

Band IV :: Follows Band III

TEKS Strand	Expectations
Foundations: Music Literacy	Students demonstrate independence in interpreting music through the performance of selected literature. They analyze musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture using standard terminology. They also analyze the musical forms of their performance and listening repertoires.
Creative Expression	Students perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques. Literature ranges from moderately difficult to difficult. Comprehension of musical styles is demonstrated by the appropriateness of literature selected for performance. Students perform expressively, from memory and notation, a repertoire representing styles from diverse cultures. They become familiar with small- and large-ensemble performance techniques. They sight-read major, minor, modal, and chromatic melodies; read and write music; and interpret music symbols and terms. They improvise melodies and compose or arrange compositions.
Historical and Cultural Relevance	Students classify music by style, culture, and historical period and learn to justify their classifications. They describe the relationship between music and society and discuss the relationships between music and other disciplines. Some students explore career and avocational opportunities in music by meeting and talking with members of the local music community.
Critical Evaluation and Response	Students evaluate their own and others' performances and compositions by comparing them to exemplary models and learn to practice constructive criticism. Students are familiar with and practice proper concert etiquette.
<p>Example:</p> <p>To assess her Band IV students' knowledge of the diverse styles of music they have studied over the course of four years in band, Pam Reno gives her class a simple test.</p> <p>Periodically, Ms. Reno gives students a list of compositions, possibly unfamiliar to students, but nonetheless clearly representative of particular musical periods, styles, genres, and cultures studied in Band I–IV. Students classify the examples by style and by historical period and/or culture and justify their classifications.</p> <p>Though Ms. Reno grades the assessments, this is not the primary purpose of the exercise. She uses the tests to draw students' attention to the variety of works studied over a period of four years and to emphasize to students the importance of contextualizing performance literature with knowledge of its historical/cultural heritage.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	