



# Mount Pleasant Central School District

## 8th Grade Band, Performing Arts

*We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.*

How do we discern the musical creators' and performers' expressive intent? In this class, students will develop advanced performance skills, preparing for high school band. In rehearsals, we will emphasize the analysis and discussion of targeted instrumental techniques, ensemble skills, and elements of music. Our main goal is to provide students with a positive and engaging musical experience that fosters both musical growth and valuable life skills. We emphasize collaboration, reflection, self-discipline, resilience, responsibility, and critical listening. Assessment will be primarily performance-based, including self and group reflection.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Rhythm	all year	<p>- Review and reinforce: whole notes half notes quarter notes eighth notes corresponding rests dotted half dotted quarter, eighth eighth/quarter/eighth eighth/two sixteenth combination</p> <p>Introduce: -sixteenth/eighth/ sixteenth combination -triplets -sixteenth rests</p>	<p>- triplets -sixteenth/eighth/ sixteenth combinations</p>	<p>Performing/Presenting /Producing: Anchor Standard #4: Analyze, interpret, and select artistic work for presentation - MU:Pr4.2.H.5.b Use aural skills and standard notation when analyzing selected music Anchor Standard #5: Develop and Refine Artistic Work for Presentation -MU:Pr5.1.H.5.b Implement rehearsal strategies to address challenges, refine technical accuracy and elements of music</p>	<p>- Identify rhythms: *visually *aurally *accurate counting *accurate clapping *accurate performance on instruments</p> <p>-discriminate between on and off beats</p>	<p>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.</p>	<p>Performance-Based, self and group assessment; accurate rhythm in rehearsal/concert setting</p>

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				(such as form and harmony), and show improvement over time.			
Pitch	all year	<b>Range:</b> - Flute: low F to high G Clarinet: Low E-G above the staff Saxophone: Low C- D above the staff Trumpet: Low G- top line F Horn: Low G- top line F Low Brass: Low F-Eflat above the staff Percussion: Rudiments: Review and Reinforce: Flam, Flam Tap, Drag,	- enharmonics	MU:Pr6.1.E.5  a. Demonstrate attention to technical accuracy in prepared and/or improvised performances.	- tone production and support - fingerings/positions -play a variety of technical exercises utilizing scale patterns	Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Performance-Based, self and group assessment; accurate pitch in rehearsal/concert setting

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		Paradiddle, 5, 7, 9, 13 and 17 stroke roll, single drag tap, flam accent  Introduce flam paradiddle, flamacue and single ratamacue  <b>Scales:</b> Review and Reinforce: Concert B-flat Concert E-flat Concert A-flat Chromatic  Introduce Concert G Chromatic- extended range Major scales listed					

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		above in thirds					
Dynamics	all year	<ul style="list-style-type: none"> <li>- Review and reinforce: piano mezzo forte forte crescendo descrescendo mezzo piano pianissimo subito piano subito forte</li>   <li>Introduce: sforzando augmented triad</li> </ul>	<ul style="list-style-type: none"> <li>- sforzando</li> <li>-augmented</li> </ul>	<p>MU:Cn11.1.8</p> <p>a. Perform and listen to music from various times and cultures and describe how that music reflects those times and cultures.</p> <p>b. Identify ways in which music is used to inform or change the beliefs, values, or behaviors of an individual or society</p>	<ul style="list-style-type: none"> <li>- Tone production</li> <li>- Articulation</li> <li>- Breath support</li> <li>- Responding to visual cues</li> <li>-Exhibit independence in executing dynamics</li> </ul>	<p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>Performance-Based, self and group assessment; accurate dynamics in rehearsal/concert setting</p>

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Articulation	all year	<ul style="list-style-type: none"> <li>- Review and reinforce: tonguing ties</li> <li>slurs</li> <li>accent</li> <li>staccato</li> <li>legato</li> <li>marcato</li>   <li>Introduce: tenuto</li> <li>sforzando</li> </ul>	<ul style="list-style-type: none"> <li>- tenuto</li> <li>-sforzando</li> </ul>	MU: Pr5.1.8 a. Discuss and apply established, collaboratively developed and personally developed criteria and feedback to evaluate the accuracy and expressiveness of performances.  b. Identify and apply appropriate rehearsal strategies and show readiness to present.	<ul style="list-style-type: none"> <li>-identify articulations:               <ul style="list-style-type: none"> <li>*visually</li> <li>*aurally</li> <li>*perform with accuracy</li> </ul> </li> </ul>	Articulation impacts all six elements of music.  Proper articulation dictates proper execution of musical style.	Performance-Based, self and group assessment; accurate articulations in rehearsal/concert setting
Cultural Connections	all year	<ul style="list-style-type: none"> <li>- study cultures presented through the repertoire we are</li> </ul>	<ul style="list-style-type: none"> <li>- -chamber music</li> </ul>	MU:Pr6.1.8 a. Perform music with stylistic expression,	<ul style="list-style-type: none"> <li>-evaluate the performances of yourself and others</li> </ul>	Musicians evaluate and refine their work through openness to	Performance-Based, self and group assessment

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		working with in a given year  -chamber music		technical accuracy, interpretation, and/or culturally authentic practices	-prepare music from representative	new ideas, persistence, and the application of appropriate criteria.  The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	
<b>Musicianship</b>	all year	- rehearsal etiquette balance practice techniques critical listening- self/group	-	Intermediate - MU:Pr6.1.E.8  a. Demonstrate attention to technical accuracy and	-evaluate the performances of yourself and others -prepare music from representative	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and	Performance-Based, self and group assessment; appropriate musicianship in rehearsal/concert setting

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				expressive qualities in prepared and/or improvised performances.		the application of appropriate criteria.	
<b>Creating</b>	all year	<ul style="list-style-type: none"> <li>- Chamber music experience:</li> <li>-listen to a variety of instrumental chamber groups</li> <li>- assign roles to student chamber ensembles</li> <li>-choose repertoire</li> <li>-rehearse independently</li> <li>-refine music until it reaches performance-level</li> </ul>	<ul style="list-style-type: none"> <li>- chamber music</li> </ul>	Intermediate - MU:Cr1.1.E.8 a. Generate melodic, rhythmic, and timbral ideas, based on characteristic(s) of music or text(s) studied in rehearsal.	<ul style="list-style-type: none"> <li>- - create warm-ups based on specifications</li> <li>-write an ending for a song based on an existing beginning</li> <li>-improvise</li> </ul>	Music is a reflection of people, culture and events and expands our understanding of the world, its people and oneself.	Performance-Based, self and group assessment; creation of melodies/rhythms in rehearsal/concert setting
<b>Tone Production</b>	all year	<ul style="list-style-type: none"> <li>- conducting</li> </ul>		Intermediate - MU:Pr6.1.E.8	<ul style="list-style-type: none"> <li>- - good posture</li> <li>- correct embouchure</li> </ul>	In order to engage in an	Performance-Based, self and group assessment;

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		breathing embouchure aural model of quality tone production on each instrument		a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances.	- practice breathing techniques -tuning adjustments for playing sharp or playing flat	ensemble one must be both a performer and a listener with the ability to react. To become a skilled performer requires persistence.	quality tone production in rehearsal/concert setting
Pulse/Tempo	all year	- pulse: Listening/maintaining accelerando ritardando  Introduce: cut time mixed meter	- mixed meter 6/8 time cut time	MU: Pr5.1.E.5  a. Use teacher provided feedback and strategies to refine individual and ensemble performances.  b. Respond appropriately to specific aural and visual cues.	- pulse remains steady through transitions in music -switch from demonstrating steady beat to various rhythms and back again		Performance-Based, self and group assessment; accurate tempo/pulse in rehearsal/concert setting

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		-	-		-		