BAND
Grade 8

Prerequisite: 7th Grade Band

Course Overview:
Eighth Grade Band is designed to introduce students to the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth. This course is based on the six Montana overarching art standards and the nine national music content standards. Assessment tools include practice slips, playing tests, and concert participation.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Learning Targets *(Type)*:

1) I can sing note names in rhythm while fingering. *(K, S,P)*
2) I can sing note figures with solfeggio or other reading tools. *(K, S,P)*

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

Learning Targets *(Type)*:

1) I can correctly identify all parts of my instrument. *(K,R,S,P)*
2) I can correctly demonstrate proper care and maintenance of my instrument. *(K,R,S,P)*
3) I can demonstrate proper playing position for my particular instrument. *(K, S,P)*
4) I can recognize and produce a characteristic tone for my instrument. *(K,R,S,P)*

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can I can demonstrate the proper playing embouchure for my instrument. *(K, S,P)*
2) I can demonstrate a characteristic sound for my instrument. *(K, S,P)*

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets *(Type)*:

1) I can I can use correct fingerings and stickings when playing my instrument. *(K, S,P)*

2) I can locate a fingering chart and use it when necessary. *(K, S,P)*

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Learning Targets *(Type)*:

1) I can I can practice my instrument each night. *(K, S,P)*
2) I can avoid distractions while I practice my instrument. *(R,S,P)*
3) I can establish and reflect on clear goals for each practice session. *(R,S,P)*

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

Learning Targets *(Type)*:

1) I can successfully learn and perform a solo and/or ensemble for the Solo Day Festival. *(K,R,S,P)*
2) I can correctly identify expressive markings (Dynamics and Articulations) on a piece of music. *(K,R,S,P)*

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise simple harmonic accompaniments.

Learning Targets *(Type)*:

1) I can complete melodies. *(K,R,S,P)*
2) I can play by ear (but it really hurts). *(K,R,S,P)*

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Learning Targets *(Type)*:

1) I can perform variations on a simple melody. *(K,R,S,P)*

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Learning Targets *(Type)*:

1) I can successfully complete the Essential Elements creativity exercises when assigned. *(K, S,P)*
2) I can properly notate music. *(K,R,S,P)*
3) I can notate variations on a simple melody. *(K,R,S,P)*

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

Learning Targets *(Type)*:

1) I can use various appropriate parts of my body to demonstrate beat. *(K, S,P)*
2) I can identify a metronome and clearly state how to use it as a practice tool. *(K,R, P)*
3) I can demonstrate an understanding of a variety of meters both simple and compound. *(K,R,S,P)*

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

Learning Targets *(Type)*:

1) I can accurately draw my music clef.
2) I can name the lines and spaces of a music staff including ledger lines above and below.

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

1) I can recognize and clearly define basic music terms. *(K, S,P)*
2) I can understand and play expressive markings. *(K, S,P)*
3) I can use my glossary as a reference for terms I do not know. *(K, P)*
4) I can identify the difference between high and low notes. *(K,R,S,P)*
5) I can read and identify the difference between steps and skips. *(K,R,S,P)*

Benchmark 4: Students use standard notation to record their musical ideas and the musical ideas of others.

Learning Targets *(Type)*:

1) I can notate basic notes and rests in simple rhythmic patterns. *(K, S,P)*
2) I can demonstrate an understanding of a numeric counting system. *(K, S,P)*

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can play melodies in a variety of major and minor keys. *(K,R,S,P)*

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

Learning Targets *(Type)*:

1) I can use appropriate terms to talk about music. *(K, S,P)*

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Learning Targets *(Type)*:

1) I can listen to a wide variety of performances including music I don't normally listen to. *(K,R,S,P)*
2) I can continue building my own listening library. *(K,R,S,P)*

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

Learning Targets *(Type)*:

1) I can identify simple musical forms including AB, ABA, Rondo, Theme and Variations, March and Multi Movement works. *(K,R,S,P)*

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria in their personal listening and performing.

Learning Targets *(Type)*:

1) I can watch my conductor while playing. *(R,S,P)*
2) I can clearly understand what my conductor is asking me to do while performing. *(R,S,P)*
3) I can constructively critique both my performances and the ensembles performances. *(K,R, P)*

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Learning Targets *(Type)*:

1) I can be a productive and positive member of the band. *(K,R, P)*
2) I can demonstrate proper rehearsal behavior and etiquette. *(K,R, P)*
3) I can be an independent musician while still contributing to the good of the ensemble. *(K,R, P)*

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art 9that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

Learning Targets *(Type)*:

1) I can understand how the arts are connected. *(K,R)*

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works).

Learning Targets *(Type)*:

1) I can understand how music relates to other subjects. *(K,R)*

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture**.**

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can identify different styles of music. *(K,R, P)*
2) I can play different styles of music. *(K,R, P)*

Benchmark 2: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

Learning Targets *(Type)*:

1) I can describe my role as a member of my school band. *(K,R, P)*
2) I can compare and contrast my role in music vs. other cultures. *(K,R, P)*