

# PARENT A GLANCE

Find out what your child is **learning** and how to **help**.



| SUBJECT                          | Level I Band  | Level II Band   | Level III Band  | Level IV Band   |  |
|----------------------------------|---|---|---|---|--|
| Ideas students are learning      | Fundamental Skills; Daily Performance and Evaluation; Compare Performance to Exemplary Model                              | Fundamental Skills; Informed Criteria for Performance Evaluations; Compare Performance to Exemplary Model       | Fundamental Skills; Informed Criteria for Performance Evaluations                                       | Balance, Blend and Intonation; Informed Criteria for Performance Evaluations                            |  |
| Skills                           | Displays proper concert etiquette; Performs with an understanding of UIL procedures for sightreading                      | Displays proper concert etiquette; Performs with an understanding of UIL procedures for sightreading            | Displays proper concert etiquette; Performs with an understanding of UIL procedures for sightreading    | Displays proper concert etiquette; Performs with an understanding of UIL procedures for sightreading    |  |
| Work and assignments to look for | Students will listen to themselves, and make comments; listen to other ensembles & make comments                          | Students will listen to themselves, and make comments; listen to other ensembles & make comments                | Students will listen to themselves, and make comments; listen to other ensembles & make comments        | Students will listen to themselves, and make comments; listen to other ensembles & make comments        |  |
| Questions Parents Can Ask        | What listening skills are needed for a person to critique a performance in a respectful way? What ingredients are needed? | How do you improve your evaluation skills? How do fundamental skills, intonation and rhythm affect performance? | How does a person critique a performance in a respectful way and what should you listen for?            | How do you determine if various sections are performing with appropriate balance and blend?             |  |
| Special Notes                    | Preparation for UIL Concert & Sightreading Contest; UIL State Solo & Ensemble Contest; Spring Festivals                   | Preparation for UIL Concert & Sightreading Contest; UIL State Solo & Ensemble Contest; Spring Festivals         | Preparation for UIL Concert & Sightreading Contest; UIL State Solo & Ensemble Contest; Spring Festivals | Preparation for UIL Concert & Sightreading Contest; UIL State Solo & Ensemble Contest; Spring Festivals |  |