

# NYSSMA Curriculum Committee

## Sequencing the Standards

*Sequencing The Standards* is a resource that bridges the NYSSMA *Sequential Guide To Music Instruction (SGMI)* with the *NYS P12 Learning Standards for the Arts*. This guide enables educators to plan practical instruction for their students while increasing awareness of how student learning fulfills the ideals of the Standards. Under each artistic process (Creating, Performing, Responding, Connecting), the reader will find specific musical concepts and skills listed by developmental level.

## Sequencing the Standards - Band

### Creating (Cr)

*Conceiving and developing new artistic ideas and work*

#### Cr 1:

#### Generate and conceptualize artistic ideas and work

(NYS Arts Standards Process Component: Imagine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Echo short rhythmic patterns within a 4-beat pattern (Creating)	Short patterns, using level appropriate rhythms and scales (Creating)		Compose own rhythmic warm-ups (Creating)	
Explore timbral and pitch aspects of instrument (Creating)	Explore timbral and pitch aspects of instrument (Creating)	Basic improvisation within B $\flat$ and F Blues scales (Creating)		
	Call & response exercises (Creating)			
	Improvise short melodic patterns w/5–6 notes, using expression, articulation and dynamics (Creating)	Create a 4-measure melody over a I, IV, V, I progression (Creating)	Transpose simple melodies in different keys (Creating)	Complete an 8-measure chorale (Creating)
	Complete the last 2 measures of a 4-measure phrase, using either repetition or contrast (Creating)	Complete an 8-measure melody using variety, repetition, or contrast (Creating)	Compose short melodies based on a given scale (Creating)	Write variations on a given theme (Creating)

## Sequencing the Standards - Band

### Creating (Cr)

*Conceiving and developing new artistic ideas and work*

#### Cr 2:

#### Organize and develop artistic ideas and work

(NYS Arts Standards Process Components: Plan & Make)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Short patterns, using level appropriate rhythms and scales (Creating)	Short patterns, using level appropriate rhythms and scales, with articulation and dynamics (Creating)			
	Complete the last 2 measures of a 4-measure phrase, using either repetition or contrast (Creating)	Complete an 8-measure melody using variety, repetition, or contrast (Creating)		Write variations on a given theme
	Call & response exercises (Creating)	Basic improvisation within B <sup>b</sup> Blues scale (limited notes) (Creating)	Expanded improvisation within B <sup>b</sup> and F Blues scales (NYSSMA jazz requires adding ii <sup>7</sup> , V <sup>7</sup> , I <sup>7</sup> progressions in a variety of keys)	Expanded improvisation within chord progression ii <sup>7</sup> , V <sup>7</sup> , I, and dorian

## Sequencing the Standards - Band

### Creating (Cr)

*Conceiving and developing new artistic ideas and work*

**Cr 3:**

#### Refine and complete artistic work

(NYS Arts Standards Process Components: Evaluate & Refine / Present)

**Novice**  
(Beginner & NYSSMA Level I)

**Intermediate**  
(NYSSMA Level II)

**Proficient**  
(NYSSMA Level III)

**Accomplished**  
(NYSSMA Level IV /  
Commencement)

**Advanced**  
(NYSSMA Level V / VI,  
Major Sequence)

Complete an 8-measure melody using variety, repetition, or contrast (Creating)

Basic improvisation within B<sup>b</sup> Blues scale (limited notes) (Creating)

Expanded improvisation within B<sup>b</sup> and F Blues scales (NYSSMA jazz requires adding ii<sup>7</sup>, V<sup>7</sup>, I<sup>7</sup> progressions in a variety of keys)

Expanded improvisation within chord progression ii<sup>7</sup>, V<sup>7</sup>, I, and dorian

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

### Pr 4: Select, analyze, and interpret artistic work for presentation (NYS Arts Standards Process Components: Select / Analyze / Interpret)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA Level solo (Musicianship)	Perform NYSSMA Level solo (Musicianship)	Perform NYSSMA Level solo (Musicianship)	Perform NYSSMA Level solo (Musicianship)	Perform NYSSMA Level solo (Musicianship)
Perform NYSSMA Level ensemble literature (Musicianship)	Perform NYSSMA Level ensemble literature (Musicianship)	Perform NYSSMA Level ensemble literature (Musicianship)	Perform NYSSMA Level ensemble literature (Musicianship)	Perform NYSSMA Level ensemble literature (Musicianship)
Sight-read according to NYSSMA criteria (Musicianship)	Sight-read according to NYSSMA criteria (Musicianship)	Sight-read according to NYSSMA criteria (Musicianship)	Sight-read according to NYSSMA criteria (Musicianship)	Sight-read according to NYSSMA criteria (Musicianship)
	Perform duets, trios (Musicianship)	Perform duets, trios (Musicianship)	Perform duets, trios (Musicianship)	Teacher facilitated/ student led chamber ensemble (duets, trios, etc.) (Musicianship)
Listen to band recordings, and professional soloists in performance (Listening)	Perform duets, trios (Musicianship)	Participate in teacher led chamber ensemble (Musicianship)	Participate in teacher facilitated, student led chamber ensemble (Musicianship)	Participate in a chamber ensemble (duets, trios, etc.) (Musicianship)
Introduce musical phrasing in relation to language (Musicianship)				
Responding to the conductor (Musicianship)			Respond to interpretive gestures of the conductor (Musicianship)	

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Select, analyze, and interpret artistic work for presentation**  
(NYS Arts Standards Process Components: Select / Analyze / Interpret)

**Pr 4:**

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Student conducts $\frac{2}{4}$ , $\frac{3}{4}$ and $\frac{4}{4}$ time signature patterns (Musicianship)			Student conducts in a variety of time signature patterns (Musicianship)	
Independent part playing (3–4 part) within ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)		Leadership within ensemble (Musicianship)
Perform with characteristic style of music (History/Culture/Style)	March (History/Culture/Style)	Swing (American jazz art form) (History/Culture/Style)		Apply appropriate performance practice according to style (Musicianship)
Compare and contrast various characteristics of performance literature (History/Culture/Style)	Programmatic music (History/Culture/Style)	Aleatoric (chance) (History/Culture/Style)		
	Stylized dances (gigue, minuet, gavotte) (History/Culture/Style)	Medley of show tunes (History/Culture/Style)		

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Select, analyze, and interpret artistic work for presentation**  
(NYS Arts Standards Process Components: Select / Analyze / Interpret)

**Pr 4:**

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
			Listen to and perform a variety of literature that reflects world cultures, styles, periods, and genres. Selections may reflect: British Band, folk songs, pentatonic scales, Asian influenced music, Latin, gospel, etc. (History/ Culture/Style)	Listen to and perform a variety of literature that reflects world cultures, styles, periods, and genres. Selections may reflect: British Band, folk songs, pentatonic scales, Asian influenced music, Latin, gospel, etc. (History/ Culture/Style)
	Perform ensemble literature with key, time and tempo changes (Musicianship)	Perform ensemble literature with key, time, tempo and style changes (Musicianship)	Perform a variety of ensemble literature that includes key, time, tempo, meter, and style changes (Musicianship)	Perform a variety of ensemble literature that includes key, time, tempo, meter, and style changes (Musicianship)
	Look up musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	Use available resources to locate musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	Research and apply musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	
Introduce musical phrasing in relation to language (Musicianship)	Independently recognize and appropriately perform musical phrasing (Musicianship)			Explore modes (Listening)

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Select, analyze, and interpret artistic work for presentation**  
(NYS Arts Standards Process Components: Select / Analyze / Interpret)

**Pr 4:**

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Echo rhythms (Listening)				
Echo pitch (Listening)				
Echo musical patterns (Listening)		Introduce aural recognition of basic intervals and M / m scales (Listening)	Introduce aural recognition and vocalization of Major perfect intervals, and half steps (Listening)	Expand aural recognition and vocalization of all intervals (Listening)
		Basic improvisation within B $\flat$ and F Blues scales (Creating)	Expanded improvisation within B $\flat$ and F Blues scales (NYSSMA jazz requires adding ii $^7$ , V $^7$ , I $^7$ progressions in a variety of keys) (Creating)	Expanded improvisation within chord progression ii $^7$ , V $^7$ , I, and dorian (Creating)



## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 5:**

**Develop and refine artistic techniques and work for presentation**  
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
All items included in 'Technique' column ( <a href="#">from SGMI</a> )	All items included in 'Technique' column ( <a href="#">from SGMI</a> )	All items included in 'Technique' column ( <a href="#">from SGMI</a> )	All items included in 'Technique' column ( <a href="#">from SGMI</a> )	All items included in 'Technique' column ( <a href="#">from SGMI</a> )
All items included in 'Musical Elements & Notation' column ( <a href="#">from SGMI</a> )	All items included in 'Musical Elements & Notation' column ( <a href="#">from SGMI</a> )	All items included in 'Musical Elements & Notation' column ( <a href="#">from SGMI</a> )	All items included in 'Musical Elements & Notation' column ( <a href="#">from SGMI</a> )	All items included in 'Musical Elements & Notation' column ( <a href="#">from SGMI</a> )
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Starting and ending together (Musicianship)	Starting and ending together (Musicianship)	Starting and ending together (Musicianship)	Starting and ending together (Musicianship)	Starting and ending together (Musicianship)
Responding to the conductor (Musicianship)			Respond to interpretive gestures of the conductor (Musicianship)	
Student conducts $\frac{2}{4}$ , $\frac{3}{4}$ and $\frac{4}{4}$ time signature patterns (Musicianship)			Student conducts in a variety of time signature patterns (Musicianship)	

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 5:**

**Develop and refine artistic techniques and work for presentation**  
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Lesson/ensemble etiquette (Musicianship)				
Establish a basic practice routine (Musicianship)	Independently manage practice, lesson and rehearsal time (Musicianship)			
Maintain a basic practice routine (Musicianship)				
Introduce sight-reading (Musicianship)	Stylized dances (gigue, minuet, gavotte) (History/Culture/Style)	Sight-read according to NYSSMA criteria (Musicianship)		
Perform songs by rote and through written notation, with instruments and voice (Musicianship)				
Independent part playing (3–4 part) within ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)  Demonstrate independence in practice, rehearsal, and performance environments (Musicianship)

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 5:**

**Develop and refine artistic techniques and work for presentation**  
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Perform duets, trios (Musicianship)	Participate in teacher led chamber ensemble (Musicianship)	Participate in teacher facilitated, student led chamber ensemble (Musicianship)	Teacher facilitated/ student led chamber ensemble (duets, trios, etc.) (Musicianship)  Leadership within ensemble (Musicianship)
Introduce musical phrasing in relation to language (Musicianship)	Independently recognize and appropriately perform musical phrasing (Musicianship)	Perform warm-ups with a variety of expressive elements (articulation, dynamics, balance) (Musicianship)	Perform chorales in harmony, with appropriate musical quality (phrasing, breath control, balance, blend, intonation, etc.) (Musicianship)	
Echo rhythms (Listening)				
Echo pitch (Listening)				
Begin to discriminate instrument tuning (Listening)	Begin tuning instrument by ear, and/or by using electronic device (Listening)	Introduce intonation tendencies of student instrument with teacher directed correction (Musicianship)	Increased independence of tuning to recognize if own pitch is sharp or flat, and adjust appropriately (Listening)	Understand and adjust for intonation tendencies of own instrument (Musicianship)
Adjust embouchure and breath support to play in tune (Listening)	Introduce sharp/flat intonation, and adjustment needed (Listening)	Recognize if own pitch is sharp or flat, and how to appropriately adjust (Listening)		Adjust intonation to blend with section (Listening)

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 5:**

**Develop and refine artistic techniques and work for presentation**  
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Tune instrument w/teacher assistance (Listening)	Tune timpani to specific intervals (Listening)			Tune instrument independently to a sounding pitch (Listening)
Under teacher guidance, adjust intonation to blend with section (Listening)	Under teacher guidance, adjust intonation to blend with section (Listening)			
Perform with consideration of balance between melody and accompaniment (Listening)				
Perform with characteristic style of music (History/Culture/Style)	March (History/Culture/Style)	Swing (American jazz art form) (History/Culture/Style)		
Hear and discriminate different sections of instruments within ensemble (Listening)	Programmatic music (History/Culture/Style)	Programmatic music (History/Culture/Style)		Chamber ensemble (History/Culture/Style)
		Medley of show tunes (History/Culture/Style)		Apply appropriate performance practice according to style (Musicianship)

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 5:**

**Develop and refine artistic techniques and work for presentation**  
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
			Listen to and perform a variety of literature that reflects world cultures, styles, periods, and genres. Selections may reflect: British Band, folk songs, pentatonic scales, Asian influenced music, Latin, gospel, etc. (History/ Culture/Style)	Listen to and perform a variety of literature that reflects world cultures, styles, periods, and genres. Selections may reflect: British Band, folk songs, pentatonic scales, Asian influenced music, Latin, gospel, etc. (History/ Culture/Style)  Perform a variety of ensemble literature that includes key, time, tempo, meter, and style changes (Musicianship)
Good vs poor tone discrimination (Listening)				
Self-awareness and evaluation of technique (posture, pitch, tone, etc.) (Musicianship)	Performance critique of band (balance, ensemble, pitch, etc.) (Musicianship)	Assess solo and ensemble performance using musical terminology (Listening)	Make appropriate adjustments in response to what is heard, to improve performance (Musicianship)	
Self assessment using musical terminology (Listening)	Assess solo and ensemble, using musical terminology (Listening)			

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 5:**

**Develop and refine artistic techniques and work for presentation**  
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Write in music (using pencil) to remind self of performance improvements (Musicianship)	Through self-assessment, student writes on music (using pencil) to improve performance (Musicianship)	Student writes in music (using pencil) to improve performance (Musicianship)	Through self-assessment, student writes on music (using pencil) to improve performance (Musicianship)	Student demonstrates independence in practice, rehearsal, and performance environments (Musicianship)
	Perform ensemble literature with key, time, and tempo changes (Musicianship)	Perform ensemble literature with key, time, tempo and style changes (Musicianship)	Perform a variety of ensemble literature that includes key, time, tempo, meter, and style changes (Musicianship)	
	Discriminate and respond to dynamic levels in music (Listening)			
	Look up musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	Use available resources to locate musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)		
		Introduce aural recognition of basic intervals and M / m scales (Listening)	Introduce aural recognition and vocalization of Major perfect intervals, and half steps (Listening)	Expand aural recognition and vocalization of all intervals (Listening)
				Explore modes (Listening)

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 5:**

**Develop and refine artistic techniques and work for presentation**  
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
<p>Concert etiquette and performance practice (Musicianship)</p>		<p>Basic improvisation within B<math>\flat</math> and F Blues scales (Creating)</p>		<p>Expanded improvisation within chord progression ii<math>^7</math>, V<math>^7</math>, I, and dorian (Creating)</p>

## Sequencing the Standards - Band

### Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

### Convey meaning through the presentation of artistic work (NYS Arts Standards Process Component: Present)

**Pr 6:**

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Perform duets, trios (Musicianship)	Perform duets, trios (Musicianship)	Perform duets, trios (Musicianship)	Perform duets, trios (Musicianship)	Perform duets, trios (Musicianship)
Sight-read according to NYSSMA criteria (Musicianship)	Sight-read according to NYSSMA criteria (Musicianship)	Sight-read according to NYSSMA criteria (Musicianship)	Sight-read according to NYSSMA criteria (Musicianship)	Sight-read according to NYSSMA criteria (Musicianship)
Concert etiquette and performance practice (Musicianship)			Perform chorales in harmony, with appropriate musical quality (phrasing, breath control, balance, blend, intonation, etc.) (Musicianship)	
Student conducts $\frac{2}{4}$ , $\frac{3}{4}$ and $\frac{4}{4}$ time signature patterns (Musicianship)		Perform warm-ups with a variety of expressive elements (articulation, dynamics, balance) (Musicianship)	Student conducts in a variety of time signature patterns (Musicianship)	



## Sequencing the Standards - Band

### Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 6:**

**Convey meaning through the presentation of artistic work**  
(NYS Arts Standards Process Component: Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform songs by rote (Listening)				
Compare and contrast various characteristics of performance literature (History/Culture/Style)				
Perform with characteristic style of music (History/ Culture/Style)	Perform with characteristic style of music (History/ Culture/Style)	Swing (American jazz art form) (History/Culture/ Style)	Listen to and perform a variety of literature that reflects world cultures, styles, periods, and genres. Selections may reflect: British Band, folk songs, pentatonic scales, Asian influenced music, Latin, gospel, etc. (History/ Culture/Style)	Listen to and perform a variety of literature that reflects world cultures, styles, periods, and genres. Selections may reflect: British Band, folk songs, pentatonic scales, Asian influenced music, Latin, gospel, etc. (History/ Culture/Style)
	Stylized dances (gigue, minuet, gavotte) (History/ Culture/Style)	Aleatoric (chance) (History/ Culture/Style)		Aleatoric (chance) (History/ Culture/Style)
		Medley of show tunes (History/Culture/Style)		Apply appropriate performance practice according to style (Musicianship)

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 6:**

**Convey meaning through the presentation of artistic work**  
(NYS Arts Standards Process Component: Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform songs by rote and through written notation, with instruments and voice (Musicianship)				Demonstrate independence in practice, rehearsal, and performance environments (Musicianship)
	Perform ensemble literature with key, time and tempo changes (Musicianship)	Perform ensemble literature with key, time, tempo and style changes (Musicianship)	Perform a variety of ensemble literature that includes key, time, tempo, meter, and style changes (Musicianship)	Perform a variety of ensemble literature that includes key, time, tempo, meter, and style changes (Musicianship)
Hear and discriminate different sections of instruments within ensemble (Listening)	Perform with consideration of balance between sections of the band (Listening)			Leadership within ensemble (Musicianship)
Perform with consideration of balance between melody and accompaniment (Listening)			Compose own rhythmic warm-ups (Creating)	
			Compose short melodies based on a given scale (Creating)	

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 6:**

**Convey meaning through the presentation of artistic work**  
(NYS Arts Standards Process Component: Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Independent part playing (3–4 part) within ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)	Maintain own part within ensemble (Musicianship)		
Starting and ending together (Musicianship)		Participate in teacher led chamber ensemble (Musicianship)	Participate in teacher facilitated, student led chamber ensemble (Musicianship)	Teacher facilitated/ student led chamber ensemble (duets, trios, etc.) (Musicianship)
Introduce musical phrasing in relation to language (Musicianship)	Independently recognize and appropriately perform musical phrasing (Musicianship)			
Good vs poor tone discrimination (Listening)	Performance critique of band (balance, ensemble, pitch, etc.) (Musicianship)		Make appropriate adjustments in response to what is heard, to improve performance (Musicianship)	
	Assess solo and ensemble, using musical terminology (Listening)	Assess solo and ensemble performance using musical terminology (Listening)		
	Discriminate and respond to dynamic levels in music (Listening)			

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 6:**

**Convey meaning through the presentation of artistic work**  
(NYS Arts Standards Process Component: Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
				Explore modes (Listening)
		Basic improvisation within B <sup>b</sup> and F Blues scales (Creating)	Expanded improvisation within B <sup>b</sup> and F Blues scales (NYSSMA jazz requires adding ii <sup>7</sup> , V <sup>7</sup> , I <sup>7</sup> progressions in a variety of keys) (Creating)	Expanded improvisation within chord progression ii <sup>7</sup> , V <sup>7</sup> , I, and dorian (Creating)
Complete an 8-measure melody using variety, repetition, or contrast (Performing)		Complete an 8-measure melody using variety, repetition, or contrast (Performing)		
Begin to discriminate instrument tuning (Listening)	Begin tuning instrument by ear, and/or by using electronic device (Listening)	Tuning instrument by ear, and/or by using electronic device (Listening)	Tuning instrument by ear, and/or by using electronic device (Listening)	Understand and adjust for intonation tendencies of own instrument (Musicianship)
	Tune timpani to specific intervals (Listening)	Tune timpani to M 3 <sup>rd</sup> & M 6 <sup>th</sup>	Teacher directed adjustment for intonation tendencies of instrument (Musicianship)	Tune instrument independently to a sounding pitch (Listening)

## Sequencing the Standards - Band Performing (Pr)

*Realizing artistic ideas and work through interpretation and presentation*

**Pr 6:**

**Convey meaning through the presentation of artistic work**  
(NYS Arts Standards Process Component: Present)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Under teacher guidance, adjust intonation to blend with section (Listening)	Under teacher guidance, adjust intonation to blend with section (Listening)	Introduce intonation tendencies of student instrument with teacher directed correction (Musicianship)		
Adjust embouchure and breath support to play in tune (Listening)	Introduce sharp/flat intonation, and adjustment needed (Listening)	Recognize if own pitch is sharp or flat, and how to appropriately adjust (Listening)	Increased independence of tuning to recognize if own pitch is sharp or flat, and adjust appropriately (Listening)	Adjust intonation to blend with section (Listening)
			Apply knowledge of enharmonics in literature (Listening)	
			Research and apply musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	

## Sequencing the Standards - Band

### Responding (Re)

*Understanding and evaluating how the arts convey meaning*

#### Re 7:

#### Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Lesson book recordings (Listening)	Recordings of professional performers ((Listening)	Recordings of professional performers (Listening)	Recordings of professional performers (Listening)	
Teacher modeling (Listening)				
Listen to band recordings, and professional soloists in performance (Listening)				
Compare and contrast various characteristics of performance literature (History/Culture/Style)		Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills (Listening)
	March (History/Culture/Style)			

## Sequencing the Standards - Band

### Responding (Re)

*Understanding and evaluating how the arts convey meaning*

#### Re 7:

#### Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

**Novice**  
(Beginner & NYSSMA Level I)

**Intermediate**  
(NYSSMA Level II)

**Proficient**  
(NYSSMA Level III)

**Accomplished**  
(NYSSMA Level IV /  
Commencement)

**Advanced**  
(NYSSMA Level V / VI,  
Major Sequence)

	Programmatic music (History/Culture/Style)			
Perform with characteristic style of music (History/Culture/Style)	Discriminate and respond to dynamic levels in music (Listening)	Introduce aural recognition of basic intervals and M / m scales (Listening)		Apply appropriate performance practice according to style (Musicianship)  Leadership within ensemble (Musicianship)

## Sequencing the Standards - Band

### Responding (Re)

*Understanding and evaluating how the arts convey meaning*

#### Re 8:

#### Interpret meaning in artistic work

(NYS Arts Standards Process Component: Interpret)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Listen to band recordings, and professional soloists in performance (Listening)				
Lesson book recordings (if available) (Listening)				
Teacher modeling (Listening)	Recordings of professional performers (Listening)	Recordings of professional performers (Listening)	Recordings of professional performers (Listening)	
Introduce musical phrasing in relation to language (Musicianship)	Independently recognize and appropriately perform musical phrasing (Musicianship)			
	Discriminate and respond to dynamic levels in music (Listening)			
				Adjust intonation to blend with section (Listening)



## Sequencing the Standards - Band

### Responding (Re)

*Understanding and evaluating how the arts convey meaning*

#### Re 8:

#### Interpret meaning in artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
				Leadership within ensemble (Musicianship)
Perform with characteristic style of music (History/Culture/Style)	Programmatic music (History/Culture/Style)			Apply appropriate performance practice according to style (Musicianship)
	March (History/Culture/Style)			
Perform with consideration of balance between melody and accompaniment (Listening)	Perform with consideration of balance between sections of the band (Listening)			Demonstrate independence in practice, rehearsal, and performance environments (Musicianship)
Compare and contrast various characteristics of performance literature (History/Culture/Style)		Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills (Listening)

## Sequencing the Standards - Band

### Responding (Re)

*Understanding and evaluating how the arts convey meaning*

#### Re 9:

#### Apply criteria to evaluate artistic work

(NYS Arts Standards Process Component: Evaluate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Write in music (using pencil) to remind self of performance improvements (Musicianship)	Through self-assessment, student writes on music (using pencil) to improve performance (Musicianship)	Student writes in music (using pencil) to improve performance (Musicianship)		
Establish a basic practice routine (Musicianship)				
Perform duets, trios (Musicianship)				Teacher facilitated/ student led chamber ensemble (duets, trios, etc.) (Musicianship)
				Participate in a chamber ensemble (duets, trios, etc.) (Musicianship)
				Demonstrate independence in practice, rehearsal, and performance environments (Musicianship)

## Sequencing the Standards - Band

### Responding (Re)

*Understanding and evaluating how the arts convey meaning*

#### Re 9:

#### Apply criteria to evaluate artistic work

(NYS Arts Standards Process Component: Evaluate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform with consideration of balance between melody and accompaniment (Listening)	Independently recognize and appropriately perform musical phrasing (Musicianship)			
Introduce musical phrasing in relation to language (Musicianship)	Discriminate and respond to dynamic levels in music (Listening)			
Hear and discriminate different sections of instruments within ensemble (Listening)		Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills (Listening)	Discriminatory listening across sections of the band, with increasing sophistication of musicianship skills (Listening)
Compare and contrast various characteristics of performance literature (History/Culture/Style)				
Teacher modeling (Listening)				
Listen to band recordings, and professional soloists in performance (Listening)				

## Sequencing the Standards - Band

### Responding (Re)

*Understanding and evaluating how the arts convey meaning*

#### Re 9:

#### Apply criteria to evaluate artistic work

(NYS Arts Standards Process Component: Evaluate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Lesson book recordings (if available) (Listening)		Recordings of professional performers ((Listening)	Recordings of professional performers (Listening)	Recordings of professional performers (Listening)
	Perform with characteristic style of music (History/ Culture/Style)	March (History/Culture/ Style)		Apply appropriate performance practice according to style (Musicianship)
			Programmatic music (History/Culture/Style)	Leadership within ensemble (Musicianship)

## Sequencing the Standards - Band

### Connecting (Cn)

*Relating artistic ideas and work with personal meaning and external context*

#### Cn 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

(NYS Arts Standards Process Component: Relate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Perform with characteristic style of music (History/ Culture/Style)		Aleatoric (chance) (History/ Culture/Style)		Performance practices as applied to style periods (History/Culture/Style)
	Perform duets, trios			Teacher facilitated/ student led chamber ensemble (duets, trios, etc.) (Musicianship)
				Leadership within ensemble (Musicianship)

## Sequencing the Standards - Band

### Connecting (Cn)

*Relating artistic ideas and work with personal meaning and external context*

#### Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)	Perform NYSSMA solo (Musicianship)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Folk songs of different cultures (History/Culture/Style)	March (History/Culture/Style)	Swing (American jazz art form) (History/Culture/Style)	Listen to and perform a variety of literature that reflects world cultures, styles, periods, and genres. Selections may reflect: British Band, folk songs, pentatonic scales, Asian influenced music, Latin, gospel, etc. (History/Culture/Style)	Listen to and perform a variety of literature that reflects world cultures, styles, periods, and genres (History/Culture/Style)
Historical / geographical / cultural connections of repertoire (History/Culture/Style)	Medley (History/Culture/Style)	Aleatoric (chance) (History/Culture/Style)		History and development of own instrument (History/Culture/Style)
Perform with characteristic style of music (History/Culture/Style)	Programmatic music (History/Culture/Style)	Medley of show tunes (History/Culture/Style)		Apply appropriate performance practice according to style (Musicianship)

## Sequencing the Standards - Band

### Connecting (Cn)

*Relating artistic ideas and work with personal meaning and external context*

#### Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (Beginner & NYSSMA Level I)	Intermediate (NYSSMA Level II)	Proficient (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Compare and contrast various characteristics of performance literature (History/Culture/Style)	Stylized dances (gigue, minuet, gavotte) (History/Culture/Style)			
	Movie Themes (History/Culture/Style)			
		Careers in music (History/Culture/Style)	Careers in music (History/Culture/Style)	Careers in music (History/Culture/Style)
	Look up musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	Use available resources to locate musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	Research and apply musical information (fingerings, history, composer, definitions, symbols, etc.) (Musicianship)	History and development of own instrument (History/Culture/Style)
	Perform duets, trios			
Perform with characteristic style of music (History/Culture/Style)				Performance practices as applied to style periods (History/Culture/Style)