

# Band II :: Follows Band I

TEKS Strand	Expectations
<b>Foundations: Music Literacy</b>	Students continue to develop and refine technical skills and increase their music knowledge with performance and listening literature. These listening experiences refine melodic and harmonic pitch.
<b>Creative Expression</b>	The class focus is on student performance as part of a band. As students gain greater independence in lines of their score, they recognize that an increased understanding of the complexity of rhythmic and harmonic concepts is necessary. They understand each part separately and as an integral component of the whole composition. Technical expectations for musicians in Band II include the following: <ul style="list-style-type: none"> <li>• Range expansions</li> <li>• Increased independence with pitch and rhythm</li> <li>• Memorization of increasingly difficult selections</li> <li>• Interpretations of articulations, expressive symbols, and terms</li> <li>• The performance of approximately one-third of all major and minor scales from memory</li> </ul>
<b>Historical and Cultural Relevance</b>	Music reading, notation, and theory assist students in studying and performing literature of various cultures, styles, genres, and historical periods. Students work together and individually to discover ways of accessing the music of selected historical eras and cultures. Research involves exploring the music of other cultures and music's roles in both everyday life and special ceremonies.
<b>Critical Evaluation and Response</b>	Students develop criteria for evaluating performances. Thoughtful response is important for individual achievement and for the progress of the group as a whole.
<p><b>Example:</b></p> <p>George Gershwin combined the popular band music of the 1920s with the sophistication of the orchestra, resulting in the development of a new, distinctly American musical form. Band II students in Eliza Wheeler's class are learning a Gershwin medley for performance.</p> <p>As part of their performance preparation, the students research the history behind Gershwin's creative decision-making process. The class compiles a list of questions to structure their research. Among their guiding questions are the following:</p> <ul style="list-style-type: none"> <li>• In what context did Gershwin become familiar with orchestral music? With popular band music?</li> <li>• Did Gershwin consider his audience when composing his new, hybrid musical form?</li> <li>• Was he writing for the orchestra appreciators, the fans of popular band music, or both?</li> <li>• How did the musical elements of each genre affect the other?</li> <li>• What were the specific techniques Gershwin used to create his new work?</li> </ul>	
<b><u>Differentiation Strategies for Students with Special Needs</u></b>	