

Music: Beginning Instrumental Ensemble

Adopted 2018

Creating

- 1 Improve, compose, and arrange music within specified guidelines.** [HSBIE.CR.1](#)
 - a** Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). [HSBIE.CR.1.A](#)
 - b** Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). [HSBIE.CR.1.B](#)
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Performing

- 1 Sing alone or with others.** [HSBIE.PR.1](#)
 - a** Sing to recognize fundamentals of tone production. [HSBIE.PR.1.A](#)
 - b** Sing to match pitch. [HSBIE.PR.1.B](#)
- 2 Perform on instruments through a varied repertoire of music, alone and with others.** [HSBIE.PR.2](#)
 - a** Analyze characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, or appropriate percussion technique. [HSBIE.PR.2.A](#)
 - b** Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). [HSBIE.PR.2.B](#)
 - c** Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation. [HSBIE.PR.2.C](#)
 - d** Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. [HSBIE.PR.2.D](#)
 - e** Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. [HSBIE.PR.2.E](#)

3 Read and identify elements of notated music. HSBIE.PR.3

- a Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. HSBIE.PR.3.A
 - b Define and describe the musical terms incorporated in the literature and identify key signatures. HSBIE.PR.3.B
 - c Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure. HSBIE.PR.3.C
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Responding

1 Listen to, analyze, and describe music. HSBIE.RE.1

- a Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords. HSBIE.RE.1.A
 - b Compare and contrast musical works based on genre and culture. HSBIE.RE.1.B
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2 Respond to music and music performances of themselves and others. HSBIE.RE.2

- a Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations. HSBIE.RE.2.A
 - b Compile a list of strengths and weaknesses in performances and suggest areas of improvement. HSBIE.RE.2.B
 - c Identify the interpretations in an ensemble performance in relation to the expressive intent of the composer. HSBIE.RE.2.C
 - d Describe and demonstrate proper concert performance etiquette and proper audience etiquette. HSBIE.RE.2.D
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Connecting

1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. HSBIE.CN.1

- a Describe the relationship between music and other arts. HSBIE.CN.1.A
- b Describe the relationship between music and other disciplines. HSBIE.CN.1.B
- c Identify genres, styles, and composers within specific time periods. HSBIE.CN.1.C
- d Describe the relationship between music and musicians, society and culture. HSBIE.CN.1.D