CREATING

MSJB.CR.1 Improvise, compose, and arrange music within specified guidelines.

a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
c. Refine improvised or composed pieces using teacher-created criteria.

PERFORMING

MSJB.PR.1 Sing alone or with others.

a. Sing to recognize fundamentals of tone production.
b. Sing to match pitch.

MSJB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.

a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).
c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.
MSJB.PR.3 Read and identify elements of notated music.

a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression).
b. Define and describe the musical terms incorporated in the literature and identify key signatures.
c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure.

RESPONDING

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

a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).
b. Compare and contrast musical works based on genre and culture.

MSJB.RE.2 Respond to music and music performances of themselves and others.

a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations).
b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations).
c. Using self-reflection and peer feedback, compile a list of strengths and weaknesses in performances and suggest areas of improvement.
d. Identify the interpretations in a band performance in relation to the expressive intent of the composer.
e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

CONNECTING

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

a. Describe the relationship between music and other arts.
b. Describe the relationship between music and other disciplines.
c. Identify genres, styles, and composers within specific time periods.
d. Describe the relationship between music and musicians, society and culture.