

## **Instrumental Music: Advanced Level**

Students at the Advanced Level (VBODA Solo Repertoire, Level 4-5) will participate regularly in an orchestra or band setting. Technical and expressive skills will increase in difficulty as the student demonstrates a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students will become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Advanced instrumental students will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. Students will discuss relationships between music concepts and other disciplines, and be involved in discussing various cultures, styles, composers, and historical periods.

### **Performance and Production**

- IAD.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- IAD.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAD.3 The student will adjust intonation and match pitches.
- IAD.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- IAD.5 The student will demonstrate a variety of articulations or bowings.
  - 1. Use double-tongue, triple-tongue, and breath attacks on wind instruments.
  - 2. Use spiccato, sforzando, louré, and flautando on stringed instruments.
- IAD.6 The student will perform all major scales and selected melodic minor scales with one-octave tonic arpeggios, ascending and descending, in eighth notes (M.M. quarter note = 72).
  - 1. Play e, a, d, g, c, f, b-flat, and e-flat melodic minor scales and one-octave tonic arpeggios on wind and mallet instruments.
  - 2. Play g, a, b-flat, and c three-octave melodic minor scales and one-octave tonic arpeggios on violin.
  - 3. Play c and d three-octave melodic minor scales and one-octave tonic arpeggios on viola or cello.
  - 4. Play e, f, and g two-octave melodic minor scales and one-octave tonic arpeggios on string bass.
- IAD.7 The percussion student will perform the 40 Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- IAD.8 The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 72) throughout the practical range of the instrument.

- IAD.9 The student will use dynamic contrast and technical skills as a means of expression.
1. Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
  2. Use three-mallet technique when performing on mallet percussion.
  3. Use multiple percussion techniques when performing on auxiliary percussion instruments.
  4. Use timpani technique on three or four drums, tuning drums to reference pitches and making changes during performance of an instrumental work.
  5. Use shifting (violin or viola—up to fifth position; cello or bass—up to thumb position), alternate fingerings, and vibrato when performing on stringed instruments.
- IAD.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification.
- IAD.11 The student will demonstrate ensemble skills.
1. Blend instrumental timbres.
  2. Match dynamic levels, style, and intonation.
  3. Respond to conducting gestures.
  4. Use conducting gestures.
- IAD.12 The student will sight-read music of varying styles and levels of difficulty.
- IAD.13 The student will sing a part while other students sing or play contrasting parts.
- IAD.14 The student will perform music from a variety of cultures, styles, and historical periods.
- IAD.15 The student will identify and repair minor problems of the instrument being studied.
- IAD.16 The student will demonstrate increased learning through a variety of music activities.
1. Maintain attendance with required materials.
  2. Demonstrate completion of assignments and/or practice.
  3. Participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-Virginia events.
  4. Demonstrate concert etiquette as a performer and listener.

### **Cultural Context and Music Theory**

- IAD.17 The student will improvise a melody to a I-IV-V-I chord progression.
- IAD.18 The student will arrange accompanying harmonies or counter melodies to a given melody.
- IAD.19 The student will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Level 4-5.
- IAD.20 The student will research career and avocational options in music, using available technology.
- IAD.21 The student will identify, define, and apply music terms and symbols from materials being studied.
- IAD.22 The student will compare and contrast materials being studied in its historical and cultural context.

## **Judgment and Criticism**

IAD.23 The student will diagnose and correct personal performance errors.

## **Aesthetics**

IAD.24 The student will discuss relationships between music concepts and the concepts of other disciplines.

1. Identify how the characteristic qualities of sound, visual stimuli, other stimuli, movement, and human interrelationships can influence the fine arts.
2. Describe interrelationships between music and other disciplines.

IAD.25 The student will demonstrate concert etiquette as an active listener.

IAD.26 The student will articulate expressive qualities of music.