

Band I :: Introductory

TEKS Strand	Expectations
Foundations: Music Literacy	Students receive formal instruction in music theory with emphasis on understanding chord structure. In live and recorded music, students identify melodic and harmonic parts. Directors use patterns inherent in melodic and harmonic sequencing to communicate expressive musical qualities, and students are able to define these concepts using standard terminology.
Creative Expression	Students learn to read music literature and apply their knowledge and skills to developing proficiency on a chosen instrument. Students independently read new materials and sing and/or play them. Technical expectations include performing scales from memory; reading and playing music with dotted eighth and sixteenth notes, syncopation, compound and asymmetrical meters; and performing assigned parts in moderately easy to moderately difficult literature.
Historical and Cultural Relevance	As students listen to and perform compositions selected from a variety of cultures, periods, styles and composers, they develop an understanding of the characteristics used to categorize music literature. They begin to define the relationships between music and the other fine arts, and they begin to understand the roles of music in society.
Critical Evaluation and Response	Students formulate personal criteria for evaluating their own study, performance, goals, and the performance of others by comparing performances to exemplary models.
<p>Example:</p> <p>John Miller realized that many of his new Band I students would not know one another. Because of the importance of working together in Band, John designed a simple activity to foster dialogue among the band members and himself.</p> <p>In brief structured periods, students discuss in pairs or small groups topics such as favorite composers and literature selections they had listened to in class. Mr. Miller encourages students to provide support for their preferences, thus helping them develop and understand criteria for evaluating performances.</p> <p>The dialogues seemed not only to build a rapport within the class but also to help students appreciate similarities and differences in their thinking, so Mr. Miller decided to continue the discussions throughout the school year, adding topics related to new areas of study.</p>	
<p>Differentiation Strategies for Students with Special Needs</p>	