



I Can...

5th Grade Band

- talk through the "road map" of a single piece of music.
- identify each note in my music by name and fingering on my instrument.
- recognize what the melody is in my music and who has the melody, even if it's not my part.
- talk through the "road map" of a single piece of music.
- identify each note in my music by name and fingering on my instrument.
- recognize what the melody is in my music and who has the melody, even if it's not my part.
- talk about why my song was written and why it explains the situation of the people it was written about.
- recognize the style of a piece by looking at the tempo, the dynamics and the articulations.
- explain which emotions I want my audience to feel when I play this piece and why.
- use directions and feedback from my teacher to make my personal performance better, especially notes, rhythms, articulations, dynamics and expressiveness.
- work with my teacher and my peers to make my performance better over time.
- perform a piece of music with the expression and emotion that the composer/arranger intended to the best of my ability.
- be a good audience member by being respectful to those performing and can teach my friends and family how to be good audience members, too.
- explain, using evidence, how the form, cultural context and fundamental elements of composition affect how we respond and relate to music.
- evaluate my performance and the performance of others using established criteria (i.e. a state-supplied ballot).
- explain my performance evaluation using specific evidence from the ballot and specific evidence from my music.
- discuss how my own personal knowledge, skills and experiences affect how I create, perform and respond to music.
- discuss and understand the relationship between music and all the other core arts.
- discuss and understand the relationship between music and my other core school subjects.
- discuss and understand the relationship between music and my daily life.

6th Grade Band

- talk through the "road map" of a single piece of music so I don't get lost during sight-reading or rehearsal.
- identify each note in my music by name and fingering on my instrument.
- recognize what the melody and harmony are in my music and who has each part, including which part I have.
- talk through the "road map" of a single piece of music so I don't get lost during sight-reading or rehearsal.
- identify each note in my music by name and fingering on my instrument.
- recognize what the melody and harmony are in my music and who has each part, including which part I have.
- talk about why my song was written and why it explains the situation of the people it was written about.
- recognize the style of a piece by looking at the tempo, the dynamics and the articulations.
- identify how long a phrase is in my music and why it is as long as it is.
- explain which emotions I want my audience to feel when I play this piece and why.



6th Grade Band (cont.)

- use feedback from my teacher to make notes, rhythms, articulations, dynamics and expressiveness better in rehearsals and individual practice.
- explain why a piece is ready or not ready for performance using specific details.
- perform a piece of music with the expression and emotion that the composer/arranger intended to the best of my ability.
- be a good audience member by being respectful to those performing and know how to behave properly when I am on the stage as a performer.
- explain how the fundamental elements of composition, dynamics, phrasing and expression relate to the form of the piece.
- evaluate my performance and the performance of others using established criteria (i.e. a state-supplied ballot) and feedback from my teacher.
- discuss how my own personal knowledge, skills and experiences affect how I create, perform and respond to music.
- discuss and understand the relationship between music and all the other core arts.
- discuss and understand the relationship between music and my other core school subjects.
- discuss and understand the relationship between music and my daily life.

7th/8th Band

- talk through the "road map" of multiple pieces of music and recognize what is different and similar about each one.
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- talk about why my song was written and why it explains the situation of the people it was written about.
- explain what emotion I feel when playing each piece of music and why each piece has a different emotion.
- recognize the style of multiple pieces by looking at the tempo, the dynamics and the articulations.
- identify a phrase in each piece of my music and explain the different lengths of each phrase and how it relates to the style of the piece.
- explain which emotions I want my audience to feel when I play each piece and why, especially if each piece expresses different emotions.
- use feedback from my teacher, myself and my peers to make notes, rhythms, articulations, dynamics and expressiveness better in rehearsals and individual practice.
- explain why a piece is ready or not ready for performance using specific details.
- perform a piece of music with the expression and emotion that the composer/arranger intended to the best of my ability.
- be a good audience member by being respectful to those performing and know how to behave properly when I am on the stage as a performer.
- explain how the fundamental elements of composition, dynamics, phrasing and expression relate to the form of the piece and why we program different styles and multiple pieces for concerts.
- evaluate my performance and the performance of others using a combination of established criteria (i.e. a state-supplied ballot) and my own criteria.
- discuss how my own personal knowledge, skills and experiences affect how I create, perform and respond to music.
- discuss and understand the relationship between music and all the other core arts.
- discuss and understand the relationship between music and my other core school subjects.
- discuss and understand the relationship between music and my daily life.



9th-12th Band

- explain why each piece of music was selected for our concert based on the skill level of our band.
- explain why each piece of music was selected for our concert based on the style and musical characteristics of each piece.
- explain why each piece relates to or contrasts with each of the other pieces in our concert program.
- talk through the structural "road map" of each piece of music.
- recognize the melody, harmony and different layers of each composition, including which part I have and what part others have.
- show the different types of articulation, identify phrases, explain how each of these is different and affects one another as well as demonstrate on my instrument.
- recognize the style, genre and context of multiple pieces by looking at the tempo, dynamics and articulations and can explain how each of these effects the message I want to get across to my audience.
- explain which emotions I want my audience to feel when I play each piece and why, especially if each piece expresses different emotions.
- identify and utilize problem areas in my music and utilize strategies to make those issues better in rehearsals and individual practice.
- talk about the composer's experience in writing each piece, the history or cultural influences on each piece and how the style and expression affects what emotion I feel when playing each piece of music and what emotion I want my audience to feel.
- connect with the audience during performance by being respectful to those performing, knowing how to behave properly when I am on the stage as a performer and discussing my performance with friends and family afterwards.
- evaluate my performance and the performance of others using a combination of standard established criteria (i.e. a state-supplied ballot), my own developed criteria and/or the criteria developed by others (i.e. my teacher or my peers).
- discuss how my own personal knowledge, skills and experiences affect how I create, perform and respond to music.
- discuss and understand the relationship between music and all the other core arts.
- discuss and understand the relationship between music and my other core school subjects.
- discuss and understand the relationship between music and my daily life.