

## Key Learnings Overview, High School Band 1 - 6

KL#	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
<b>1. Instrument Fundamentals</b>	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.)	I can demonstrate mastery of concert G, C, F, B-flat, E-flat, A-flat, D-flat, and G-flat major and g, c, and d minor scales and arpeggios and the chromatic scale over the commonly used range of my instrument. (Percussion only, also all rudiments from literature studied in the course.)	I can perform all scales and arpeggios (percussion only, also rudiments) applicable to the literature studied in the course.	I can perform all twelve major scales over the standard accepted range of my instrument; the chromatic scale over the full range of my instrument, and minor scales as used in the literature studied.
<b>2. Tone</b>	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.	I can demonstrate characteristic tone quality including commonly used expressive techniques throughout the range of my instrument.	I can identify, perform, and notate all major and minor key signatures, major, minor, augmented, and diminished triads and dominant seventh chords, and intervals.	I can independently prepare musical performances in solo and small ensemble settings.
<b>3. Pitch</b>	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.	I can tune my instrument to a given pitch without assistance.	I can effectively tune major and minor chords within an ensemble setting.	I can sing simple melodic patterns at sight and notate them by ear.
<b>4. Rhythm</b>	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.	I can identify, notate, and perform pitches, intervals, and major and minor triads on my instrument and on the grand staff.	I can apply concepts of balance, blend, intonation, precision, and response to the conductor appropriate to the literature being performed.	I apply phrasing concepts consistently to enhance the expressive qualities of my performance.
<b>5. Performance Fundamentals</b>	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.	I can accurately interpret and perform all notated elements of music of FBA grade 3.	I can accurately interpret all notated elements of music of FBA grade 4.	I can work out complex musical passages that are new to me without assistance.

<b>6. Evaluation</b>	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.	I can accurately perform and notate a short melodic segment starting on a given pitch after hearing it.	I can apply phrasing concepts to melodies to enhance expression and communication.	I can explain and discuss the formal structure and interpret all terms and markings in performed literature.
<b>7. Sightreading</b>	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.	I can sightread music of FBA grade 2 to the level that the fundamental musical intent is understood by the listener.	I can sightread music of FBA grade 2 with minimal or no technical errors).	I can sightread music of FBA grade 3 with minimal or no technical errors and with distinct elements of musical expression and phrasing.
<b>8. Creation</b>	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	I can create and accurately notate a short musical composition in more than one part to express an idea or feeling.	I can write a short musical composition with both melody and harmony in a major tonality.	I can create a variety of musical compositions (both notated and improvised) using stylistically appropriate harmonic practices.
<b>9. Connections</b>	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.	I can compare a variety of aesthetic, historical, and cultural aspects of at least two contrasting works I have performed as well as analyze their application and relevance to other musical and cultural issues both historical and contemporary.	I can discuss a variety of aesthetic, historical, cultural aspects of at least 3 works I have performed and their application and relevance to other musical and cultural issues both historical and contemporary.	I can discuss, analyze, and evaluate the aesthetic, cultural, and historical aspects of a variety of musical performances.
<b>10. Additional Skills</b>	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.	I can demonstrate basic principles of phrase shaping and direction.	I can freely improvise musical phrases based on a given scale.	I can discuss applications of music both historically and in contemporary society and apply this information in a musical performance.

# 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	Band 4	A	B	In progress
1. Assembly, Care, Maintenance				1. Scales/Rudiments – Major & Minor			
2. Tone Production				2. Tone Quality/Expressive Tech.			
3. Pitch – Identify, Match, Perform				3. Independent Tuning			
4. Rhythm Values				4. Pitch/Intervals/Triads			
5. Etiquette and Attendance				5. Expressive Markings – Grade 3			
6. Rhythmic Pulse Control				6. Aural transcription			
7. Sight Reading				7. Sightreading			
8. Improvisation				8. Composition – multi-part			
9. Music Terminology				9. Analysis of Contrasting works			
10. Notation Skills				10. Phrase Shaping			
Band 2				Band 5			
1. Scales – F, Bb, Eb, Ab/Rudiments				1. All Scales, Arpeggios, Rudiments			
2. Tone Quality				2. Key Signatures/Chords			
3. In tune/Out of Tune				3. Chord Tuning			
4. Rhythm Patterns				4. Ensemble concepts			
5. Expressive Markings – Grade 1				5. Expressive Markings – Grade 4			
6. Perform in F, Bb, Eb, Ab				6. Phrasing Concepts			
7. Sight Reading				7. Sightreading			
8. Composition/Improvisation				8. Composition – Major key			
9. Vocabulary				9. Analysis of 3 contrasting works			
10. Ensemble Performance				10. Improvisation			
Band 3				Band 6			
1. Scales/Rudiments – C through Db				1. Scales			
2. Tone Quality – Extended Range				2. Independent Solo Preparation			
3. Tuning				3. Sight singing			
4. Rhythmic Accuracy				4. Phrasing Concepts			
5. Expressive Markings – Grade 2				5. Technical Independence			
6. Perform in C, F, Bb, Eb, Ab, Db				6. Formal Analysis and Interpretation			
7. Sight Reading				7. Sightreading			
8. Composition and Notation				8. Composition			
9. Cultural and Historical Connections				9. Aesthetic Analysis & Evaluation			
10. Aesthetic and Critical Analysis				10. Contextual Applications			

# Pinellas County Schools Key Learnings for High School 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 High School Band into six distinct levels, Band 1 – 6. The state course description is included on the first page of each level in this document, but the general design is:

- Band 1: A beginning level class for students with no prior experience
- Band 2: An advanced beginning class for students with a little experience
- Band 3: An intermediate level class for students who have previous band experience and are ready for a more challenging level of work.
- Band 4: An intermediate level class for students who are ready for challenging literature and comprehensive study in music.
- Band 5: An advanced course with quality point for students who are proficient musicians ready to study advanced literature and concepts in depth.
- Band 6: An advanced course with quality point for students who have a high degree of proficiency and are ready to study the most challenging level in great depth.

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.

In a very small program, all levels may have to be included in one class period; this is not recommended. Slightly larger programs will have a lower level and an upper level class, which is more workable; the largest programs will have multiple classes more aligned to the state courses, but will still have some mixing of levels.

The Pinellas County Schools Key Learnings for 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

## High School Band 5

**State Course Description:** This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

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

1. I can perform all scales and arpeggios (percussion only, also rudiments) applicable to the literature studied in the course.
2. I can identify, perform, and notate all major and minor key signatures, major, minor, augmented, and diminished triads and dominant seventh chords, and intervals.
3. I can effectively tune major and minor chords within an ensemble setting.
4. I can apply concepts of balance, blend, intonation, precision, and response to the conductor appropriate to the literature being performed.
5. I can accurately interpret all notated elements of music of FBA grade 4.
6. I can apply phrasing concepts to melodies to enhance expression and communication.
7. I can sight read music of FBA grade 2 with minimal or no technical errors.
8. I can write a short musical composition with both melody and harmony in a major tonality.
9. I can discuss a variety of aesthetic, historical, cultural aspects of at least 3 works I have performed and their application and relevance to other musical and cultural issues both historical and contemporary.
10. I can freely improvise musical phrases based on a given scale.

	<b>Pinellas County Schools Level 5 Band – Key Learnings Teacher Planning Tool</b>	<b>NGSSS Code</b>
1	I can perform all scales and arpeggios (percussion only, also rudiments) applicable to the literature studied in the course.	<a href="#">MU.912.S.1.1</a> <a href="#">MU.912.S.3.2</a> <a href="#">MU.912.O.2.2</a>
2	I can identify, perform, and notate all major and minor key signatures, major, minor, augmented, and diminished triads and dominant seventh chords, and intervals.	<a href="#">MU.912.S.1.4</a> <a href="#">MU.912.S.3.3</a> <a href="#">LACC.1112.RST.2.4</a>
3	I can effectively tune major and minor chords within an ensemble setting.	<a href="#">MU.912.C.2.1</a>
4	I can apply concepts of balance, blend, intonation, precision, and response to the conductor appropriate to the literature being performed.	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.C.2.2</a> <a href="#">MU.912.C.3.1</a> <a href="#">MU.912.S.2.2</a> <a href="#">MU.912.S.3.1</a> <a href="#">MU.912.O.3.2</a> <a href="#">MU.912.F.3.4</a> <a href="#">DA.912.S.2.1</a> <a href="#">DA.912.F.3.8</a>
5	I can accurately interpret all notated elements of music of FBA grade 4.	<a href="#">MU.912.C.3.1</a> <a href="#">MU.912.S.2.1</a> <a href="#">MU.912.S.2.2</a> <a href="#">MU.912.S.3.1</a> <a href="#">MU.912.O.2.1</a> <a href="#">MU.912.O.3.2</a> <a href="#">LACC.1112.RST.2.4</a>
6	I can apply phrasing concepts to melodies to enhance expression and communication.	<a href="#">MU.912.C.2.1</a> <a href="#">MU.912.S.3.4</a> <a href="#">MU.912.O.2.1</a> <a href="#">MU.912.O.3.2</a>
7	I can sight read music of FBA grade 2 with minimal or no technical errors.	<a href="#">MU.912.C.1.1</a> <a href="#">MU.912.S.3.1</a> <a href="#">MU.912.S.3.2</a>
8	I can write a short musical composition with both melody and harmony in a major tonality.	<a href="#">MU.912.C.2.3</a> <a href="#">MU.912.S.1.3</a> <a href="#">MU.912.S.2.1</a> <a href="#">MU.912.O.2.2</a> <a href="#">LACC.1112.WHST.2.4</a> <a href="#">LACC.1112.WHST.3.9</a>

9	I can discuss a variety of aesthetic, historical, cultural aspects of at least 3 works I have performed and their application and relevance to other musical and cultural issues both historical and contemporary.	<a href="#">MU.912.C.1.2</a> <a href="#">MU.912.C.1.3</a> <a href="#">MU.912.C.2.2</a> <a href="#">MU.912.S.3.4</a> <a href="#">MU.912.O.1.1</a> <a href="#">MU.912.O.3.1</a> <a href="#">MU.912.H.1.1</a> <a href="#">MU.912.H.1.2</a> <a href="#">MU.912.H.1.3</a> <a href="#">MU.912.H.1.4</a> <a href="#">MU.912.H.1.5</a> <a href="#">MU.912.H.2.1</a> <a href="#">MU.912.H.2.2</a> <a href="#">MU.912.H.2.3</a> <a href="#">MU.912.H.2.4</a> <a href="#">MU.912.H.3.1</a> <a href="#">MU.912.F.1.1</a> <a href="#">MU.912.F.2.1</a> <a href="#">MU.912.F.2.2</a> <a href="#">MU.912.F.3.1</a> <a href="#">MU.912.F.3.2</a> <a href="#">MU.912.F.3.3</a> <a href="#">LACC.1112.WHST.2.4</a> <a href="#">LACC.1112.WHST.3.7</a> <a href="#">LACC.1112.WHST.3.9</a> <a href="#">SS.912.H.1.5</a> <a href="#">SS.912.H.2.3</a>
10	I can freely improvise musical phrases based on a given scale.	<a href="#">MU.912.C.2.3</a> <a href="#">MU.912.S.1.1</a>

**Key Learnings  
Assessment  
Band 5**

Name: \_\_\_\_\_

Skill 5.1	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Scales and arpeggios			4	Consistently performs all pitches, rhythms and notes accurately
			3	Performs most pitches, rhythms and note accurately
			2	Making progress, many inaccuracies
			1	Progress in this area is not evident

Skill 5.2	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Chords and Intervals			4	Performs triads and intervals with no hesitation
			3	Accurately performs triads and intervals
			2	Performs triads and intervals with occasional errors
			1	Progress in this area is not evident

Skill 5.3	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Ensemble Tuning			4	Consistently adjusts/refines intonation within ensemble setting
			3	Frequently adjusts/refines intonation within ensemble setting
			2	Intonation adjustment/refinement is inconsistent
			1	Progress in this area is not evident

Skill 5.4	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Ensemble Techniques			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 5.5	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Notational Interpretation			4	Consistently performs Gd. 4/5 with aesthetic success
			3	Performs Gd. 4/5 with less aesthetic success
			2	Some level of aesthetic success
			1	Progress in this area is not evident

Skill 5.6	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Phrasing Concepts			4	Consistently demonstrates artistic expression/phrasing in music of grade 4/5
			3	Frequently demonstrates artistic expression/phrasing in Gd. 4/5
			2	Artistic expression/phrasing is inconsistent in Gd. 4/5
			1	Progress in this area is not evident

Skill 5.7	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Sight reading			4	Consistently exceeds in areas of performance with no errors in Gd. 2
			3	Meets standards with some minor errors in Gd. 3
			2	Performance is inconsistent, frequent errors in Gd. 3
			1	Progress in this area is not evident

Skill 5.8	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Composition			4	Composition is harmonically accurate and uniquely creative
			3	Composition is harmonically accurate and concept is clearly understandable
			2	Composition is incomplete, inaccurate, or lacking in clarity
			1	Progress in this area is not evident

Skill 5.10	PRE-TEST	POST-TEST	GRADE	DESCRIPTION
Improvisation			4	Consistently exceeds requirements and guidelines given
			3	Meets standards and expectations
			2	Inconsistent or lacking some elements
			1	Progress in this area is not evident

Written	PRE-TEST	POST-TEST		DESCRIPTION
For 5.2, 5.5, and 5.9				Record your scores from the pre and post test

Teacher Notes:

