

# Band III

**Time on Task:** 4.16 hours per week

## Course Philosophy

Fine arts demonstrate the creative aspects of created man that directly reflect that characteristic of the Creator. The study of fine arts develops in the student the ability to speak life into that which does not yet exist. The ultimate outcome is the development of the student's ability to bring glory to God as He observes His creative nature returning to Him from His creation.

## Course Description

Four basic strands--perception, creative expression/ performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

<p><b>Goals and Objectives</b> <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§117.61. Music, Level III.</b></p> <p><b>(a) General requirements.</b> Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band III, Choir III, Orchestra III, Jazz Band III, Instrumental Ensemble III, Vocal Ensemble III, the College Board Advanced Placement (AP) Music Theory, International Baccalaureate (IB) Music SL, IB Music HL (one credit per course). The prerequisite for IB Music SL and IB Music HL is one credit of any Music II course. The prerequisite for all other Level III music courses is one credit of Music II in the corresponding discipline.</p> <p><b>(b) Introduction.</b></p> <p>(1) Four basic strands--perception, creative expression/ performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts,</p>	<p><b>Scope and Sequence</b></p> <p><b>1. Demonstrate the language art of reading and interpreting music notation.</b></p> <ul style="list-style-type: none"><li>• Identify the notes by pitch name and fingering</li><li>• Identify and perform note and rest values: whole, dotted half, half, dotted quarter, quarter, and eighth</li><li>• Demonstrate proper procedure for sight reading</li><li>• Demonstrate the use of 4/4, 3/4, 2/4</li><li>• Demonstrate the use of key signatures</li><li>• Demonstrate the use of accidentals</li></ul>	<p><b>Spiritual Goals</b></p> <p><b>God's intended purpose for music:</b></p> <ol style="list-style-type: none"><li>1. To teach the child to work with others sharing a common goal.</li><li>2. To encourage love and praise of God through song.</li><li>3. To foster the child's desire to worship and celebrate God's goodness through uplifting and joyous singing, music making, and movement.</li><li>4. To aid in Scripture memorization through memorable melodies and rhythms.</li><li>5. To appreciate music as God's gift to us for refreshing and encouragement and to provide enjoyment for performances and listeners.</li><li>6. To encourage the use of knowledge and skills in service to God.</li><li>7. To communicate to the children as</li></ol>
--	---	--

<p>technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.</p> <p>(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.</p>	<ul style="list-style-type: none"> <li>• Define enharmonics and chromaticism</li> <li>• Demonstrate piano, mezzo piano, mezzo forte, forte</li> <li>• Demonstrate crescendo and decrescendo</li> <li>• Demonstrate Largo, Andante, Moderato, Allegro, Vivo</li> <li>• Demonstrate articulations: staccato, legato, slur, tenuto</li> <li>• Demonstrate use of simple repeat signs, 1<sup>st</sup> and 2<sup>nd</sup> endings, D.C., and D.S. al Fine</li> <li>• Demonstrate use of complex repeats, D.C. and D.S. al Coda</li> <li>• Demonstrate tempo changes with the use of Ritardando/ Accelerando</li> <li>• Demonstrate Lento, Maestoso, Allegretto, Vivace, Presto</li> <li>• Demonstrate the use of 3/8, 6/8, and 2/2</li> <li>• Identify and perform note and rest values: sixteenth, dotted eighth, triplet eighth, complex ties, and syncopation</li> <li>• Demonstrate trills, grace notes, mordents, and turns</li> </ul> <p><b>2. Perform music independently and with</b></p>	<p>well as to all who listen, the abundance of God's grace in the gift of His Son.</p> <p>8. Music is to be used to worship, teach and admonish, and evangelize.  <i>The student will be able to:</i>  Understand God intended for music to be grateful demonstration of what He is due by expressing adoration of His incomprehensible character.  Use music as an expression of thanksgiving for what the Lord has done for the believer.  Use music for edification.</p> <p><b>Biblical Integration Truth Statements</b></p> <p><b>1. <i>What is prime reality, the really real?</i></b>  God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> <li>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</li> <li>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</li> <li>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</li> <li>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</li> <li>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son,</li> </ol>
--	--	--

	<p><b>others.</b></p> <ul style="list-style-type: none"> <li>• Identification of parts of instrument</li> <li>• Procedures for assembly of instrument</li> <li>• Demonstrate proper body alignment and posture</li> <li>• Cleaning and care of instrument</li> <li>• Demonstrate awareness of individual responsibility to keep instrument in good playing condition</li> <li>• Demonstrate proper embouchure</li> <li>• Demonstrate proper breathing techniques</li> <li>• Demonstrate proper phrasing</li> <li>• Produce a characteristic sound</li> <li>• Demonstrate punctuality and consistent attendance at lessons</li> <li>• Demonstrate personal responsibility and self-discipline in the rehearsal</li> <li>• Prepare all parts for each rehearsal</li> <li>• Keep music in folder and in good condition</li> <li>• Demonstrate the use of proper warm-up exercises in the rehearsal and individual practice</li> </ul>	<p>Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <ol style="list-style-type: none"> <li>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</li> <li>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</li> <li>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</li> <li>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</li> </ol> <p><b>3. <i>What is a human being?</i></b></p> <ol style="list-style-type: none"> <li>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</li> <li>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</li> <li>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</li> <li>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</li> <li>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</li> </ol>
--	--	---

	<ul style="list-style-type: none"> <li>• Perform rhythms with a steady tempo in a full ensemble and individually</li> <li>• Demonstrate rhythmic accuracy in performing unison rhythms in a full ensemble and individually</li> <li>• Perform unison and multiple part ensemble music</li> <li>• Perform a one octave chromatic scale</li> <li>• Demonstrate basic ensemble performance concepts: balance, blend, intonation</li> <li>• Perform with accurate intonation in an ensemble</li> <li>• Demonstrate the use of alternate fingerings</li> <li>• Perform four major scales and three minor scales</li> <li>• Perform a two octave chromatic scale</li> <li>• Demonstrate proper rhythm performance: 16<sup>th</sup>, dotted 8<sup>th</sup>, triplet 8<sup>th</sup>, complex ties, syncopation</li> <li>• Demonstrate complex musical phrasing</li> <li>• Demonstrate musical expression and sensitivity in all</li> </ul>	<ul style="list-style-type: none"> <li>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</li> <li>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</li> </ul> <p><b>4. <i>What happens to a person at death?</i></b></p> <ul style="list-style-type: none"> <li>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</li> <li>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</li> <li>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</li> <li>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</li> <li>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</li> </ul> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <ul style="list-style-type: none"> <li>a. Human beings can both know the world around them and God</li> </ul>
--	--	--

	<p>performances</p> <ul style="list-style-type: none"> <li>• Perform nine major scales and six minor scales</li> <li>• Demonstrate advanced interval &amp; flexibility studies</li> <li>• Demonstrate development of tone w/vibrato</li> <li>• Perform all major scales and all minor scales (in at least one form)</li> <li>• Perform the chromatic scale over the normal range of the instrument</li> </ul> <p><b>3. Describe, analyze, and create music.</b></p> <ul style="list-style-type: none"> <li>• Describe music using appropriate musical terminology</li> <li>• Define and recognize the use of themes, countermelody, repetition, and form</li> <li>• Compose original melodies with assistance</li> <li>• Compose simple arrangements of existing musical examples</li> <li>• Identify types of compositions</li> <li>• Identify sounds of various band instruments</li> <li>• Identify simple musical forms and styles</li> <li>• Spell major scales</li> <li>• Construct major or</li> </ul>	<p>Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <ul style="list-style-type: none"> <li>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</li> <li>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</li> <li>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1) <ul style="list-style-type: none"> <li>➤ The Bible is internally consistent and unified in its principles and claims.</li> <li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li> <li>➤ It is relevant to all the cultures of the world</li> </ul> </li> <li>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate</li> </ul>
--	---	--

	<p>minor chords on any given note</p> <ul style="list-style-type: none"> <li>• Describe the harmonic functions of tonic, subdominant, and dominant chords</li> </ul> <p><b>4. Evaluate music and music performances using critical thinking and listening skills.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to match pitch</li> <li>• Tune instrument with assistance</li> <li>• Aurally identify correct performance of rhythmic notation and articulations</li> <li>• Visually identify and diagram conducting patterns</li> <li>• Describe and demonstrate several problem-solving and drill practice procedures</li> <li>• Tune instrument without assistance</li> <li>• Identify pitch tendencies and proper corrections</li> <li>• Identify the effects of conditions on intonation</li> <li>• Define instrument relationship to concert pitch</li> <li>• Aurally evaluate individual tone quality as it applies particular passages or needs of</li> </ul>	<p>special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p><b>6. <i>How do we know what is right and wrong?</i></b></p> <ol style="list-style-type: none"> <li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li> <li>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</li> <li>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</li> <li>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10) <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> </li> </ol>
--	--	--

	<p>music being performed</p> <ul style="list-style-type: none"> <li>• Describe the type of composition performed on recordings and live performances</li> </ul> <p><b>5. Demonstrate knowledge of music history and cultural heritage.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper stage presence and concert etiquette</li> <li>• Perform music in a variety of styles and periods of composition</li> <li>• Compare, in several cultures including their own, functions music serves, roles of musicians, and conditions under which music is created and performed</li> <li>• Discuss aspects of musical styles, historical periods, and cultural genres</li> <li>• Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements</li> </ul> <p><b>6. Participate in the cultural/ musical life of the community.</b></p> <ul style="list-style-type: none"> <li>• Perform multiple part</li> </ul>	<p>7. <b><i>What is the meaning of human history?</i></b></p> <ol style="list-style-type: none"> <li>History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</li> <li>History is going somewhere, directed toward a known end. (Matthew 25:34)</li> <li>History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</li> <li>History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</li> </ol> <p><b><i>What should our response be to God? What were we made for?</i></b></p> <p><b>We were made to</b>  <b>Love</b> – Matthew 22:37,  <b>Worship</b> – Romans 12:1,  <b>Obey</b> – 2 John 6, and  <b>Give Glory</b> – Psalm 96:3.</p>
--	--	--

<p><b>(b) Knowledge and skills.</b></p> <p><b>(1) Perception.</b> The student describes and analyzes musical sound and demonstrates musical artistry.  <i>The student is expected to:</i></p> <p>(A) perform appropriate literature expressively;</p> <p>(B) define musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture, using standard terminology; and</p> <p>(C) identify music forms of performance and listening repertoire.</p>	<p>band literature in concert</p> <ul style="list-style-type: none"> <li>• Perform small ensemble literature for like and unlike instrumental groups in concert</li> <li>• Perform accompanied solo literature</li> <li>• Attend live performances by professional musicians and composers</li> </ul> <p><b>Correlation with TEKS Essential Elements 2000, Book 2</b>  Hal Leonard  Teacher ISBN  0-634-01238-X</p> <p><b>Movie Favorites</b>  Hal Leonard  Teacher ISBN  0-7935-5760-7</p> <p><b>Patriotic Favorites</b>  Hal Leonard  Teacher ISBN  0-634-05011-7</p> <p>Teacher-generated Exercises  Teacher-generated Exercises  Teacher-generated Exercises</p>	
--	--	--

<p><b>(2) Creative expression/performance.</b> The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.  <i>The student is expected to:</i></p> <p>(A) exhibit accurate intonation and rhythm, fundamental skills, and advanced techniques, using literature ranging from moderately difficult to difficult, while performing independently and in ensemble;</p> <p>(B) demonstrate comprehension of musical styles by seeking appropriate literature for performance;</p> <p>(C) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and</p> <p>(D) exhibit, describe, and critique small- and large-ensemble performance techniques experienced and observed during formal and informal concerts.</p>	<p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p>	
<p><b>(3) Creative expression/performance.</b> The student reads and writes music notation.  <i>The student is expected to:</i></p> <p>(A) sight-read major, minor, modal, and chromatic melodies;</p> <p>(B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters; and</p> <p>(C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.</p>	<p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p>	
<p><b>(4) Creative expression/performance.</b> The student creates and arranges music within specified guidelines.  <i>The student is expected to:</i></p> <p>(A) improvise musical melodies; and</p> <p>(B) compose or arrange segments of vocal or instrumental pieces (manuscript or computer-generated).</p>	<p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p>	
<p><b>(5) Historical/cultural heritage.</b> The student relates music to history, to society, and to culture.  <i>The student is expected to:</i></p> <p>(A) classify by style and by historical period or culture representative examples of music, justifying the classifications;</p> <p>(B) identify and describe the effects of society, culture, and</p>	<p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p>	

<p>technology on music;</p> <p>(C) identify and describe music-related career options including musical performance and music teaching; and</p> <p>(D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.</p> <p><b>(6) Response/evaluation.</b> The student responds to and evaluates music and musical performance.  <i>The student is expected to:</i></p> <p>(A) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement; and</p> <p>(B) exhibit informed concert etiquette during live performances in a variety of settings.</p>	<p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p> <p>Teacher-generated Exercises</p> <p><b>Student Activities</b>  Singing  Various movements to rhythm  Rhythm instruments  Recorder</p> <p><b>Teaching Strategies</b>  Oral instruction  Demonstration  Visual aids  Songs  Games</p> <p><b>Evaluation Procedures</b>  Class Participation  Written and oral tests  Demonstration</p> <p><b>Other Resources and Bibliography</b>  On-line Material</p>	
--	---	--

	Demonstrate Group Local Performance-based Organizations Teacher-generated Activities	
--	---	--