

## Instrumental Music: Intermediate Level

Developing basic musicianship skills continues to be a priority at the Intermediate Level. Students will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty (VBODA Solo Repertoire, Level 2-4). Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods.

### Performance and Production

- II.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- II.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- II.3 The student will adjust intonation and match pitches.
- II.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- II.5 The student will demonstrate a variety of articulations or bowings.
  - 1. Play staccato, legato tongue, accent, marcato, and tenuto on wind instruments.
  - 2. Play staccato, brush stroke, hooked bowings, martelé, marcato, tremolo, and multiple-note slurs on stringed instruments.
- II.6 The student will perform major scales, ascending and descending, in eighth notes (M.M. quarter note = 72).
  - 1. Play D, G, C, F, B-flat, E-flat, A-flat, and D-flat one-octave scales on wind and mallet instruments.
  - 2. Play C, G, D, A, B-flat, and A-flat two-octave scales on violin.
  - 3. Play C, G, D, E, F, and E-flat two-octave scales on viola or cello.
  - 4. Play C, G, D, A, E, F, B-flat, and A-flat one-octave scales on string bass.
- II.7 The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, drag, drag paradiddle, flam accent, flam tap, flamacue, single drag tap, double drag tap, and lesson 25 from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- II.8 The wind/mallet student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).
- II.9 The student will use dynamic contrast and technical skills as means of expression.
  - 1. Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
  - 2. Use multiple mallets technique on two timpani, and techniques on auxiliary instruments when performing on percussion instruments.
  - 3. Use shifting (violin or viola—up to third position; cello or bass—up to fourth position), alternate fingerings, and vibrato when performing on stringed instruments.

- II.10 The student will demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour.
- II.11 The student will demonstrate ensemble skills.
  - 1. Blend instrumental timbres.
  - 2. Match dynamic levels, style, and intonation.
  - 3. Respond to conducting gestures.
- II.12 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Level 2-4.
- II.13 The student will sing a part while other students sing or play contrasting parts.
- II.14 The student will perform music from a variety of cultures, styles, and historical periods.
- II.15 The student will identify and repair minor problems of the instrument being studied.
- II.16 The student will demonstrate increased learning through a variety of music activities.
  - 1. Maintain attendance with required materials.
  - 2. Demonstrate completion of assignments and/or practice.
  - 3. Participate in concerts, performances, cross disciplinary activities, and co-curricular activities.
  - 4. Demonstrate concert etiquette as a performer and listener.

### **Cultural Context and Music Theory**

- II.17 The student will embellish four to eight measures of a folk song by creating rhythmic and melodic variations.
- II.18 The student will compose an eight-measure melody, using available technology, within teacher-specified parameters.
- II.19 The student will read and notate music.
  - 1. Use a syllable, number, or letter system to read and write simple melodies in the appropriate clef, individually and in large ensembles.
  - 2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes, rests, and dotted notes, and triplets in simple and compound meters.
  - 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- II.20 The student will identify career and avocational options in music.
- II.21 The student will identify and analyze cultures, styles, composers, and historical periods from materials being studied.

### **Judgment and Criticism**

- II.22 The student will evaluate individual and group performances.

## **Aesthetics**

- II.23 The student will describe concepts common to music, the other fine arts, and other disciplines.
- II.24 The student will demonstrate concert etiquette as an active listener.
- II.25 The student will discuss musical performance and its value to the community.