

# MUSIC Achievement Portfolio



## Band III (MU 1770)

**Practice Develops  
Confidence**

\_\_\_\_\_ Student  
\_\_\_\_\_ Music Teacher  
\_\_\_\_\_ Parent  
\_\_\_\_\_ School and District

### Description of Advanced Band

This course provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment. Study includes the care and cultivation of a beautiful tone, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Band II (MU 1730), or audition.*

### Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

<b>Music Connections</b> (MU 1600)	<b>Guitar</b> (MU 1610)	
<b>Music Aesthetics</b> (MU 1700)	<b>Composition</b> (MU 1750)	
<b>Choir I</b> (MU 1620)	<b>Band I</b> (MU 1630)	<b>Orchestra I</b> (MU 1640)
<b>Choir II</b> (MU 1720)	<b>Band II</b> (MU 1730)	<b>Orchestra II</b> (MU 1740)
<b>Choir III</b> (MU 1760)	<b>Band III</b> (MU 1770)	<b>Orchestra III</b> (MU 1780)

# Advanced Band Student Achievement Portfolio

## Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

### **Objective A: Produce a beautiful tone.**

- Produce a characteristic tone at various dynamic levels throughout an extended range and at various tempi.
- Perform musical examples spanning *pp* through *ff* dynamic levels while demonstrating characteristic tone.
- Describe the adjustments needed in embouchure and breath support to perform at the various dynamic levels and extended ranges.
- Perform pitches reaching into the upper and lower tessitura of each instrument while maintaining a characteristic tone.

### **Objective B: Demonstrate technical performance skills.**

- Play the chromatic scale through the full range of the instrument, the twelve major scales, and three forms of the minor scales.
- Perform musical examples that use combinations: legato, staccato, marcato, accent, and slur at diverse tempi.
- Describe the sound characteristics of various articulations and the physical process needed to produce each.
- Demonstrate dynamics ranging from *ppp* to *fff*.
- Perform with correct intonation.
- Demonstrate a variety of ways to tune an instrument within an ensemble setting.

### **Objective C: Demonstrate notational literacy.**

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Perform correct rhythms and pitches while sight-reading.
- Sight-read with sensitivity, correct dynamics, phrasing, expression, and style.

### **Objective D: Demonstrate productive rehearsal habits.**

- Exhibit respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.
- Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.
- Assist in the organization and care of supplies, facilities, and equipment.
- Exhibit commendable performance etiquette.

### **Objective E: Perform varied repertoire.**

- Perform in public and/or for adjudication band pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Perform accompanied solos and small ensemble pieces.

## Standard 2 **CREATE**

Students will improvise and compose music.

### **Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Play back short scale fragments or rhythmic motives with and without accompaniment.
- Create short scale fragments or rhythmic motives for others to replicate.
- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.
- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic or major scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

### **Objective B: Record musical thoughts in standard notation.**

- Use appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.

- Write variations of given phrases.
- Write a consequent phrase for a given antecedent phrase.
- Complete a given partial melody so that it ends in different ways.

**Objective C: Invent arrangements for familiar music.**

- Arrange pieces for voices or instruments using a variety of traditional and nontraditional sound sources.
- Use correct transpositions.
- Use ranges that are appropriate and parts that tend to be idiomatic for instruments/voices.

**Standard 3**

**LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments based on effectiveness of musical events and expressive effects.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress, and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

**Standard 4 DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**BAND III LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

