in our public schools. While these provide a clear picture of what students should learn conceptually from a course, translating them into actual classroom practice can be a challenging task. The Pinellas County Schools Key Learnings are designed to assist teachers by distilling the most critical elements of the standards into a considerably more user-friendly format.

The state course descriptions divide Middle School Band into three distinct levels, M/J Band 1 – 3. The state course description is included on the first page of each level in this document, but the general design is:

M/J Band 1: A beginning level class for students with no prior experience

M/J Band 2: An intermediate level class for students who have previous band experience and are ready for a more challenging level of work.

M/J Band 3: A more advanced level class for students who are ready for challenging literature and comprehensive study in music.

In order to study band literature effectively as well as master ensemble performance skills, students must study the course curriculum in the context of a performing band. As a practical matter, this means that students at various levels of proficiency will be studying different levels of the curriculum while in the same band class. Fortunately, most band literature by its very nature includes parts of varying degrees of difficulty, so this is an achievable, if difficult, task. A great deal of instruction in this subject is individualized in any case; while overall musical concepts are consistent for all students, the specific technique issues can vary a great deal depending on the musical instrument the student plays.

The Pinellas County Schools Key Learnings for Middle School Band break the standards down into ten key areas. Thorough, in-depth study for mastery of these ten specific areas should make up the majority of conceptual instruction. Links to each of the state benchmarks are provided in alignment to these ten areas. A variety of assessment forms and teaching resources are provided. The resource links are part of a living document and will be enhanced and expanded continually. All Pinellas County band directors are encouraged to submit resource items throughout the year.

Pinellas County Schools Key Learnings

Middle School M/J Band 3

State Course Description: Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Upon successful completion of this course, the student may truthfully say:

1. I can demonstrate mastery of concert C, F, B-flat, E-flat, A-flat, and D-flat major scales and arpeggios and the chromatic scale with the appropriate chromatic fingerings over the commonly applied range of my instrument. (Percussion only: also single stroke, multiple bounce, double stroke, 5 stroke, and multiple bounce rolls; flams, drags, and paradiddles.)
2. I can demonstrate characteristic tone quality throughout the common applied range of my instrument.
3. I can demonstrate proper tuning techniques on my instrument.
4. I can accurately perform additional rhythmic values including quarter and eighth note triplets in both simple and compound meters.
5. I can define, describe, and perform dynamic, tempo, articulation, and expressive markings commonly found in music of FBA grade 2.
6. I can perform and notate music in the keys of concert C, F, B-flat, E-flat, A-flat, and D-flat major.
7. I can sight read music of FBA grade 1 with minimal technical errors.
8. I can create and accurately notate a short musical composition when given specific guidelines.
9. I can explain and describe the cultural and historical background and compositional style for one or more compositions that I have performed.
10. I can discuss the quality and effectiveness of a musical performance using appropriate musical concepts and terminology.

Next Generation Sunshine State Standards Big Ideas:

- C – Critical Thinking and Reflection
- S – Skills, Techniques, and Processes
- O – Organizational Structure
- H – Historical and Global Connections
- I – Innovation, Technology, and the Future

	Pinellas County Schools Middle School M/J Band 3 Key Learnings Teacher Planning Tool	NGSSS Code
1	I can demonstrate mastery of concert C, F, B-flat, E-flat, A-flat, and D-flat major scales and arpeggios and the chromatic scale with the appropriate chromatic fingerings over the commonly applied range of my instrument. (Percussion only, also single stroke, multiple bounce, double stroke, 5 stroke, and multiple bounce rolls; flams, drags, and paradiddles.)	MU.68.S.1.1 MU.68.S.2.1 MU.68.S.3.1 MU.68.O.2.2 MU.68.S.3.2
2	I can demonstrate characteristic tone quality throughout the common applied range of my instrument.	MU.68.S.2.1 MU.68.S.2.2 MU.68.S.3.1 MU.68.S.3.2
3	I can demonstrate proper tuning techniques on my instrument.	MU.68.S.2.2 MU.68.S.3.1 MU.68.S.3.2
4	I can accurately perform additional rhythmic values including quarter and eighth note triplets in both simple and compound meters.	MU.68.S.1.3 MU.68.S.2.1 MU.68.S.2.2 MU.68.S.3.1 MU.68.S.3.2 MU.68.S.3.5
5	I can define, describe, and perform dynamic, tempo, articulation, and expressive markings commonly found in music of FBA grade 2.	MU.68.C.2.1 MU.68.C.2.2 MU.68.C.3.1 MU.68.S.2.2 MU.68.S.3.1 MU.68.O.3.2 MU.68.S.3.6 MU.68.S.3.2 LACC.7.SL.1.1 LACC.68.RST.2.4 DA.68.S.2.1
6	I can perform and notate music in the keys of concert C, F, B-flat, E-flat, A-flat, and D-flat major.	MU.68.S.1.1 MU.68.S.1.4 MU.68.S.3.1 MU.68.S.3.2 MU.68.O.2.2 MU.68.O.3.2 MU.68.S.3.5 MU.68.S.3.6

7	I can sight read music of FBA grade 1 with minimal technical errors.	MU.68.C.1.1 MU.68.S.2.2 MU.68.S.3.1 MU.68.S.3.2 MU.68.O.3.2 MU.68.S.3.3 MU.68.S.3.6
8	I can create and accurately notate a short musical composition when given specific guidelines	MU.68.C.2.3 MU.68.S.1.1 MU.68.S.1.3 MU.68.S.2.1 MU.68.O.2.2 MU.68.S.3.5
9	I can explain and describe the cultural and historical background and compositional style for one or more compositions that I have performed.	MU.68.C.1.3 MU.68.C.3.1 MU.68.O.1.1 MU.68.O.3.1 MU.68.H.1.1 MU.68.H.1.2 MU.68.H.1.3 MU.68.H.1.4 MU.68.H.1.5 MU.68.H.2.2 MU.68.H.2.3 MU.68.H.3.1 MU.68.H.3.2 MU.68.F.2.1 MU.68.F.2.2 MU.68.F.3.1 MU.68.F.3.2 LACC.7.SL.1.1 LACC.68.RST.2.4 LACC.68.WHST.3.9
10	I can discuss the quality and effectiveness of a musical performance using appropriate musical concepts and terminology.	MU.68.C.1.2 MU.68.S.3.4 MU.68.O.1.1 MU.68.O.3.1 LACC.68.RST.2.4 LACC.68.WHST.3.9

Key Learnings Assessment

Band 3

Name: _____

Skill 3.1	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Scales, etc.			Yes or No	Has mastered all scales/rudiments for Level 3

Skill 3.2	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Tone Quality			4	Consistently produces a clear, focused and full tone at ALL times
			3	Meets standards with a mostly clear and focused tone
			2	Tone is lacking in consistency
			1	Progress in this area is not evident

Skill 3.3	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Proper Tuning Techniques			4	Consistently performs in tune
			3	Meets standards; performs in tune most of the time
			2	Intonation is inconsistent
			1	Progress in this area is not evident

Skill 3.4	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Rhythmic Accuracy			4	Consistently performs basic rhythm values accurately
			3	Meets standards with some minor errors
			2	Performance is inconsistent, frequent errors
			1	Progress in this area is not evident

Skill 3.6	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Perform in C Major and Db Major			4	Consistently exceeds FBA standards
			3	Meets FBA standards
			2	Performance is inconsistent on some elements
			1	Progress in this area is not evident

Skill 3.7	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Sight Read FBA Grade 1 Literature			4	Consistently exceeds in areas of performance with no errors
			3	Meets standards; some minor errors
			2	Performance is inconsistent, frequent errors
			1	Progress in this area is not evident

Skill 3.8	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Compose within guidelines			4	Consistently exceeds requirements and expectations given
			3	Meets standards and expectations of the assignment
			2	Inconsistent or lacking on some elements
			1	Progress in this area is not evident

Skill 3.9	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
History Culture Style			4	Describes in detail historical, stylistic, and cultural details
			3	Meets standards; describes basic background information.
			2	Information is inconsistent on some elements
			1	Progress in this area is not evident

Skill 3.10	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Performance Review FBA MPA Form			4	Consistently exceeds standards; effective use of terminology
			3	Meets standards; correct use of terminology
			2	Information is inconsistent on some elements.
			1	Progress in this area is not evident

Written	PRE-TEST	POST-TEST		DESCRIPTION
for 3.5, 3.6				Record your scores from the pre and post test

Teacher Notes:

Florida Bandmasters Association

Adjudicator's Comment Sheet **CONCERT BAND**

School: _____

Classification: _____ Performance Time: _____ Date: _____

Selections: 1. _____
 2. _____
 3. _____

PERFORMANCE FUNDAMENTALS	TECHNICAL PREPARATION	MUSICAL EFFECT																																																																																																																																								
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Officials will include a + or - by the subdivisions which mean they are noticeably good or noticeably needing improvement. The absence of any marks indicates an average performance. After completing the previous, enter an A, B, C, D, or E to indicate the level of performance in each category. Average the three letter grades in each category to arrive at a final letter grade. Average the three final grades to arrive at the FINAL RATING.

COMMENTS

(Including: Stage Presence, Discipline, Posture, Instrumentation, Strong Points, Weak Points - Continue on the Reverse Side ->)

Recommended for _____
 (Superior, Excellent, Good, Fair, Poor)
 Write out Final Rating

 Adjudicator's Signature

