

Content Standards & Benchmarks: Instrumental Music (Band)
Grade 5
West Des Moines Community School District

- Standard #1: Students will perform a varied repertoire of music, alone and with others.
1.a. Students will perform alone and with others on their instrument.
- Standard #2: Students will read and notate music.
2.b. Students will demonstrate the ability to read quarter, half, whole, eighth, dotted and sixteenth notes and rests in 4/4, 2/4, and 3/4 meter signatures.
- Standard #3: Students will listen, reflect, and respond to the characteristics and merits of music.
3.c. Students use appropriate terminology in explaining music, music notation, musical instruments, and music performances.

Content Standards & Benchmarks: Instrumental Music (Band)
Grade 6
West Des Moines Community School District

- Standard #1: Students will perform a varied repertoire of music, alone and with others.
1.a. Students will perform alone and with others on their instrument.
- Standard #2: Students will read and notate music.
2.b. Students will demonstrate the ability to read quarter, half, whole, eighth, dotted and sixteenth notes and rests in 2/4, 3/4, 4/4, alla breve and 6/8 meter signatures.
2.c. Students read at sight simple melodies.
- Standard #3: Students will listen, reflect, and respond to the characteristics and merits of music.
3.d. Students use appropriate terminology in explaining music, music notation, musical instruments, and music performances.
3.e. Students devise criteria for evaluating performances (e.g., technique, musical effect, tone, attack and release, balance and blend).

Content Standards & Benchmarks: Instrumental Music (Band)
Grade 7-8
West Des Moines Community School District

- Standard #1: Students will perform a varied repertoire of music, alone and with others.
- 1.a. Students will perform on an instrument accurately and independently, alone and in a group.
- Benchmark/Proficiency Indicators:
- Echo melodic and rhythmic patterns on instruments
- Student will echo or repeat melodic or rhythmic pattern performed by the teacher
- Play a melody while other students play an accompaniment
- Students will perform in several public concerts
 - Students will participate in district organized contest as a large ensemble as well as solo and ensemble festival
- Play an accompaniment to a given melody
- Students will perform in several public concerts
 - Students will participate in district organized contest as a large ensemble as well as solo and ensemble festival
- Standard #2: Students will read, notate, and interpret music.
- 2.b. Students will read and notate rhythmic notation in various meters. They read and notate pitches in the clef of their instrument. Students in Grade 7 and 8 identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- Benchmark/Proficiency Indicators
- Demonstrate the ability to read music notation in compound meter
- Students will read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and alla breve meter signatures
 - Students are able to perform songs in different time signatures throughout the year
 - The students' playing ability is assessed several times each semester
 - Students participate in Solo and Ensemble festival as well as District Large Group Festival
 - Students work out of a music technique book at lessons and during rehearsals
- Use appropriate musical terminology when discussing music
- The student is asked to locate specific notation symbols in specific works of music and to explain or demonstrate what those symbols tell the performer to do
 - These symbols will include: slur, tie, elgato, accent, staccato, fermata, ledger line, sharp, flat, natural, key signature, meter signature, repeat signs, motto, poco, D.C., and D.S
 - The names of the notes on the lines and spaces should also be included

Standard #3: Students will listen, reflect, and respond to the characteristics and merits of music.

3.d. Students use appropriate terminology in explaining music, music notation, musical instruments, and music performances.

3.e. Students devise criteria for evaluating performances (e.g., technique, musical effect, tone, attack and release, balance and blend).