



**ADVANCED 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 give students the opportunity to develop high standards of musicianship. Emphasis is placed on artistic performance commensurate with the standard of the finest professional groups. Students become acquainted with the great heritage of symphonic literature. After-school rehearsals and performances are required of all students.

PREREQUISITE

Audition and director's approval

OPTIONS FOR NEXT COURSE

Continue to next ability level in the curriculum

REQUIRED STUDENT TEXTBOOK

None

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

TOPICS OF STUDY

BAND

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*, *leggiero*, *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

LEVEL G

FUNDAMENTALS

- 7.1 Demonstrate a clear, characteristic tone on all notes in the Level G repertoire (SOL – II.6)
 - E 7.1.1 Perform from memory all major scales and identify the key signatures, one octave, in eighth notes, slur up and tongue down, quarter note = 60

- E 7.1.2 Identify tuning problems particular to the instrument being studied
- E 7.1.3 Demonstrate ability to tune timpani to seconds, thirds, and sixth from one given pitch, with director's assistance (percussion students)

INDIVIDUAL PERFORMANCE SKILLS

- 7.2 Demonstrate instrumental technique appropriate to the G competency level
 - E 7.2.1 Perform the chromatic scale throughout the level E range, slup up and tongue down in eighth notes = 120
 - E 7.2.2 Perform all major arpeggios, one octave in eighth notes, slur up, tongue down, quarter note = 60
 - E 7.2.3. Demonstrate a variety of articulations including Double and Triple Tonguing (SOL – IAD.5, IAR.5)
 - E 7.2.4 Demonstrate the performance techniques, correct striking area, and proper implement grip (where appropriate) for each of the basic concert instruments, including but not be limited to: snare drum, bass drum, crash and suspended cymbals, tambourine, triangle, wood blocks, temple blocks, and tamtam (percussion students)
- 7.3 Demonstrate ability to follow basic conducting patterns
 - E 7.3.1 Conduct beat patterns in 1, 2, 3, and 4
- 7.4 Identify different timbres found in the band class
 - E 7.4.1 Identify woodwind, brass, and percussion timbres alone or in combination
- 7.5 Demonstrate ability to sight-read on the G competency level (SOL – II.12)
 - E 7.5.1 Sight-read in the ensemble a piece of music equivalent to Grade III in the Virginia Band and Orchestra Directors' Association selected music list on the primary instrument.

ENSEMBLE PERFORMANCE

- 7.6 Participate in ensemble experiences
 - E 7.6.1 Participate in rehearsals by playing, counting, and singing selected lines
 - E 7.6.2 Participate in performances displaying proper concert etiquette as a performer and a listener
 - E 7.6.3 Respond to appropriate conducting gestures
 - E 7.6.4 Participate in activities that are cross-disciplinary or co-curricular

LITERATURE

- 7.7 Demonstrate knowledge of repertoire appropriate to the G competency level
 - E 7.7.1 Perform a solo or ensemble part equivalent to Grade IV on the Virginia Band and Orchestra Directors' Association selected music list
 - E 7.7.2 Perform a solo or ensemble equivalent to Grade IV on the primary instrument (snare drum, timpani, or mallets) and a Grade III on the secondary instrument (snare drum, timpani, or mallets) [percussion students]
 - E 7.7.3 Student will perform music from a variety of cultures, styles, and historical periods
- 7.8 Demonstrate appropriate knowledge of musical notation on the G competency level
 - E 7.8.1 Identify and define the following terms: *G.P.*, *grand pause*, *Col*, *ben*, *alla*, *troppo*, *ad lib.*, *grazioso*, *quasi*, *turn*, *mordent*, *brio*, *loco*, *agitato*, *scherzando*, *sostenuto*
 - E 7.8.2 Identify and define new terms encountered in the literature performed

LEVEL H

FUNDAMENTALS

- 8.1 Demonstrate an advanced tone quality throughout the range of Level H repertoire (SOL – IAR.3)
 - E 8.1.1 Recognize pitches as being sharp or flat (and adjust instrument accordingly)
 - E 8.1.2 Adjust instrument without a tuner to compensate for intonation discrepancies
 - E 8.1.3 Musically sustain a mid-range tone for 25 seconds (flutes and tubas for 15 seconds)
 - E 8.1.4 Perform the following exercises tongued in one breath for the allotted time:
 - Flute—c, c', c'', c'''—2 seconds each
 - Oboe—bb, bb', bb''—6 seconds each
 - Soprano Clarinet—G, g, g', g''—4 seconds each
 - Alto and Bass Clarinet—E, e, e', e''—2 seconds each
 - Bassoon—great Bb, Bb, bb, bb'—2 seconds each
 - All Saxophones—Bb, bb, bb', f'—2 seconds each (Baritone—2 seconds)

Horn—C, c, c', g'—2 seconds each
 Trumpet—c, g, c', e', g', c''—2 seconds each
 Baritone Bass Clef—great Bb, F, Bb, d, f, bb,—2 seconds each
 Trombone—great Bb, Bb, bb, bb'—2 seconds each
 Tuba—great Bb, Bb, bb, bb'
 Snare-Drum (concert style roll) and Timpani (single stroke roll)—roll for 8 measures pp, 8 measures pp crescendo to ff, 8 measure sustain ff, 8 measures ff decrease to pp, 8 measure sustain pp quarter note = 120

drum, timpani, mallets) [percussion students]

E 8.4.3 Student will perform music from a variety of cultures, styles, and historical periods

INDIVIDUAL PERFORMANCE SKILLS

- 8.2 Demonstrate instrumental technique appropriate to the H competency level (SOL – II.6)
- E 8.2.1 Identify key signatures for all major scales
- E 8.2.2 Perform from memory all major scales in chromatic order one octave, slur up, tongue down in eighth notes at quarter note = 120
- E 8.2.3 Perform from memory major arpeggios one octave, slur up, tongue down quarter notes at mm = 96 (SOL – IAD.6)
- E 8.2.4 Perform from memory the chromatic scale as per junior district requirements
- E 8.2.5 Conduct and follow simple, duple, and compound meters in the following beat patterns: 1, 2, 3, 4
- E 8.2.6 Hear and identify major and minor chords
- 8.3 Demonstrate ability to sight-read music appropriate to the H competency level (SOL – II.12)
- E 8.3.1 Sight-read, in the ensemble, music equivalent to a grade IV on the Virginia Band and Orchestra Directors' Association selected music list

LITERATURE

- 8.4 Demonstrate appropriate knowledge of repertoire on the H competency level
- E 8.4.1 Perform a solo or ensemble part equivalent to a grade V or VI on the Virginia Band and Orchestra Directors' Association selected music list
- E 8.4.2 Perform a solo or ensemble equivalent to a Grade V or VI on the primary instrument (snare drum, timpani, or mallets) and a Grade III on the remaining designated instrument (snare

ENSEMBLE PERFORMANCE

- 8.5 Participate in ensemble experiences
- E 8.5.1 Participate in rehearsals by playing, counting, and singing selected lines (SOL – IAD.13, IAR.13)
- E 8.5.2 Participate in performances displaying proper concert etiquette as a performer and a listener
- E 8.5.3 Respond to appropriate conducting gestures
- E 8.5.4 Participate in activities that are cross-disciplinary or co-curricular
- 8.6 Demonstrate appropriate knowledge of musical notation on the H competency level (SOL – IAD.21, IAR.21)
- E 8.6.1 Perform satisfactorily on a comprehensive exam on all terms from previous levels and all terms encountered in the study of literature

LEVEL I

FUNDAMENTALS

- 9.1 Demonstrate an advanced tone quality throughout the range of Level I repertoire
- E 9.1.1 Demonstrate ability to play in tune in II registers within the ensemble
- E 9.1.2 Musically sustain a mid-range tone for 30 seconds (tuba and flute for 20 seconds)

INDIVIDUAL PERFORMANCE SKILLS

- 9.2 Demonstrate instrumental technique appropriate to the I competency level
- E 9.2.1 Perform from memory all major scales in chromatic order one octave—slur up, tongue down in sixteenths at quarter note = 120
- E 9.2.2 Perform from memory all major arpeggios in eights at quarter note = 96, 2 octaves – slur up, tongue down
- E 9.2.3 Perform from memory the chromatic scale per senior district requirements (SOL – IAR.8)
- E 9.2.4 Conduct and follow simple, duple, and compound meters in the following beat patterns: 1, 2, 3, 4, 5, 6 (SOL – IAD.11, IAR.11)

- 9.3 Demonstrate ability to sight-read music appropriate to Level I
- E 9.3.1 Sight-read in the ensemble music equal to a grade IV on the Virginia Band and Orchestra Directors' Association selected music list

LITERATURE

- 9.4 Demonstrate appropriate knowledge of repertoire on the I competency level
- E 9.4.1 Perform a solo or ensemble part equal to a grade V or VI on the Virginia Band and Orchestra Directors' Association selected music list
- E 9.4.2 Perform a solo with ensemble equivalent to Grade V or VI on the primary instrument (snare drum, timpani, or mallets) and a Grade IV or V on both the secondary and remaining designated instrument (snare drum, timpani, or mallets) [percussion students]
- E 9.4.3 Perform music from a variety of cultures, styles, and historical periods (SOL – IB.14)

ENSEMBLE PERFORMANCES

- 9.5 Participate in ensemble experiences

- E.9.5.1 Participate in rehearsals by playing, counting, and singing selected lines
- E 9.5.2 Participate in performances displaying proper concert etiquette as a performer and a listener
- E 9.5.3 Respond to appropriate conducting gestures
- E 9.5.4 Participate in activities that are cross-disciplinary or co-curricular

CAREERS

- 9.6 The student will research career and avocational options in music using available technology (SOL – IB.20, II.20)



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.

Dr. James G. Merrill, Superintendent

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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