

8th GRADE BAND

8th Grade Band is offered to all students who have completed Fairfield Band Skill Level III and desire training in instrumental, ensemble, and performance techniques, as well as music reading. All band students will receive a small group homogeneous lesson once each week. Lessons will take place during the school day on a rotating pull-out basis with the band director or FPS music teacher specializing in band.

Recommended lesson size is no more than six students. Homework for this class includes regular, consistent practice on assigned lesson and ensemble music.

Participation in the winter and spring evening curricular concerts and the Memorial Day Parade is expected and integral for successful completion of this class. 8th Grade Band is a full year class. Students electing Band/Chorus will rehearse for two band ensemble rehearsals per week while students electing Band Only will rehearse for a total of three rehearsals per week.

Course Overview

All students in the Fairfield Band Program progress through an Ensemble Sequence and individual Instrument Skill Levels.

Fairfield's Band Program Ensemble Sequence

<u>Grade/Course</u>	<u>Instrument Skill Level</u>	<u>Ensemble Sequence Marker</u>
5 th Grade Band	I	Novice
6 th Grade Band	II	Novice
7 th Grade Band	III	Intermediate
8th Grade Band	IV	Intermediate
Concert Band	V	Proficient
Symphonic Band	VI	Accomplished
Wind Ensemble	VII	Advanced
Jazz Ensemble	*Extension Course	Advanced

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative**, **responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make **connections** to other subjects and settings to promote and enhance lifelong learning.

Ensemble Goals

- I. Learn and demonstrate ensemble performing techniques which will

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

	<p>include responding to conductor's cues, ensemble balance and blend, and performance etiquette.</p> <p>II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.</p> <p>III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.</p> <p>IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.</p> <p>Small Group Lesson Goals</p> <p>I. Progress through Skill Level IV in the Fairfield Public School band program. Students will complete Skill Level IV by the end of their 8th grade year.</p> <p>II. Develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances.</p> <p>III. Demonstrate proper care and maintenance of their instrument.</p> <p>IV. Develop independent problem solving strategies through appropriate practice techniques.</p>	<ul style="list-style-type: none"> • Synthesize and relate knowledge and personal experiences to make art. • Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
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Summary Ensemble Skill Objectives

Used in all Summary Objectives for all students regardless of instrument

Level IV

- Student can enumerate and perform whole note, half note, quarter note, eighth note patterns including their corresponding rests in both simple and compound meter, and sixteenth note patterns, and their corresponding rests and triplets in simple meter.
- Play and read 4/4, 2/4, 3/4, 2/2, 6/8 time signatures, and swing eighth notes.
- Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat, segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup.
- Students can identify and perform the following terms and symbols: **vivace, maestoso, forte piano, sforzando, sforzando piano, similie, poco a poco, molto, subito, triplet, da capo al fine, adagio, allegretto, legato and swing.**

Summary Small Group Lesson Skill Objectives

Fairfield Skill Level IV

Students will:

- Master range, tone production, articulation, phrasing, major and chromatic scales in accordance with Fairfield Skill Level IV.
- Evaluate their own performances and compare and contrast them to performances of others, both individually and within a small group lesson.

Assessments

Ensemble Assessments

- Ensemble Performances (Winter and Spring Concerts)
- Written Concert Evaluation (Winter and Spring)
- Written End of the Year assessment

Small Group Lesson Assessments

- End of Year Playing assessment
- Skill Level IV Individual Checklist

CREATING

Conceiving and developing new artistic ideas and work.

Enduring Understandings

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Process Components: Plan and Make, Evaluate and Refine

Repertoire	Tasks	Assessment
<ul style="list-style-type: none">• Student composed 12-bar Blues melodies	Small Group Lessons <ul style="list-style-type: none">• Given the notes of a blues scale, students compose a 12-bar melody, using the blues scale, to be performed in a swing feel.• Students evaluate and refine their work; the melody will be performed to a recorded “playalong” track in lessons.	Small Group Lessons <ul style="list-style-type: none">• Self-assessment checklist to include task specific parameters• Composition Rubric• Peer Assessment

PERFORMING

Realizing artistic ideas and work through interpretation and presentation.

Enduring Understanding

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present

Repertoire

Ensemble

Students will perform grade level appropriate band arrangements representing a variety of genres that include Fairfield's Skill Level IV objectives. Jazz and Movie music are the focus genres in 8th grade, and 6-8 time signature is the focus meter. At least one piece in each of the focus areas will be performed during the year.

Small Group Lesson

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level IV objectives.

Tasks

Ensemble

Students will:

- Perform Concert Bb, Eb, F, Ab, C, G, and D Major scales and Bb blues scale as a group
- Perform a one octave B flat chromatic scale from memory.
- Rehearse as a full ensemble and perform band literature demonstrating appropriate dynamics, balance and blend while interpreting the conductor's non-verbal directions.
 - Analyze & Interpret pitches, rhythms, note values, dynamics, and articulations
 - Evaluate & Refine ensemble balance, blend, intonation and articulation.
- Present band literature in grade level concerts that includes but is not limited to Jazz, Movie music, and a piece in 6-8 time with characteristic tone on their instrument and attention to intonation.

Assessment

Ensemble

- Formative assessments on dynamics, balance and blend, articulation, swing feel, major scales, and following the conductor's gestures.
- Summative Winter and Spring concert performances.

Small Group Lesson

- Formative and summative district-wide playing assessments.
- Skill Level IV Checklists

	<p>Small Group Lesson</p> <p>Students will individually perform designated lesson material in accordance with Fairfield Skill Level IV with characteristic tone on their instrument and attention to intonation.</p>	
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RESPONDING

Understanding and evaluating how the arts convey meaning.

Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)

Essential Question

- How do we judge the quality of musical work(s) and performances?

Process Components: Analyze, evaluate

Repertoire

Ensemble

Students will perform grade level appropriate band arrangements representing a variety of genres that include Fairfield's Skill Level IV objectives. Jazz and Movie music are the focus genres in 8th grade, and 6-8 time signature is the focus meter.

Small Group Lesson

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level IV objectives.

Tasks

Ensemble

Students will:

- Analyze and discuss targeted instrumental techniques, ensemble skills and elements of music during rehearsals.
- Evaluate, in writing, the quality of their own performances by describing the uses of elements of music and expressive devices
- Demonstrate knowledge of music vocabulary.
- Demonstrate knowledge of all components of a time signature, understanding bottom number and its impact on enumeration.
- Demonstrates understanding of the dot as it relates to note values and enumeration.
- Make informed, critical evaluations of the quality and effectiveness of ensemble performances
- Apply evaluation criteria to individual performance in rehearsals and curricular concerts.

Small Group Lesson

Students will:

Assessment

Ensemble

- Ensemble improvement on targeted instrumental techniques, ensemble skills and elements of music during rehearsals.
- Written evaluation of performances.
- Written End of Year Assessment

Small Group Lesson

- Individual improvement on targeted instrumental techniques.
- Group discussion of problem solving strategies during at home practice.

	<ul style="list-style-type: none">• Make informed, critical evaluations of the quality and effectiveness of their performances.• Through analysis and evaluation, apply problem solving strategies during home practice.	
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