

ODE Music Standards: Traditional & Emerging Ensembles Strand

**Priority Standards for Salem-Keizer**

(ODE codes in green boxes below, SK codes in the following scope & sequence)

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

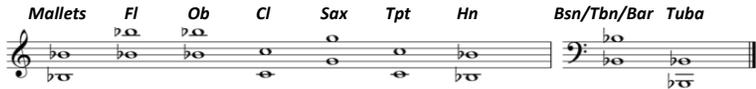
**Essential Question:** How do musicians improve the quality of their performance?

<b>Novice</b> MU.TE.5.PR2.HS1	<b>Intermediate</b> MU.TE.5.PR2.HS2	<b>Proficient</b> MU.TE.5.PR2.HS3	<b>Accomplished</b> MU.TE.5.PR2.HS4	<b>Advanced</b> MU.TE.5.PR2.HS5
Use self-reflection and peer feedback to <b>refine</b> individual and <b>ensemble performances</b> of a varied <b>repertoire</b> of music.	<i>Develop strategies to address technical <b>challenges</b> in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b>.</i>	Develop strategies to address <i>expressive</i> challenges in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b> .	Develop <i>and apply appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges</i> in a varied <b>repertoire</b> of music, and evaluate their success.	Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

# Band

**Novice:** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU:TE.5.PR2.HSI).

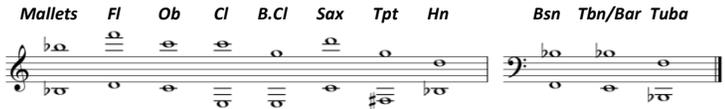
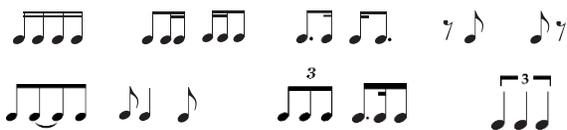
## Essential Learning & Skills

<p><u>Musical Critique</u></p> <p>C.1: Develop <b>criteria for music criticism</b> and comparison.            C.2: <b>Critique performances</b> of self and others.            C.3: Prepare music from <b>representative cultures, periods, and styles</b>.</p>																																											
<p><u>Notational Literacy</u></p>	<p><u>Individual Skills</u></p>	<p><u>Ensemble Skills</u></p>	<p><u>Knowledge</u></p>																																								
<p>NL.1: <b>Instantaneously name any pitch</b> on the respective staff (treble: E-F, bass: G-A).</p> <p>NL.2: Accurately read, finger, and perform with correct fingering diatonic pitches within the following <b>ranges</b>:</p>  <p>NL.3: Read and perform at least one <b>major</b> and <b>chromatic scale</b>, with good <b>tone and intonation</b>. Percussionists will demonstrate <b>proper sticking</b>.</p> <p>NL.4: Percussionists: Perform <b>single-stroke rolls, multiple-bounce rolls, double-stroke rolls (at the quarter-, half-, and whole-note level), flams, and paradiddles</b>. Perform <b>single-stroke rolls on timpani</b> if applicable.</p> <p>NL.5: Instantly identify <b>note and rest values</b> for the following:</p>  <p style="text-align: right; margin-right: 100px;"><i>Percussionists only</i></p> <p>NL.6: Identify and define <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math> meters.</p> <p>NL.7: Using a <b>counting system</b>, count and perform rhythms listed in ML.5 at moderate tempi and with a steady pulse in the meters listed in ML.6.</p> <p>NL.8 Perform basic <b>tied and slurred</b> note combinations.</p> <p>NL.9: Read and respond to the music <b>vocabulary and symbols</b> listed in K.4.</p>	<p>IS.1: Demonstrate proper <b>assembly</b> and <b>maintenance</b> of instrument(s), including <b>adjustment of snare height</b>.</p> <p>IS.2: Demonstrate proper <b>posture and position</b>, including <b>eye contact</b> with the teacher while playing.</p> <p>IS.3: Demonstrate proper <b>hand position</b> while playing (percussion: <b>grip</b>).</p> <p>IS.4: Demonstrate <b>diaphragmatic breathing</b> and formation of the <b>proper embouchure</b>.</p> <p>IS.5: Maintain steady, <b>sustained, even and characteristic tone</b> in the middle range of the instrument. Percussionists will demonstrate this through <b>proper stroke, rebound, and placement</b>.</p> <p>IS.6: Demonstrate proper <b>articulation</b> -- including legato, staccato, accents and slurs -- while maintaining a steady airstream (percussion: <b>appropriate stroke height, rebound, and placement</b>).</p> <p>IS.7: Demonstrate the <b>tuning process</b> of instrument.</p> <p>IS.8: Aurally <b>discriminate between sharp and flat</b> when comparing to a reference tone.</p> <p>IS.9: <b>Vary simple dynamics, tempo, and phrasing</b> while performing assignments in method book.</p>	<p>ES.1: <b>Tune</b> several unison pitches with another musician.</p> <p>ES.2: Keep a steady beat while <b>staying together</b> with other students. This includes starting and stopping, and playing different rhythms to the pulse together at one time.</p> <p>ES.3: <b>Dynamically balance</b> to ensemble.</p> <p>ES.4: Proficiently perform multiple assignments in the method book, incorporating <b>expressive elements</b>.</p> <p>ES.5: Demonstrate ability to <b>attend rehearsals and performances</b> regularly and punctually with necessary materials.</p> <p>ES.6: Demonstrate attention to and execution of <b>rules of comporment</b>, appropriate to varying venues, as communicated by the director.</p>	<p>K.1: Read and explain <b>key signatures</b> denoting keys of <b>Bb, F, and Eb</b>.</p> <p>K.2: Understand differences between</p> <ul style="list-style-type: none"> <li>- <b>Unison v. 2- and 3-part</b> playing</li> <li>- <b>Melody v. accompaniment</b></li> <li>- <b>Scale v. arpeggio</b></li> <li>- <b>Chord and interval</b></li> </ul> <p>K.3: Recognize <b>simple forms</b> such as ABA form.</p> <p>K.4: Identify the meaning and function of the following <b>musical terms and symbols</b>:</p> <table border="1" data-bbox="1648 844 1984 1469"> <tbody> <tr> <td><i>p</i></td> <td>Piano</td> </tr> <tr> <td><i>mf</i></td> <td>Mezzoforte</td> </tr> <tr> <td><i>f</i></td> <td>Forte</td> </tr> <tr> <td><math>\text{V}</math></td> <td>Crescendo</td> </tr> <tr> <td><math>\text{V}</math></td> <td>Decrescendo</td> </tr> <tr> <td><math>\flat</math></td> <td>Flat</td> </tr> <tr> <td><math>\natural</math></td> <td>Natural</td> </tr> <tr> <td><math>\sharp</math></td> <td>Sharp</td> </tr> <tr> <td><math>\text{C}</math></td> <td>Treble clef</td> </tr> <tr> <td><math>\text{F}</math></td> <td>Bass clef</td> </tr> <tr> <td><math>\text{v}</math></td> <td>Accent</td> </tr> <tr> <td><math>\text{—}</math></td> <td>Legato</td> </tr> <tr> <td><math>\text{~}</math></td> <td>Slur</td> </tr> <tr> <td><math>\text{staccato}</math></td> <td>Staccato</td> </tr> <tr> <td><math>\text{breath}</math></td> <td>Breath</td> </tr> <tr> <td><math>\text{fermata}</math></td> <td>Fermata</td> </tr> <tr> <td><math>\text{repeat}</math></td> <td>Repeat sign</td> </tr> <tr> <td><math>\text{single measure repeat}</math></td> <td>Single measure repeat sign</td> </tr> <tr> <td><math>\text{1st, 2nd endings}</math></td> <td>1<sup>st</sup>, 2<sup>nd</sup> endings</td> </tr> <tr> <td><math>\text{D.C. al Fine}</math></td> <td>D.C. al Fine</td> </tr> </tbody> </table>	<i>p</i>	Piano	<i>mf</i>	Mezzoforte	<i>f</i>	Forte	$\text{V}$	Crescendo	$\text{V}$	Decrescendo	$\flat$	Flat	$\natural$	Natural	$\sharp$	Sharp	$\text{C}$	Treble clef	$\text{F}$	Bass clef	$\text{v}$	Accent	$\text{—}$	Legato	$\text{~}$	Slur	$\text{staccato}$	Staccato	$\text{breath}$	Breath	$\text{fermata}$	Fermata	$\text{repeat}$	Repeat sign	$\text{single measure repeat}$	Single measure repeat sign	$\text{1st, 2nd endings}$	1 <sup>st</sup> , 2 <sup>nd</sup> endings	$\text{D.C. al Fine}$	D.C. al Fine
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# Band

**Intermediate:** Develop strategies to address technical challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU:TE.5.PR2.HS2).

## Essential Learning & Skills

<p><u>Musical Critique</u></p> <p>C.1: Develop <b>strategies</b> for advancing the technique outlined below.            C.2: <b>Evaluate performances</b> of self and others.            C.3: Prepare music from <b>representative cultures, periods, and styles</b>.</p>																																											
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<p>ML.1: Read, finger, and perform all pitches, diatonic and chromatic, within the following <b>ranges</b>:</p>  <p>ML.2: Perform the following concert scales from the staff and by memory (percussionists included): <b>Bb major, Eb major, F major, Ab major, C major, Db major, and a 1-octave chromatic scale</b>. Perform all 12 major scales and a 2-octave chromatic scale from the staff.</p> <p>ML.3: Percussionists: Perform <b>flam accents, double paradiddles, triple paradiddles, drags, single drag taps, 7-stroke rolls, 13-stroke rolls, and 15-stroke rolls</b>.</p> <p>ML.4: Instantly identify <b>note values</b> for the following:</p>  <p>ML.5: Identify and define <b><math>\frac{6}{8}</math>, <math>\frac{C}{4}</math>, <math>\frac{C}{2}</math> and <math>\frac{3}{2}</math> meters</b>.</p> <p>ML.6: Using a <b>counting system</b>, count and perform rhythms listed in ML.4 at various tempi and in the meters listed in ML.5.</p> <p>ML.7: Read and respond to the music <b>vocabulary and symbols</b> listed in K.4.</p> <p>ML.8: Perform <b>grade 2.5-3 literature</b>.</p> <p>ML.9: <b>Sight-read</b> with ease <b>grade 1-2 literature</b>.</p>	<p>IS.1: Demonstrate consistent habits of <b>instrument care</b>.</p> <p>IS.2: Demonstrate consistent habits of well-developed <b>playing position</b>, proper <b>hand position</b>, and <b>instrument angle</b>.</p> <p>IS.3: Demonstrate consistent habits of correct <b>embouchure</b>, <b>breath support</b>, and <b>breath control</b>.</p> <p>IS.4: Demonstrate good <b>tone quality</b> throughout a range of no less than 1.5 octaves for brass and 2 octaves for woodwinds.</p> <p>IS.5: Demonstrate proper <b>articulation techniques</b>, including <b>marcato</b> and <b>tenuto</b>.</p> <p>IS.6: Demonstrate the correct usage of a mechanical <b>tuning device</b>.</p> <p>IS.7: Demonstrate an awareness of <b>intonation</b>, as well as <b>corrective strategies</b>.</p> <p>IS.8: Demonstrate <b>phrasing</b> concepts by connecting logical notes together.</p> <p>IS.9: Prepare for an <b>audition</b> (minimum: scales, technical, and lyrical passages).</p>	<p>ES.1: Consistently adjust and <b>tune</b> pitches, in unison and by interval, to match the ensemble.</p> <p>ES.2: Demonstrate <b>rhythmic independence</b> within literature containing several different parts.</p> <p>ES.3: Demonstrate correct <b>uniformity of articulation</b>, appropriate to the style of music.</p> <p>ES.4: <b>Balance/blend</b> to others with uniformity of sound.</p> <p>ES.5: Demonstrate <b>ensemble dynamics</b> regarding contrast and balance.</p> <p>ES.6: Develop sensitivity to <b>ensemble phrasing</b> appropriate to the style of music performed.</p> <p>ES.7: Demonstrate ability to <b>attend rehearsals and performances</b> regularly and punctually with necessary materials.</p> <p>ES.8: Demonstrate attention to and execution of <b>rules of comportment</b>, appropriate to varying venues, as communicated by the director.</p>	<p>K.1: Identify <b>whole and half step patterns</b> of the major scale.</p> <p>K.2: Understand and identify differences in <b>form and style</b> of music.</p> <p>K.3: Identify the meaning and function of the following <b>musical terms and symbols</b>:</p> <table border="1" data-bbox="1627 743 1995 1437"> <tbody> <tr> <td>Accelerando</td> <td>Accelerate</td> </tr> <tr> <td>Allegro</td> <td>Fast</td> </tr> <tr> <td>Andante</td> <td>Walking speed</td> </tr> <tr> <td>Largo</td> <td>Very slow</td> </tr> <tr> <td>Moderato</td> <td>Moderate speed</td> </tr> <tr> <td>Ritardando</td> <td>Gradually slowing</td> </tr> <tr> <td>Fortepiano <i>fp</i></td> <td>Loud then soft</td> </tr> <tr> <td>Fortissimo <i>ff</i></td> <td>Very loud</td> </tr> <tr> <td>Mezzopiano <i>mp</i></td> <td>Moderately soft</td> </tr> <tr> <td>Pianissimo <i>pp</i></td> <td>Very softly</td> </tr> <tr> <td>Sforzando <i>sfz</i></td> <td>Sudden strong accent</td> </tr> <tr> <td>Coda <math>\Phi</math></td> <td>Concluding section</td> </tr> <tr> <td>Da Capo</td> <td>Repeat from the beginning</td> </tr> <tr> <td>Dal Segno <math>\text{S}</math></td> <td>Repeat from the sign</td> </tr> <tr> <td>Fine</td> <td>End, close</td> </tr> <tr> <td>Grand Pause //</td> <td></td> </tr> <tr> <td>Marcato <math>\text{M}</math></td> <td>Strong accent</td> </tr> <tr> <td>Simile</td> <td>In the same way</td> </tr> <tr> <td>Tacet</td> <td>Be silent</td> </tr> <tr> <td>Tenuto <math>\text{T}</math></td> <td>Held, sustained</td> </tr> </tbody> </table>	Accelerando	Accelerate	Allegro	Fast	Andante	Walking speed	Largo	Very slow	Moderato	Moderate speed	Ritardando	Gradually slowing	Fortepiano <i>fp</i>	Loud then soft	Fortissimo <i>ff</i>	Very loud	Mezzopiano <i>mp</i>	Moderately soft	Pianissimo <i>pp</i>	Very softly	Sforzando <i>sfz</i>	Sudden strong accent	Coda $\Phi$	Concluding section	Da Capo	Repeat from the beginning	Dal Segno $\text{S}$	Repeat from the sign	Fine	End, close	Grand Pause //		Marcato $\text{M}$	Strong accent	Simile	In the same way	Tacet	Be silent	Tenuto $\text{T}$	Held, sustained
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# Band

**HS Accomplished:** Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success (MU:TE.5.PR2.HS4)

## Essential Learning & Skills

<p><u>Musical Critique</u></p> <p>C.1: Develop and apply <b>rehearsal strategies</b> for advancing the individual and ensemble technique outlined below.</p> <p>C.2: <b>Evaluate performances</b> of self and others.</p> <p>C.3: Prepare music from <b>representative cultures, periods, and styles</b>.</p>																																			
<p style="text-align: center;"><u>Notational Literacy</u></p> <p>ML.1: Read, finger, and perform pitches, diatonic and chromatic, throughout the following <b>ranges</b>:</p>  <p>ML.2: Perform all <b>minor scales and arpeggios from the staff and from memory</b> with correct chromatic fingerings.</p> <p>ML.3: Percussionists: <b>Demonstrate proper technique on all handheld instruments (all)</b>.</p> <p>ML.4: Instantly identify <b>values</b> for the following:</p>  <p>ML.5: Identify and define the following <b>meters</b>:</p>  <p>ML.6: Using a <b>counting system</b>, count and perform rhythms listed in ML.3 at various tempi and in the meters listed in ML.4.</p> <p>ML.7: Read and respond to the <b>music vocabulary</b> listed in K.5.</p> <p>ML.8: Perform <b>grade 4-5</b> literature.</p> <p>ML.9: <b>Sight-read</b> with ease <b>grade 3</b> literature.</p>	<p style="text-align: center;"><u>Individual Skills</u></p> <p>IS.1: Display a mature characteristic <b>tone</b> with soloistic qualities including vibrato concepts where applicable.</p> <p>IS.2: Demonstrate and refine <b>articulation techniques</b> where applicable, including extended techniques such as flutter tonguing.</p> <p>IS.3: Demonstrate immediate <b>corrective pitch discrimination</b>.</p> <p>IS.4: Demonstrate refined awareness and sensitivity to <b>artistic phrasing concepts</b>.</p> <p>IS.5: Aurally <b>identify intervals</b>.</p> <p>IS.6: <b>Transpose</b> a line or pattern to another key.</p> <p>IS.7: Prepare an <b>audition</b>.</p>	<p style="text-align: center;"><u>Ensemble Skills</u></p> <p>ES.1: Refine <b>ensemble pitch discrimination</b> within the content of <b>grade 4 and 5</b> literature.</p> <p>ES.2: Refine <b>balance/blending within and between ensemble sections</b>.</p> <p>ES.3: Demonstrate refined awareness and sensitivity to the artistic <b>phrasing concepts of the ensemble</b>.</p> <p>ES.4: Develop ensemble facility and experience in <b>grade 4 and 5</b> literature, incorporating <b>various styles</b> and periods.</p> <p>ES.5: Demonstrate the ability to follow and interpret <b>different conductors</b> while performing grade 4 and 5 literature.</p> <p>ES.6: Independently participate in <b>student-led sectionals</b> and develop skills necessary to <b>instruct less-advanced students</b>.</p> <p>ES.7: Refine necessary skills for <b>field and parade</b> presentations.</p> <p>ES.8: Demonstrate ability to <b>attend rehearsals and performances</b> regularly and punctually with necessary materials.</p> <p>ES.9: Demonstrate attention to and execution of <b>rules of comportment</b>, appropriate to varying venues, as communicated by the director.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>K.1: Demonstrate knowledge of the theory of scale construction, including <b>modes</b>.</p> <p>K.2: Read and recognize <b>triads</b>, and know <b>which part of the chord</b> they play.</p> <p>K.3: Know <b>intonation tendencies</b> of pitches <b>within chordal harmonies</b>.</p> <p>K.4: Know <b>pitch tendencies</b> on one's instrument and how to apply appropriate <b>corrective techniques</b>.</p> <p>K.5: Identify the meaning and function of the following <b>musical terms</b>:</p> <table border="1" data-bbox="1564 917 1963 1282"> <tr> <td>Adagietto</td> <td>Somewhat faster than Adagio</td> </tr> <tr> <td>Grave</td> <td>Solemn</td> </tr> <tr> <td>L'istesso</td> <td>The same tempo as before</td> </tr> <tr> <td>Larghissimo</td> <td>As slow as possible</td> </tr> <tr> <td>Lento</td> <td>Slow</td> </tr> <tr> <td>Prestissimo</td> <td>As fast as possible</td> </tr> <tr> <td>Presto</td> <td>Very fast</td> </tr> <tr> <td>Strigendo</td> <td>With quickening of tempo</td> </tr> <tr> <td>Vivo</td> <td>More lively than vivace</td> </tr> <tr> <td>Brillante</td> <td>Showy and sparkling in style</td> </tr> <tr> <td>Con Sordino</td> <td>With mute</td> </tr> <tr> <td>Divisi</td> <td>Divided</td> </tr> <tr> <td>Meno</td> <td>Less</td> </tr> <tr> <td>Mosso</td> <td>Moved, agitated</td> </tr> <tr> <td>Pesante</td> <td>In a heavy manner</td> </tr> <tr> <td>Senza Sordino</td> <td>Without mute</td> </tr> </table>	Adagietto	Somewhat faster than Adagio	Grave	Solemn	L'istesso	The same tempo as before	Larghissimo	As slow as possible	Lento	Slow	Prestissimo	As fast as possible	Presto	Very fast	Strigendo	With quickening of tempo	Vivo	More lively than vivace	Brillante	Showy and sparkling in style	Con Sordino	With mute	Divisi	Divided	Meno	Less	Mosso	Moved, agitated	Pesante	In a heavy manner	Senza Sordino	Without mute
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## Band

**HS Advanced (CCR):** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music (MU:TE.5.PR2.HS5).

### Essential Learning & Skills

<p><u>Musical Critique</u> C.1: Apply and refine <b>rehearsal strategies</b> for advancing the individual and ensemble technique outlined below.            C.2: <b>Evaluate performances</b> of self and others.            C.3: Prepare music from <b>representative cultures, periods, and styles.</b></p>			
<u>Notational Literacy</u>	<u>Individual Skills</u>	<u>Ensemble Skills</u>	<u>Knowledge</u>
<p>ML.1: Perform a one-octave scale in all <b>modes</b>, beginning on the same pitch.</p> <p>ML.2: Using a <b>counting system</b>, count and perform complex rhythms in <b>mixed meters</b>.</p> <p>ML.3: Perform <b>grade 5-6 literature</b>; instantly respond to music symbols and terms appropriate to the literature.</p> <p>ML.4: <b>Sight-read</b> with ease <b>grade 4</b> literature.</p>	<p>IS.1: Prepare and perform <b>solo literature</b> for various audiences.</p> <p>IS.2: <b>Critically self-evaluate.</b> Analyze technical challenges and identify the most efficient strategies for mastery.</p> <p>IS.3: <b>Accept constructive criticism</b> from peers and qualified evaluators.</p> <p>IS.4: Seek out a variety of evaluators and/or teachers for <b>constructive criticism</b>.</p> <p>IS.5: Prepare a <b>college audition</b>.</p> <p>IS.6: <b>Arrange</b> or compose a piece, chorale, or series of technique exercises <b>for mixed instrumentation</b>.</p> <p>IS.7: Develop <b>piano skills</b> for functional (chord-based) accompaniment as well as for solo performance.</p>	<p>ES.1: Develop ensemble facility and experience in <b>grade 5 and 6</b> literature, incorporating <b>various styles</b> and periods.</p> <p>ES.2: Demonstrate responsibility to <b>lead rehearsals and/or performances</b> (section, small ensemble, or full ensemble), developing technical skill and ensemble sensitivities in:</p> <ul style="list-style-type: none"> <li>▪ Blend/balance</li> <li>▪ Pitch</li> <li>▪ Dynamics</li> <li>▪ Articulation</li> <li>▪ Tempi</li> <li>▪ Rhythm</li> <li>▪ Phrasing</li> </ul> <p>ES.3: Demonstrate the ability to follow and interpret <b>different conductors</b> while performing grade 5 and 6 literature.</p> <p>ES.4: Develop ensemble skills reflective of <b>various performance groups</b> (chamber music literature, symphony orchestra literature, solo repertoire, etc.).</p>	<p>K.1: Develop knowledge of <b>music history and theory</b> to be able to teach performance practice.</p> <p>K.2: Develop knowledge of the <b>history and development of band literature</b>.</p> <p>K.3: Develop knowledge of the <b>core composers</b> for band literature.</p> <p>K.4: Develop <b>knowledge of all band instruments</b> and ability to teach the fundamentals of hand placement, embouchure, tone, and technique.</p> <p>K.5: Develop a working knowledge of <b>music notation software</b>, such as Finale or Sibelius.</p> <p>K.6: Develop <b>conducting skills</b>.</p>