



International School of Kenya

Empowering students to create solutions for tomorrow's challenges

Strand 1: Developing practical knowledge and skills

High School Band

<i>Standard 1.1: Sing, alone and with others, a varied repertoire of music</i>		<i>Standard 1.2: Perform on instruments, alone and with others, a varied repertoire of music</i>		<i>Standard 1.3: Improvise melodies, variations and accompaniments</i>		<i>Standard 1.4: Read and notate music</i>	
Band. 1.1.1	Sing band repertoire from many sources and in a wider range	Band. 1.2.1	Play a musical instruments while maintaining a steady beat	Band. 1.3.1	Improvise rhythmic pattern accompaniments using body patching, clapping, or on their instrument	Band 1.4.1	Learn complex rhythms (ta, ti-ti, tiri-tiri; ta and ti rests) through flash cards or writing own and recognizes standard symbols used to notate complex rhythms
Band. 1.1.2	Accurately echo and sing rhythmic and melodic phrases within more lengthy songs	Band. 1.2.2	Maintain syncopated rhythms or melodic patterns by themselves or with others on their instrument in combination	Band. 1.3.2	Improvise melodic patterns in the same style as to given phrases	Band 1.4.2	Recognize and play pitches as being on lines or spaces with some degree of accuracy with little teacher assistance
Band. 1.1.3	Sing on pitch and in rhythm and maintain a steady beat when singing with a group or independently	Band. 1.2.3	Respond to expressive qualities using phrasing, dynamic contrast, tempo change	Band. 1.3.3	Improvise simple rhythmic and melodic ostinatos	Band 1.4.3	Recognize the standard symbols for complex meters in 5/4 cut time, 6/8 (or any other complex meters);
Band. 1.1.4	Sing with appropriate timbre, diction and posture	Band. 1.2.4	Perform with good posture, position and stylistic accuracy to produce quality intonation and articulation on their instrument	Band. 1.3.4	Improvise complex rhythmic variations and simple melodic embellishments on familiar melodies	Band 1.4.4	Recognize and read basic rhythms (e.g., whole, half, quarter, eighth notes) and can manipulate dotted rhythmic patterns
Band. 1.1.5	Sing expressively, with appropriate dynamics, phrasing and interpretation	Band. 1.2.5	Perform a varied repertoire of music representing diverse genres and styles	Band. 1.3.5	Improvise short songs and instrumental pieces body sounds	Band 1.4.5	Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 5/4 and 6/8 meter signatures
Band. 1.1.6	Match dynamic levels and respond to conductor's cues when part of a group	Band. 1.2.6	Perform in a group while playing independent part with accuracy of melody, syncopated rhythm, beat and tempo			Band 1.4.6	Know symbols and traditional terms for dynamics,(forte, piano) tempo(allegro, largo) and articulation(staccato, legato) and uses them in performance



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						Band 1.4.7	Recognize and read basic rhythms (e.g., whole, half, quarter, eighth notes) and can manipulate dotted rhythmic patterns



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Strand 2: Developing creative expression of concepts and ideas

High School Advanced Band

Standard 2.5: Compose and arrange music within specified guidelines

Band. 2.5.1	Compose an instrumental piece with syncopated rhythms and melody
Band. 2.5.2	Create music to accompany readings or dramatizations (e.g., manipulate dimensions such as the variety of sounds, tempo, loudness, mood)
Band. 2.5.3	Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)
Band. 2.5.4	Compose an instrumental piece with syncopated rhythms and melody



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Strand 3: Communicating, interpreting and reflecting in the arts			
High School Advanced Band			
Standard 2.6 : Listen to, analyze and describes music		Standard 2.7: Evaluate music and music performances	
Band. 3.6.1	Listen to and analyze a composition to identify meter, form, rhythmic and melodic elements, syncopation, melodic contour, codas, 1 st , 2 nd endings	Band. 3.7.1	Create and apply own criteria for evaluating performances and compositions of others and self
Band. 3.6.2	Demonstrate the ability to play different pitches, ranges and overtones	Band. 3.7.2	Know own preferences and evaluate and describe what was successful using appropriate vocabulary (e.g. what should be changed? adjusts performance accordingly) without teacher help
Band. 3.6.3	Demonstrate the ability to define and describe what is being heard using an expanding music vocabulary and identifies specific instruments		
Band. 3.6.4	Identify more complex music forms when presented aurally and recognizes slight differences (addition of introduction, coda); identifies tonalities		
Band. 3.6.5	Identify western vs. world culture instruments accurately		



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Strand 4: Understanding the arts in context	
High School Advanced Band	
<i>Standard 4.8: Understand relationships between music, other arts and disciplines outside the arts</i>	
Band 4.8.1	Demonstrate proper audience behavior in such settings as classroom and school performances (e.g., listening quietly, clapping at the end, proper concert edict)
Band 4.8.2	Identify and describe common elements within and among dance, theater, music and the visual arts (e.g. movement, form, repetition)
Band 4.8.3	Describe ways in which the subject matter of other disciplines is related to music (e.g. folk songs/folk art and connections to history)
Band 4.8.4	Describe the use of music in the media (as in movie trailers, commercials, TV shows like American Idol or Dancing with the Stars)
Band 4.8.5	Explain and demonstrate how musical preferences reflect own personal experiences



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Strand 5: Developing connections, relationships and applications in the arts

High School Advanced Band

Standard 5.9: Understand music in relation to history and culture

Standard 5.10: Understand music in relation to technology

Band 5.9.1	Identify examples of music that represent various historical periods and events including modern popular music	Band 5.10.1	
Band 5.9.2	Know how basic elements of music are used in music from various cultures of the world and classifies selected works by selected genre (e.g. folk song) or style (e.g. pop rock)	Band 5.10.2	
Band 5.9.3	Demonstrate an understanding of how important composers that have influenced various genres of music throughout history		
Band 5.9.4	Describe how the use of specific musical elements (e.g. rhythm, melody, timbre, expressive devices) is characteristic of music from various cultures		
Band 5.9.5	Demonstrate an understanding of the roles of musicians (e.g. conductors, folk singers, instrumentalists) in various music settings and cultures		

PASSION | CREATIVITY | AMBITION

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