



**MUSIC**



**BEGINNING BAND  
GRADES 9-12  
ONE CREDIT PER YEAR**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Beginning band and orchestra are designed to meet the needs of students wishing to play a wind, string, or percussion instrument. Attention is focused on the production of basic rhythms and the understanding of tone production, basic notation, and music fundamentals. The students acquire skills essential to the performance of Grade II music. Beginning students are expected to furnish their own instruments.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

Intermediate Band

**REQUIRED STUDENT TEXTBOOK**

None

**THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE BEGINNING BAND GRADES 9-12 COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:**

**TOPICS OF STUDY**

**BAND**

**LEVEL A**

**FUNDAMENTALS**

- 1.1 Demonstrate ability to properly assemble instrument (SOL – IB.17)
  - E 1.1.1 Name the parts of instrument being studied
- 1.2 Demonstrate proper care and maintenance of instrument being studied (SOL – IB.17)
  - E 1.2.1 Identify and obtain accessories necessary for the proper maintenance of the instrument (SOL – IB.17)
- 1.3 Demonstrate proper platform (SOL – IB.1)
  - E 1.3.1 Summarize the major points of correct playing posture (SOL – II.1)
  - E 1.3.2 Demonstrate proper hand position (SOL – IAD.1)
  - E 1.3.3 Demonstrate proper instrument position (SOL – IAR.1)

**INDIVIDUAL PERFORMANCE SKILLS**

- 1.4 Generate a characteristic tone on the instrument (SOL – IB.2, IAD.2)
  - E 1.4.1 Demonstrate proper embouchure formation
  - E 1.4.2 Demonstrate proper breathing technique
  - E 1.4.3 Demonstrate proper attacks and releases
  - E 1.4.4 Demonstrate basic strokes including alternating double strokes, flams, and single paradiddles (percussion students)
- 1.5 Demonstrate an awareness of basic rhythmic and metric values (SOL – IB.4, IB.18)
  - E 1.5.1 Count and perform whole notes, half notes, quarter notes, and rests in a steady tempo
  - E 1.5.2 Count and perform eighth notes in a steady tempo
  - E 1.5.3 Define and count 4/4 meter

**ENSEMBLE PERFORMANCE**

- 1.6 Participate in ensemble experiences (SOL – IB.22, II.22)
  - E 1.6.1 Participate in scheduled rehearsals
  - E 1.6.2 Participate in performances displaying proper concert etiquette as a performer and a listener

- E 1.6.3 Participate in activities that are cross-disciplinary or co-curricular
- E 1.6.4 Respond to appropriate conducting gestures
- E 1.6.5 Perform a pitch as given by the director
- E 1.6.6 Perform dynamic levels of piano and forte in an ensemble

**LITERATURE**

- 1.7 Demonstrate appropriate knowledge of musical repertoire (SOL – IB.14)
  - E 1.7.1 Perform repertoire appropriate to the A competency level
  - E 1.7.2. Perform music from a variety of cultures, styles, and historical periods
- 1.8 Demonstrate appropriate knowledge of musical notation (SOL – IB.21)
  - E 1.8.1 Identify musical notation and terms found in the text and music appropriate to the A competency level (SOL – IB.23)
  - E 1.8.2. Embellish two to four measures of a song echoing sample rhythm examples found in materials being studied (SOL – IB.15)
  - E 1.8.3 Student will provide answers to instructor's questions regarding individual and group performance (SOL – IB.19)

**LEVEL B**

**FUNDAMENTALS**

- 2.1 Perform with a characteristic tone on the instrument (SOL – IB.2, IB.3, II.2, II.3)
  - E 2.1.1 Demonstrate a characteristic tone and be able to adjust pitch while playing all notes in the Level B range
  - E 2.1.2 Demonstrate alternating 5-stroke rolls and 9-stroke rolls (percussion students)

**INDIVIDUAL PERFORMANCE SKILLS**

- 2.2 Demonstrate ability to perform rhythmic patterns as encountered in the music studied
  - E 2.2.1 Count and perform eighth notes and rests, dotted half notes, and dotted quarter notes (percussion: sixteenth notes)
  - E 2.2.2 Demonstrate proper multiple bounce strokes (percussion students)

E 2.2.3 Define and count 3/4, 2/4, and "C" (common time)

2.3 Demonstrate instrumental technique appropriate to the B competency level (SOL – IB.5)

E 2.3.1 Perform from memory the Bb concert scale one octave, slur up, and tongue down

### ENSEMBLE PERFORMANCE

2.4 Participate in ensemble experiences

E 2.4.1 Participate in rehearsals

E 2.4.2 Participate in performances displaying proper concert etiquette as a performer and a listener

E 2.4.3 Respond to appropriate conducting gestures

E 2.4.4 Demonstrate ability to perform dynamic levels of piano and forte with characteristic tone

E 2.4.5 Participate in activities that are cross-disciplinary or co-curricular

### LITERATURE

2.5 Demonstrate appropriate knowledge of musical repertoire

E 2.5.1 Perform a solo or ensemble part equivalent to grade I on the Virginia Band and Orchestra Directors' Association selected music list

2.6 Demonstrate appropriate knowledge of musical notation (SOL – IB.16)

E 2.6.1 Identify musical notation and terms found in the text and music appropriate to the B competency level

E 2.6.2 Perform music from a variety of cultures, styles, and historical periods

E 2.6.3 Student will compose a two to four measure melody using available technology and teacher specified rhythms and pitches

E 2.6.4 Student will provide answers to instructor's questions regarding individual and group performance

### LEVEL C

### FUNDAMENTALS

3.1 Demonstrate a characteristic tone on all notes in the Level C range (SOL – IB.6, II.2, II.6)

E 3.1.1 Sustain a mid-range tone for 12 seconds (flutes, trombones, and tuba for 8 seconds)

E 3.1.2 Perform the Eb, Ab, and F concert scales one octave--slur up, tongue down in quarter notes, mm = 60

E 3.1.3 Produce a characteristic tone on the following auxiliary instruments: triangle, bass drum, and crash cymbals (percussion students)

### INDIVIDUAL PERFORMANCE SKILLS

3.2 Perform rhythmic patterns maintaining a steady tempo in music appropriate to the C competency level (SOL – IB.11, II.4)

E 3.2.1 Count and perform sixteenth notes and rests

E 3.2.2 Define, count, and perform syncopated rhythms

E 3.2.3 Define and perform cut time meter

E 3.2.4 Perform tempo changes and a variety of rhythms and meters

3.3 Demonstrate instrumental technique appropriate to the C competency level (SOL – IB.8, II.5, II.7)

E 3.3.1 Perform the Bb chromatic scale, one octave, slur up, tongue down in eighth notes at quarter note = 84

E 3.3.2 Define and demonstrate legato articulation and melodic contour (SOL – IB.10)

E 3.3.3 Define and demonstrate staccato style articulation and natural accents

E 3.3.4 Demonstrate the following rudiments open-closed-open: 5-, 9-, and 17-stroke rolls, single and double paradiddle, flam, flam tap, flam accent, and Ruff (percussion students) (SOL – IB.7)

E 3.3.5 Demonstrate mallet double stops as encountered in the text (percussion students) (SOL – II.9)

E 3.3.6 Demonstrate proficiency on the triangle, bass drum, and crash cymbals (percussion students)

3.4 Perform music in an ensemble at dynamic levels appropriate to the C competency level (SOL – IB.9, IB.11)

E 3.4.1 Identify f, mf, p

### ENSEMBLE PERFORMANCE

3.5 Participate in ensemble experiences (SOL – IB.13)

E 3.5.1 Participate in rehearsals by playing, counting, and singing selected lines

E 3.5.2 Participate in performances displaying proper concert etiquette as a performer and a listener

E 3.5.3 Respond to appropriate conducting gestures

E 3.5.4 Participate in activities that are cross-disciplinary or co-curricular

## LITERATURE

- 3.6 Demonstrate knowledge of repertoire appropriate to the C competency level (SOL – II.14)
- E 3.6.1 Perform a solo or ensemble part equivalent to a grade I or II on the Virginia Band and Orchestra Directors' Association selected music list
  - E 3.6.2 Student will perform music from a variety of cultures, styles, and historical periods (SOL – IAR.23, IAD.24)
- 3.7 Demonstrate knowledge of musical notation appropriate to the C competency level (SOL – IB.19, IB.21, IB.23)
- E 3.7.1 Identify and define the following terms: *inharmonic, allegro, phrase, theme and variations, andante, AABA form, flat key names, mf, accents, moderato, simile*
  - E 3.7.2 Name new notes encountered in the text
  - E 3.7.3 Student will compose a two to four measure melody using available technology and teacher specified rhythms and pitches
  - E 3.7.4 Student will provide answers to instructor's questions regarding individual and group performance



## VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

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The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

### DEPARTMENT OF CURRICULUM AND INSTRUCTION

2512 George Mason Drive P.O. Box 6038  
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