



**INTERMEDIATE 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**

These courses are extensions of the beginning classes. Instruction is continued in the basics of music performance. Emphasis is placed on developing the concepts of tone production, stylistic performance, and ensemble awareness. After-school rehearsals and performances are required of all students.

**PREREQUISITE**

Beginning Band or director's approval

**OPTIONS FOR NEXT COURSE**

Advanced Band

**REQUIRED STUDENT TEXTBOOK**

None

**THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE INTERMEDIATE BAND COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:**

**TOPICS OF STUDY**

**BAND**

**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

## LEVEL D

### FUNDAMENTALS

- 4.1 Demonstrate a clear, steady, characteristic tone on all notes in the Level D range (SOL – II.3, II.6, IAD.3)
- E 4.1.1 Demonstrate proper breathing and embouchure techniques
  - E 4.1.2 Perform the Db and C concert scales one octave, slur up, tongue down in quarter notes, mm = 60
  - E 4.1.3 Perform from memory the Eb and Ab concert scales in quarter notes, mm = 60
  - E 4.1.4 Demonstrate ability to adjust instrument to improve intonation
  - E 4.1.5 Demonstrate ability to tune timpani by matching a given pitch with the director's assistance (percussion students)

### INDIVIDUAL PERFORMANCE SKILLS

- 4.2 Perform rhythmic patterns as presented in music appropriate to the D competency level (SOL – II.4, II.10, IAD.4, IAR.4)
- E 4.2.1 Count and perform dotted eighth\sixteenth note patterns and triplets
  - E 4.2.2 Count and perform rhythms in 6/8 and 3/8
  - E 4.2.3 Identify and define 6/8 and 3/8 meters
  - E 4.2.4 Perform tempo changes and a variety of rhythms and meters
  - E 4.2.5 Perform on two timpani (percussion students)
  - E 4.2.6 Perform 5- and 9-stroke rolls in 6/8 time (percussion students)
- 4.3 Demonstrate technique appropriate to the D competency level
- E 4.3.1 Perform the F chromatic scale one octave in eight notes at quarter note = 84
  - E 4.3.2 Demonstrate the following rudiments: drag and drag tap, 7-stroke roll (percussion students)
  - E 4.3.3 Demonstrate the following rudiments: open-closed-open--long rolls (percussion students)
- 4.4 Demonstrate ability to identify and perform a musical phrase
- E 4.4.1 Define/describe a musical phrase
  - E 4.4.2 Perform a selection chosen by the director, demonstrating awareness of musical phrasing

- 4.5 Demonstrate ability to sight-read music appropriate to the D competency level (SOL – IB.12, II.11)
- E 4.5.1 Sight-read with the class a piece of music equivalent to Grade I on the Virginia Band and Orchestra Directors' Association selected music list
- 4.6 Perform music in an ensemble at dynamic levels appropriate to the D competency level (SOL – II.9, II.10)
- E 4.6.1 Define f, mf, mp, p
  - E 4.6.2 Perform in ensemble the dynamic level of f, mf, mp, p

### INDIVIDUAL PERFORMANCE

- 4.7 Participate in ensemble experiences (SOL – II.11, II.13)
- E 4.7.1 Participate in rehearsals by playing, counting, and singing selected lines
  - E 4.7.2 Participate in performances displaying proper concert etiquette as a performer and a listener
  - E 4.7.3 Respond to appropriate conducting gestures
  - E 4.7.4 Participate in activities that are cross-disciplinary or co-curricular

### LITERATURE

- 4.8 Demonstrate knowledge of repertoire appropriate to the D competency level
- E 4.8.1 Perform a solo or ensemble part equivalent to a grade II or III on the Virginia Band and Orchestra Directors' Association selected music list
  - E 4.8.2 Student will perform music from a variety of cultures, styles, and historical periods (SOL – II.24)
- 4.9 Demonstrate appropriate knowledge of musical notation (SOL – II.23)
- E 4.9.1 Identify or define the following terms: *D.S. al coda*, *fortissimo*, *pianissimo*, *crescendo*, *decrescendo*, *ritardando*, *articulation*, *compound time*, sharp key names
  - E 4.9.2 Name new notes encountered in the literature performed
  - E 4.9.3 Student will compose a two to four measure melody using available technology and teacher specified rhythms and pitches

- E 4.9.4 Student will embellish a song by creating rhythmic and melodic variations (SOL – II.15)
- E 4.9.5 Student will describe concepts common to music and other disciplines (SOL – IAD.23)

### LEVEL E

#### FUNDAMENTALS

- 5.1 Demonstrate a characteristic tone on all notes within the Level E range (SOL – II.6)
  - E 5.1.1 Expand range to incorporate the added notes in level E
    - E 5.1.2 Perform the G concert scale, legato tongue, one octave up and down, quarter note = 60 (Percussion students use single stroke roll.)
    - E 5.1.3 Perform from memory C, F, and Db concert scales, one octave, legato tongue, up and down, in eighth notes at quarter = 60 (Percussion students use single stroke roll.)

#### INDIVIDUAL PERFORMANCE SKILLS

- 5.2 Demonstrate instrumental technique appropriate to the E competency level (SOL – II.8, II.18, IAD.18)
  - E 5.2.1 Perform rhythms found in classroom music or methods appropriate to the E competency level
  - E 5.2.2 Perform the concert arpeggios in Bb, Eb, Ab, Db, F, C, and G, one octave, slur up and down, in eighth notes, mm = 60
  - E 5.2.3 Perform from memory a chromatic scale using all notes in the level E range, slur up, tongue down, in eighth notes, mm = 96
  - E 5.2.4 Perform on three timpani using appropriate sticking technique, i.e., all rolls performed single stroke, drum-to-drum motion, etc. (percussion students)
- 5.3 Demonstrate musical phrasing appropriate to the E competency level
  - E 5.3.1 Use the proper air support, attacks, and releases when performing a musical phrase
  - E 5.3.2 Demonstrate the ensemble phrasing technique of staggered breathing
- 5.4 Demonstrate the ability to sight-read music appropriate to the E competency level
  - E 5.4.1 Sight-read with the class a piece of music equivalent to grade I or II on the

Virginia Band and Orchestra Directors' Association selected music list

- E 5.4.2 Sight-read music individually, equivalent to grade I or II, while maintaining a steady tempo
- 5.5 Demonstrate knowledge of blend and balance in an ensemble (SOL – II.11)
  - E 5.5.1 Identify and differentiate between the melody and accompaniment in the music
  - E 5.5.2 Determine when the melody is obscured by the accompaniment while performing the music in class and adjust dynamics and balance as needed

#### ENSEMBLE PERFORMANCE

- 5.6 Participate in ensemble experiences (SOL – II.13)
  - E 5.6.1 Participate in rehearsals by playing, counting, and singing selected lines
  - E 5.6.2 Participate in performances displaying proper concert etiquette as a performer and a listener
  - E 5.6.3 Respond to appropriate conducting gestures (SOL – II.19)
  - E 5.6.4 Student will evaluate individual and group performance by offering suggestions for improvement

#### LITERATURE

- 5.7 Demonstrate knowledge of repertoire appropriate to the E competency level
  - E 5.7.1 Demonstrate the ability to perform a solo or ensemble part equivalent to grade III on the Virginia Band and Orchestra Directors' Association selected music list
  - E 5.7.2 Student will perform music from a variety of cultures, styles, and historical periods
- 5.8 Demonstrate knowledge of musical notation appropriate to the E competency level
  - E 5.8.1 Perform satisfactorily on a comprehensive written exam to include all previous terms as well as *diminuendo, cantabile, dolce, meno mosso, accelerando, fp, ff, sfz, allargando, marcato, tenuto, piu mosso, rallentando, a tempo, maestoso, poco a poco, subito, tacit, caesura* "///" (SOL – II.21)
  - E 5.8.2 Name new notes encountered in the literature performed
    - E 5.8.3 Students will provide answers to instructor's questions about cultures, styles, composers, and

historical periods from materials being studied (SOL – IB.24, IAR.24)

- E 5.8.4 Student will compose an eight measure melody using available technology and teacher specified parameters (SOL – II.16)

### LEVEL F

#### FUNDAMENTALS

- 6.1 Demonstrate characteristic tone on all notes in the Level F repertoire (SOL – II.6)
- E 6.1.1 Perform D and Gb concert scales in quarter notes at mm = 60
- E 6.1.2 Tune individual notes using a tuner without the director's assistance
- E 6.1.3 Tune timpani with the director's assistance to perfect fourths, fifths, and octaves from one given pitch (percussion students)

#### INDIVIDUAL PERFORMANCE SKILLS

- 6.2 Demonstrate instrumental technique appropriate to the F competency level (SOL – II.7, IAD.8)
- E 6.2.1 Perform from memory the chromatic scale, per junior district band requirements, throughout the level E range in eighth notes, slur up and tongue down, quarter note = 112
- E 6.2.2 Demonstrate the following rudiments: single paradiddle-diddle, 13-stroke roll, Lesson 25, and single ratamacue (percussion students)
- 6.3 Demonstrate ability to sight-read music appropriate to the F competency level
- E 6.3.1 Sight-read with the class a piece of music equivalent to grade II or III on the Virginia Band and Orchestra Directors' Association selected music list (SOL – IAD.12, IAR.12)
- 6.4 Demonstrate knowledge of blend and balance in an ensemble appropriate to the F competency level (SOL – IAD.11, IAR.11)
- E 6.4.1 Perform dynamic levels from pp to ff, demonstrating appropriate tone control (SOL – IAD.9, IAD.10, IAR.9, IAR.10)

- E 6.4.2 Identify counter melodies as they occur in the literature performed

#### ENSEMBLE PERFORMANCE

- 6.5 Participate in ensemble experiences (SOL – IAD.22, IAR.22)
- E 6.5.1 Participate in rehearsals by playing, counting, and singing selected lines
- E 6.5.2 Participate in performances displaying proper concert etiquette as a performer and a listener
- E 6.5.3 Respond to appropriate conducting gestures (SOL – IAD.11, IAR.11)
- E 6.5.4 Participate in activities that are cross-disciplinary or co-curricular

#### LITERATURE

- 6.6 Demonstrate knowledge of repertoire appropriate to the F competency level
- E 6.6.1 Perform a solo or ensemble part equivalent to grade III or IV on the Virginia Band and Orchestra Directors' Association selected music list
- E 6.6.2 Perform a solo or ensemble equivalent to Grade III or IV on the primary instrument (snare drum, timpani, or mallets) and a Grade II or III on the secondary instrument (snare drum, timpani, or mallets) [percussion students]
- E 6.6.3 Student will perform music from a variety of cultures, styles, and historical periods (SOL – IAR.14, IAD.14)
- 6.7 Demonstrate knowledge of musical terms encountered in the literature appropriate to the F competency level (SOL – IB.24)
- E 6.7.1 Identify and define the following terms: *rallentando*, *allargando*, *rubato*, *sforzando*, *marcato*, *tenuto*, *leggiere*, *meno*, *molto*, *subito*
- E 6.7.2 Identify new terms encountered in the literature performed
- E 6.7.3 Students will provide answers to instructor's questions about cultures, styles, composers, and historical periods from materials being studied



# **VIRGINIA BEACH CITY PUBLIC SCHOOLS**

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

## **MISSION STATEMENT**

**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**

**Virginia Beach, VA 23456-0038**

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