



Music | Grade 8 Band



ORGANIZING THEME/ TOPIC	FOCUS STANDARDS	FOCUS SKILLS
<p>UNIT 1: Getting Started in 8th Grade Band</p> <p>This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 1-9</p>	<p>STANDARD 2 – PERFORMING</p> <p>(Pr.1.N) - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Improvise a melody using “do-so” • Improvise rhythms using half, quarter, and eighth note pairs. <p>PERFORMING SKILLS.</p> <ul style="list-style-type: none"> • Identify and perform in key signatures for concert F and E-flat. • Count and perform rhythms in Cut time (alla breve) • Use resources to learn unknown and alternate fingerings/positions. • Interpret and perform tempo markings. • Identify sharp or flat on tuning note utilizing a drone or tuner as reference. • Demonstrate the use of additional articulation skills: legato, tenuto, marcato • Transpose concert pitch to written pitch for the student’s instrument. • Percussionists: Demonstrate additional skills - double stroke, tap, bounce stroke, multiple bounce rolls, paradiddles. • Wind Players: Demonstrate correct chromatic fingerings and positions for 2 octave Concert F Chromatic Scale (Horns and Tenors, Concert C Chromatic) <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and name notes in the appropriate clef for student’s instrument. • Identify and perform rhythms in $\frac{3}{8}$, $\frac{6}{8}$. • Recognize the order that sharps and flats are added to a key signature. • Identify and perform a 2 octave Concert F Chromatic Scale (Horns and Tenors, Concert C Chromatic) • Correctly identify and perform trills, grace notes, and cue

		<p>notes as determined by performance literature.</p> <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score with articulation, dynamic and phrase markings. • Interpret and respond to conductors beat patterns and gestures. • Evaluate and describe individual and group performances using appropriate terminology and providing constructive suggestions for improvement. • Demonstrate appropriate etiquette as a performer and audience member. • Student will identify parts of instrument, assemble instrument correctly, and maintain instrument in proper playing condition. <p>RESPONDING SKILLS</p> <ul style="list-style-type: none"> • Describe music and musical performance using musical terminology • Provide constructive suggestions for improvement • Evaluate self as a solo and ensemble performer • Demonstrate appropriate etiquette as performer and audience member.
<p>UNIT 2: Introducing 8th Grade Band Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 10 - 18</p> <p>UNIT 2: Introduce New Skills(Cont.)</p>	<p>STANDARD 1 – CREATE</p> <p>(Cr.1.N) Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <p>STANDARD 2 - PERFORM</p> <p>(Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Improvise a melody using “do-so” • Improvise rhythms using half, quarter, and eighth note pairs <p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> • Winds: Demonstrate developmentally appropriate vibrato for flute, saxophone and double reeds. • Demonstrate correct chromatic fingerings and positions for a <i>minimum of two</i> octaves for their instrument • Demonstrate the use of additional articulation skills: portato • Percussion: Demonstrate drags and ruffs. • Understand basic instrument tendencies and appropriate tuning adjustments • Adjust intonation during performance. <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and perform rhythms in $\frac{3}{8}$, $\frac{6}{8}$, • Identify and perform in key signatures for concert C, and

	<p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>A-flat</p> <ul style="list-style-type: none"> Identify and perform a 2 octave Concert F Chromatic Scale (Horns and Tenors, Concert C Chromatic Correctly identify and perform trills, grace notes, and cue notes as determined by performance literature. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> Mark score according to contextual interpretation from conductor and/or class collaboration Demonstrate ability to shape a phrase dependent on contour of musical line. Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo •Consider historical/cultural context in interpretation of style. <p>RESPONDING SKILLS</p> <ul style="list-style-type: none"> Describe music and musical performance using musical terminology Provide constructive suggestions for improvement Evaluate self as a solo and ensemble performer Consider historical/cultural context in interpretation of style. Demonstrate appropriate etiquette as performer and audience member.
<p>UNIT 3: Refining our 8th Grade Band Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately Week 19-27</p>	<p>STANDARD 1 – CREATE (Cr.2.N) Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.</p> <p>STANDARD 2 - PERFORM (Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> Improvise a melody using “do-so” Improvise rhythms using half, quarter, and eighth note pairs <p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> Winds: Demonstrate developmentally appropriate vibrato for flute, saxophone and double reeds. Demonstrate correct chromatic fingerings and positions for a <i>minimum of two</i> octaves for their instrument Demonstrate the use of additional articulation skills: portato Percussion: Demonstrate drags and ruffs. Understand basic instrument tendencies and appropriate tuning adjustments Adjust intonation during performance.

	<p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>NOTATION</p> <ul style="list-style-type: none"> Identify and perform rhythms in $\frac{3}{8}$, $\frac{6}{8}$, Identify and perform in key signatures for concert C, and A-flat Identify and perform a 2 octave Concert F Chromatic Scale (Horns and Tenors, Concert C Chromatic Correctly identify and perform trills, grace notes, and cue notes as determined by performance literature. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> Mark score according to contextual interpretation from conductor and/or class collaboration Demonstrate ability to shape a phrase dependent on contour of musical line. Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo Demonstrate appropriate audience etiquette <p>RESPONDING SKILLS</p> <ul style="list-style-type: none"> Describe music and musical performance using musical terminology Provide constructive suggestions for improvement Evaluate self as a solo and ensemble performer Consider historical/cultural context in interpretation of style. Demonstrate appropriate etiquette as performer and audience member.
<p>UNIT 4: 8th Grade Band Musicianship and Performance</p> <p>This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Time Frame: Approximately Week 28-36</p>	<p>STANDARD 1 - CREATE</p> <p>(Cr.3.N) Evaluate and refine draft compositions and improvisations based on knowledge skills and teacher provided criteria.</p> <p>(Cr.4.N) Share personally developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate an understanding of characteristic(s) of music or text(s) student in rehearsal.</p> <p>STANDARD 2 - PERFORM</p> <p>(Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> Improvise a melody using “do-so” Improvise rhythms using half, quarter, and eighth note pairs <p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> Winds: Demonstrate developmentally appropriate vibrato for flute, saxophone and double reeds. Demonstrate correct chromatic fingerings and positions for a <i>minimum of two</i> octaves for their instrument Demonstrate the use of additional articulation skills: portato Percussion: Demonstrate drags and ruffs. Understand basic instrument tendencies and appropriate tuning adjustments Adjust intonation during performance.

UNIT 4: Synthesize New Skills (Cont.)

understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances

(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances

(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music

(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances

STANDARD 3 - RESPONDING

(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

NOTATION

- Identify and perform rhythms in $\frac{3}{8}$, $\frac{6}{8}$,
- Identify and perform in key signatures for concert C, and A-flat
- Identify and perform a 2 octave Concert F Chromatic Scale (Horns and Tenors, Concert C Chromatic
- Correctly identify and perform trills, grace notes, and cue notes as determined by performance literature.

MUSICIANSHIP

- Mark score according to contextual interpretation from conductor and/or class collaboration
- Demonstrate ability to shape a phrase dependent on contour of musical line. Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo
- Demonstrate appropriate audience etiquette

RESPONDING SKILLS

- Describe music and musical performance using musical terminology
- Provide constructive suggestions for improvement
- Evaluate self as a solo and ensemble performer
- Consider historical/cultural context in interpretation of style.
- Demonstrate appropriate etiquette as performer and audience member.