8th 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 National Core Arts Standards. Assessment tools include practice slips, playing tests, and concert participation.

Vocabulary:
Accelerando, Accent, Adagio, Allegro, Andante, Articulation, A tempo, Brio, Chorale, Coda, Compositions, Con, Connection, Context, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Divisi, Dolce, Dynamics, Elements of Music, Endings, Ensemble, Espressivo, Expression, Expressive Intent, Expressive Qualities, Fine, Form, Forte, Fortepiano, Fortissimo, Grand Pause, Improvise, Improvisations, Interpretations, Largo, Legato, Lento, Maestoso, Marcato, March, Meno Mosso, Mezzo, Mezzo Forte, Mezzo Piano, Moderato, Molto, Morendo, Motives, Musical Works, Overture, Performances, Pianissimo, Piano, Piu Mosso, Poco a poco, Presto, Purpose, Rallentendo, Refine, Repertoire, Ritardando, Rubato, Sforzando, Share, Simile, Slur, Slur and tie, Soli, Solo, Staccato, Standard Notation, Stringendo, Structure, Style, Subito, Tacet, Teacher-Provided Criteria, Technical Accuracy, Technical Skill, Technique, Tempo, Tenuto, Tonguing, Tutti, Unison, Vivace

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise melodies and rhythmic patterns using a designated key center and meter.
    - I can improvise a 2 measure melody within a designated MAJOR/minor key center.
    - I can start a melodic phrase within a designated MAJOR/minor key center.
    - I can complete a melodic phrase within a designated MAJOR/minor key center.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise an 8 beat rhythm.
- Students compose melodies using designated pitches in a given key. Major, minor.
    - I can create and notate melodic fragments in a designated key center.
    - I can compose an 8 measure melodic phrase within a designated key center and meter.
- Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.).
    - I can express a specific emotion with a pentatonic scale.

- I can express consonance and dissonance in a way that reflects my daily life.
- I can contour my melody to represent the topography of a chosen geographical location.
- I can call to mind a specific emotion and create a musical line that represents that emotion.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- Students record an improvisation using recording technology.
  - I can practice and record an improvisation using a designated key center.
  - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students notate an original composition on staff paper using traditional pitch and rhythm.
  - I can create an original melody, using a designated scale or key center.
  - I can notate my melody on staff paper using traditional notation.
  - I can speak the rhythm of my composition using the designated counting system or syllables.
  - I can notate bar lines within my composition.
  - I can use and describe the dynamics used in my melody.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skills, and collaboratively-developed criteria.

  - I can listen to my recording and describe my creation by referring to the musical elements.
  - I can identify ways to revise my creation to make it sound the way I want.
  - I can use appropriate terminology to give feedback to peers regarding their compositions and improvisations.

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.

- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal

- I can effectively rehearse and perform my creation individually or in a group.
- I can record my original composition or improvisation.
- I can identify and communicate how my creation is related to the music studied in rehearsal.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in music, context, and the technical skill of the individual or ensemble.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
  - I can select a series of three or more tunes from a group of tunes we have sight-read/rehearsed (to be used at a concert).
  - I can understand why the music being studied has been chosen as it relates to my own personal growth.
  - I can understand why the music being studied has been chosen as it relates to a program theme.
  - I can provide an appropriate program order from the music selected.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
  - I know the story behind the composition we are performing.

    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story-line for the piece we are performing.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.
- Students will describe how a composer used specific compositional devices to create a specific result.
    - I can describe the form of the piece.
    - I can describe the quality of the chords/harmony and how they contribute to the meaning of the music.
    - I can identify the multiple layers within the music.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach

- I can tune my instrument.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of varied repertoire of music representing diverse cultures and styles.

- Students will read and notate music within the following specifications (Music Literacy):
  - I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, ⅜ and alla breve meter signatures using the following strategies:
    - I can physically demonstrate pulse within music as I perform.
    - I can clearly state how to use a metronome as a practice tool.
    - I can demonstrate an accurate conducting pattern for time signatures listed above.
    - I can count out loud using a numeric/syllabic counting system.
    - I can demonstrate an understanding of a variety of meters both simple and compound.
  - I can know the order of flats and sharps and outline the circle of 5ths.
  - I can define the transposition for my instrument.
  - I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
  - I can demonstrate the ability to vary my tempo in performance.
  - I can demonstrate the ability to play contrasting dynamics.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- Students will demonstrate an awareness of the context of the music through prepared performances.
  - I can sight-read, accurately and expressively, music with a level of difficulty of 2, on the VIL S/R scale.
  - I can successfully learn and perform a solo and/or ensemble for the Solo Day Festival.
  - I can watch my conductor while playing and clearly understand what my conductor is asking me to do while performing.
  - I can understand and demonstrate concert etiquette and professionalism as a performer and listener.
  - I can prepare and perform my part independently within the ensemble.
  - I can blend my sound with the other members of the ensemble.
  - I can perform my part to achieve correct balance within the ensemble.

- I can adjust my pitch to the other members of the ensemble.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
  - I can select a series of three or more tunes from a group of tunes we have sight-read/rehearsed (to be used at a concert).
  - I can understand why the music being studied has been chosen as it relates to my own personal growth.
  - I can understand why the music being studied has been chosen as it relates to a program theme.
  - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.8a Describe how understanding context and the way elements of music are manipulated inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
  - I know the story behind the composition we are performing.
  - I am aware of who the composer is and what her/his intention within the composition.
  - I can create my own story-line for the piece we are performing.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the element of music, contexts, and (when appropriate) the setting of the text.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in the evaluation of music.

- Students will explain the influence that experiences and context have on our response to music.
    - I can evaluate a performance as a performer within the ensemble.
    - I can attend live performances on a regular basis and enjoy listening for complex musical elements such as changes in style, tonality, irregular phrases, or familiar and/or unusual melodies.
    - I can research the context of the music or performance using available resources, such as the library, scholarly journals, and community experts.
    - I can use the MHSA performance rubric to evaluate a performance.
    - I can analyze an ensemble as if I were the conductor.
    - I can analyze a composition as if I were the composer/arranger.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can be open to changing my opinion of a piece of music after I have experienced performing it.
- I can perform with appreciation and intent after growing to understand the technical challenges, emotional content and compositional makeup of a selected piece of music.
- I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
- I can connect to music that emulates music from a variety of cultures, eras and origins.
- I can identify opportunities to perform and hear music in the community and beyond.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can identify different styles of music, including those from Montana American Indian cultures.
- I can draw connections between music and other art forms.
- I can compare and contrast my role in music vs. the role of musicians from other cultures.
- I can state the different roles that musicians perform within a culture.
- I can understand the functions of music, roles of musicians, and conditions that music is typically performed in a variety of world cultures.