

ARIZONA BAND END-OF-THE-COURSE EXPECTATIONS							
	Band 1-2	Band 3-4	Band 5-6	Band 7-8	Standard	Verbs	Assessment Tools
Scales	Play the Bb, Eb, F, Ab and C concert major scales and arpeggios and the chromatic scale. Woodwinds play two octaves (range permitting), and brass play one octave.	Play 9 major scales and arpeggios through 4 flats and sharps and identify the key signatures. Play a two octave concert Bb chromatic scale.	Play all 12 major scales and identify the key signatures and 2 octave chromatic scale.	Play all 12 major scales and identify the key signatures and 2 octave chromatic scale in a variety of rhythmic patterns and tempi.	Standard 1: Create, Concept 1: Sing alone and with others; Strand 1: Create; Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures.; Strand 1: Concept 3 (improvisation): S1, C5 (read and notate music)	Perform	Performance Assessment
Perform	Play notated music grade level 1-3 on a scale of 1-6 accurately and with proper breath control, tone quality, and technique. Accurately play independent parts while others play contrasting parts within an ensemble with appropriate tempi, intonation, and balance.	Play notated music grade level 2-4 on a scale of 1-6 accurately and with proper breath control, tone quality, and technique. Accurately play independent parts while others play contrasting parts within an ensemble with appropriate tempi, intonation, balance, blend, expression, and sensitivity.	Play notated music grade level 2-5 on a scale of 1-6 accurately and with proper breath control, tone quality, articulation, dynamics, and technique from different genres and meters. Accurately play independent parts while others play contrasting parts within an ensemble with appropriate tempi, intonation, balance, blend, expression, and sensitivity.	Play notated music grade level 3-5 on a scale of 1-6 accurately and with proper breath control, tone quality, articulation, dynamics, and technique from different genres and meters. Accurately play independent parts while others play contrasting parts within an ensemble with appropriate tempi, intonation, balance, blend, expression, and sensitivity.	Strand 1: Create; Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures.; S1 CS	Perform	Performance Assessment
	Play solo or ensemble literature grade levels 1-2.	Play solo or ensemble literature grade levels 1-3.	Play solo or ensemble literature grade levels 2-4.	Play solo or ensemble literature grade levels 3-5.	Strand 1: Create; Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures. S1 CS	Perform	Performance Assessment
Rhythm	Identify and play individually and with others whole, half, quarter, eighth, dotted half, dotted quarter notes, and corresponding rest rhythms with a steady beat.	Identify and play individually and with others note and rest values while maintaining a steady tempo: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, dotted eighth, and triplet patterns, and the corresponding rest values encountered in repertoire.	Identify and play individually and with others note and rest values while maintaining a steady tempo: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, dotted eighth, and triplet patterns, and the corresponding rest values encountered in repertoire.	Identify and play individually and with others all notes and rhythms encountered in repertoire.	Strand 1: Create; Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures. S1 CS	Identify and Play	Selected Response, Written, oral, and/or Performance assessment
	Move in a synchronized manner with music (hand clapping, foot tapping, marching).	Move in a synchronized manner with music (hand clapping, foot tapping, marching).	Move in a synchronized manner with music (hand clapping, foot tapping, marching).	Move in a synchronized manner with music (hand clapping, foot tapping, marching).	Strand 1: Create; Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures. S1 CS	Move in	Performance Assessment
Theory	Accurately identify and apply basic dynamic and articulation markings encountered in the repertoire.	Accurately identify and apply intermediate dynamic and articulation markings encountered in the repertoire.	Accurately identify and apply advanced dynamic and articulation markings encountered in the repertoire.	Accurately identify and apply all dynamic and articulation markings encountered in the repertoire.	Strand 1: Create; Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures. S1 CS	Identify and apply	Selected and Written response and/or Performance Assessment
Sight Read	<i>Sight read repertoire accurately and expressively at one level below performance level.</i>	<i>Sight read repertoire accurately and expressively at one level below performance level.</i>	<i>Sight read repertoire accurately and expressively at one level below performance level.</i>	<i>Sight read repertoire accurately and expressively at one level below performance level.</i>	Strand 1: Create; Concept 5: reading and notating music	high-read	Performance Assessment
	Recognize and play key signatures, time signatures, and accidentals.	Recognize and play key signatures, time signatures, and accidentals.	Recognize and play key signatures, time signatures, and accidentals.	Recognize and play key signatures, time signatures, and accidentals.	Strand 1: Create; Concept 5: reading and notating music	recognize and play	Performance Assessment, Selected and Oral Response
Sing	Sing instrumental parts within an ensemble with appropriate articulation, phrasing, and dynamics with appropriate posture and breath support.	Sing instrumental parts within an ensemble with appropriate articulation, phrasing, and dynamics with appropriate posture and breath support.	Sing instrumental parts within an ensemble with appropriate articulation, phrasing, and dynamics with appropriate posture and breath support.	Sing instrumental parts within an ensemble with appropriate articulation, phrasing, and dynamics with appropriate posture and breath support.	Standard 1: Create, Concept 1: Sing alone and with others	Sing	Performance Assessment
	Sing a played pitch.	Sing a played pitch.	Sing a played pitch.	Sing a played pitch.	Standard 1: Create, Concept 1: Sing alone and with others	Sing	Performance Assessment
	Vocalize rhythmic patterns.	Vocalize rhythmic patterns in simple meters.	Vocalize rhythmic patterns in complex/changing meters.	Vocalize rhythmic patterns in complex/changing meters.	Standard 1: Create, Concept 1: Sing alone and with others	Vocalize	Performance Assessment
Technique	Respond to conductor's cues with appropriate style and expression.	Respond to conductor's cues with appropriate style and expression.	Respond to conductor's cues with appropriate style and expression.	Respond to conductor's cues with appropriate style and expression.	Strand 1: Create; Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures.	Respond	Performance Assessment
	Tune instrument against a reference pitch.	Tune instrument against a reference pitch and to unison and octave pitches within the ensemble. Understands pitch tendencies on the instrument.	Tune instrument against a reference pitch and to unison and octave pitches within the ensemble. Understands and adjusts pitch tendencies on the instrument. Adjusts intonation as required harmonically.	Tune instrument against a reference pitch and to unison and octave pitches within the ensemble. Understands and adjusts pitch tendencies on the instrument. Adjusts intonation as required harmonically.	Strand 1: Create; Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures.	Tune	Performance Assessment
	Demonstrate basic embouchure, posture, hand/stick/mallet position appropriate for characteristic tone.	Demonstrate how factors such as embouchure shape and tension, mouthpiece and reed selection, slide position, stick/mallet placement, and fingerings influence intonation and tone quality on the instrument.	Demonstrate how factors such as embouchure shape and tension, mouthpiece and reed selection, slide position, stick/mallet placement, and fingerings influence intonation and tone quality on the instrument.	Demonstrate how factors such as embouchure shape and tension, mouthpiece and reed selection, slide position, stick/mallet placement, and fingerings influence intonation and tone quality on the instrument.	Strand 1: Create; Concept 5: Read and notate music	Demonstrate	Written, oral, and/or Performance assessment
Maintenance	Assemble and identify the various parts of the instrument.	Assemble and identify the various parts of the instrument.	Assemble and identify the various parts of the instrument.	Assemble and identify the various parts of the instrument.	Strand 1: Create; Concept 2: Playing instruments alone and with others	Assemble and identify	Written or oral response
	Demonstrate proper care and maintenance of the instrument.	Demonstrate proper care and maintenance of the instrument.	Demonstrate proper care and maintenance of the instrument.	Demonstrate proper care and maintenance of the instrument.	Strand 1: Create; Concept 2: Playing instruments alone and with others	Demonstrate	Written, oral, and/or Performance assessment
Evaluate	Reflect on personal performance, individual and group, using teacher specified criteria and proper terminology.	Reflect on personal performance, individual and group, using teacher specified criteria and proper terminology.	Reflect on personal performance, individual and group, using teacher specified criteria and proper terminology.	Reflect on personal performance, individual and group, using teacher specified criteria and proper terminology.	Strand 3: Evaluate, Concept 1: Listening to and analyzing music	Reflect	Written, oral, and/or Performance assessment
	Identify the roles of melody, harmony, and accompaniment within the context of the ensemble.	Identify the roles of melody, harmony, and accompaniment within the context of the ensemble.	Identify and analyze the roles of melody, harmony, and accompaniment within the context of the ensemble.	Identify and analyze the roles of melody, harmony, and accompaniment within the context of the ensemble.	Strand 1: Create, Concept 5: Read and notate music	Identify and Analyze	Written, oral, and/or Performance assessment
	Listen attentively and evaluate musical examples and/or performances (recorded or live).	Listen attentively and evaluate musical examples and/or performances (recorded or live).	Listen attentively and evaluate musical examples and/or performances (recorded or live).	Listen attentively and evaluate musical examples and/or performances (recorded or live).	Strand 2: Relate, Concept 3: Understanding music in relation to self and universal themes.	Listen and Evaluate	Written, oral, and/or Performance assessment
	Critique a musical performance both orally and in writing, using specified criteria and appropriate terminology.	Critique a musical performance both orally and in writing, using specified criteria and appropriate terminology.	Critique a musical performance both orally and in writing, using specified criteria and appropriate terminology.	Critique a musical performance both orally and in writing, using specified criteria and appropriate terminology.	Strand 3: Evaluate, Concept 2: Evaluating music and music performances	Critique	Written, oral, and/or Performance assessment
Create a composition using end-of-year expectations.	Create a composition using end-of-year expectations.	Create a composition using end-of-year expectations.	Create a composition using end-of-year expectations.	Strand 1: Create; Strand 4: Composing and arranging composition	Create	Written, oral, and/or Performance assessment	