

6-8 BAND Curricular Document

6-8 BAND Information	
CURRICULUM/CONTENT AREA	COURSE LENGTH
Music/ Band	year-long
GRADE LEVEL	DATE LAST REVIEWED
6-8	Music Comprehensive Program Evaluation, June 2025
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	February 2026
PRIMARY RESOURCE <i>if applicable</i>	
Essential Elements for Band, Books 1-3	

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Course Desired Results

COURSE DESCRIPTION

The middle school band course empowers students to express themselves through instrumental music while building core skills in creating, performing, responding, and connecting to music. Through collaboration and creativity, students develop their musical voice and grow as confident, resilient learners.



MUSIC STANDARDS

CREATE	Students will generate, develop and refine artist work.
PERFORM	Students will analyze, develop and convey meaning through presentation of artistic work. •
RESPOND	Students will critically interpret intent and meaning in order to evaluate artistic work. •
CONNECT	Students will relate prior knowledge and personal experience with music to cultural and historical context.

ENDURING UNDERSTANDINGS

Students will understand that....

CREATING

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- 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

Students will keep considering....

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?

• Musicians' presentation of creative work is the culmination of a process of creation and communication.	
PERFORMING • 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 • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • 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. The context and how a work is presented influence the audience response.	• How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • How do context and the manner in which musical work is presented influence audience response?
RESPONDING • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	• How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do we discern musical creators' and performers' expressive intent? • How do we judge the quality of musical works and performances?
CONNECTING • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	• How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
POSTSECONDARY, CAREER, AND LIFE READINESS • Music provides pathways to career opportunities, and personal	• Why is career and life readiness important? • What are employability skills? How do I prepare myself for a career

fulfillment throughout life.

- that is in demand now and in 5,10, or 20 years from now?
- How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?

COURSE PRIORITY STANDARDS

CREATE Standard Progression:

CREATE: Students will generate, develop, and refine artistic work.

	K-3	3-5	6-8	9-12
<i>Priority Standard Performance Indicator</i>	MP1.Cr.1.e: <u>Discover</u> musical ideas through simple rhythm and melodic patterns.	MP1.Cr.5.i: <u>Explore</u> rhythmic, melodic, and harmonic phrases.	MP1.Cr.9.m: <u>Develop</u> musical compositions for voices or instruments.	MP1.Cr.13.h: <u>Design</u> and <u>develop</u> musical compositions for voices or instruments.

CREATE Learning Targets:

- I can compose a simple melody within set parameters.
- I can decode rhythms using appropriate counting syllables for various durations.

PERFORM Standard Progression:

PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

	K-3	3-5	6-8	9-12
<i>Priority Standard Performance Indicator</i>	MP2.P.1.e: <u>Explore</u> and <u>identify</u> the meaning of a song through its text by singing and/or playing an instrument.	MP2.P.9.1: <u>Explore</u> and <u>demonstrate</u> an understanding of the elements of music by reading, singing, and/or playing an instrument.	MP2.P.17.m: <u>Rehearse</u> and <u>demonstrate</u> the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.	MP2.P.25.h <u>Rehearse</u> and <u>demonstrate</u> the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.

PERFORM Learning Targets:

By the end of 8th grade:

- I can perform the following rhythms: 8th/quarter/8th syncopation, 16th notes, 8th/16th note combinations, dotted 8th/16th notes, 8th note triplets, quarter note triplets, quarter note, half notes, whole notes, eighth notes (and their corresponding rests), and dotted quarter/eighth note patterns.
- I can perform in the following time signatures: cut time, 6/8, 4/4, 3/4, 2/4,

- I can perform music in the following major key signatures (and their relative minor key signatures): Bb, Eb, F, Ab, and C.
- I can perform the following 1-2 octave scales/arpeggios: Bb, Eb, F, Ab, C, and one octave chromatic.
- I can perform with a characteristic tone on my instrument.
- I can perform (and define) the following music terminology: staccato, accent, tenuto, slur, tie, rallentando, accelerando, enharmonics, DS al fine, DS al Coda, DC al fine, DC al Coda, legato, chromatic.
- I can adjust my air speed and embouchure (stick height for percussionists) to perform with different dynamics (forte, piano, etc).
- I can evaluate and demonstrate multiple ways of performing a single melody.

*Percussion specific:

- I can perform the following percussion rudiments: flams, bounce stroke, closed roll, paradiddles, drags, ruffs, flam accents, flam taps.

	K-3	3-5	6-8	9-12
<i>Priority Standard Performance Indicator</i>	MP2.P.6.e: <u>Perform</u> in a classroom setting.	MP2.P.14.i: <u>Perform</u> as part of an ensemble.	MP2.P.22.m: <u>Perform</u> collaboratively as part of an ensemble, demonstrating well- developed ensemble skills.	MP2.P.30.h: <u>Demonstrate</u> well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.

PERFORM Learning Targets:

By the end of 8th grade:

- I can perform collaboratively as part of a large ensemble.
- I can perform with good posture.
- I can contribute to the ensemble's overall improvement and success.
- I can perform on my instrument at appropriate times during rehearsal (rehearsal etiquette).
- I can perform various tempos with a steady pulse.
- I can adjust intonation of my instrument/specific notes within the ensemble.
- I can demonstrate understanding of appropriate balance of the melody and accompanying lines.
- I can imitate rhythm patterns at slow, medium, and fast tempos following a conductor.
- I can match articulation to my section/ensemble.

	K-3	3-5	6-8	9-12
		MP2.P.11.i: Critique performances of self and peers	MP2.P.19.m: Discuss own ideas and feedback of others to develop strategies to address technical	MP2.P.27.h: Discuss own ideas and feedback of others to develop and implement strategies to

			challenges	address technical challenges
PERFORM Learning Targets: By the end of 8th grade: - I can identify errors in my own performance and develop a list of possible strategies to use in my own practice. - I can collaborate with my section and ensemble to develop strategies for improving note accuracy, rhythm, and technique. - I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression. - I can apply feedback and practice strategies to overcome difficult passages in my music.				
	K-3	3-5	6-8	9-12
			MP2.P.23.m <u>Perform</u> solos and in small ensembles, <u>contributing</u> performance ideas collaboratively to enhance the performance.	MP2.P.31.h: <u>Perform</u> solos and in small ensembles, interacting with peers <u>employing</u> performance techniques which enhance the performance.
PERFORM Learning Targets: By the end of 8th grade: - I can perform a solo with confidence, demonstrating control of my tone, intonation, and expressive techniques. - I can give and receive constructive feedback to refine my performance and support my peers. - I can correctly identify tonality (including key signature) and perform repertoire in the keys of concert Bb, Eb, F, Ab, and C Major. - I can perform as a member of a small ensemble, collaborating with my ensemble members to improve our performance.				
RESPOND Standard Progression RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.				
	K-3	3-5	6-8	9-12
<i>Priority Standard Performance Indicator</i>	MP2.R.3.e: <u>Utilize</u> music terminology in the <u>analysis</u> and <u>evaluation</u> of musical performances, recordings, and compositions.	MP3.R.7.i: <u>Utilize</u> appropriate music terminology in the <u>evaluation/reflection</u> of music performances.	MP3.R.11.m: <u>Evaluate</u> and <u>critique</u> musical performances, recordings, and compositions using appropriate music terminology and technology.	MP3.R.16.h: <u>Analyze, critique, and evaluate</u> musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
RESPOND Learning Targets:				

By the end of 8th grade:

- I can evaluate individual and group performances using appropriate music terminology and established criteria.
- I can critique my own music performance and identify areas that need improvement with a list of strategies to use in my own practice.
- I can provide constructive feedback to my peers using appropriate musical vocabulary and respect.
- I can reflect on feedback I receive and use it to improve my playing and musicianship.

CONNECT Standard Progression

CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

	K-3	3-5	6-8	9-12
<i>Priority Standard Performance Indicator</i>	MP4.Cn.3.e: <u>Explore</u> musical connections, similarities, and differences.	MP4.Cn.7.i: <u>Examine</u> and <u>evaluate</u> musical connections, similarities, and differences.	MP4.Cn.11.m: <u>Categorize</u> musical connections, similarities, and differences.	MP4.Cn.15.h: <u>Analyze</u> connections, similarities, and differences in a musical context.

CONNECT Learning Targets:

- I can connect music to other disciplines and cultures.
- I can compare and contrast the characteristics of music from a variety of countries, cultures, and time periods.
- I can convey music's impact on me as a musician.
- I can describe the ways in which a performance can affect an audience.
- I can perform music from diverse styles.
- I can discuss the role of etiquette and respect between performers and audiences.

CAREER & LIFE READINESS

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

Priority Standard by Unit				
	Unit 1	Unit 2	Unit 3	Unit 4
Create	X		X	X
Perform	X	X	X	X
Respond	X	X	X	X
Connect	X	X	X	X

Career				X
CAREER CLUSTERS <i>most applicable to this course</i>	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☒ Arts, A/V Technology & Communication ☐ Business Management & Administration ☐ Digital Technology ☐ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☐ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics			
CAREERS <i>students will learn about</i>	May include: Music education develops a wide range of skills that extend far beyond performance. Through rehearsal, practice, and collaboration, students engage in experiences that build competencies valued across every career field, not just careers directly related to music. The following areas illustrate how the study of music prepares students for success in diverse professions directly related to music: Performance & Creation • Professional Musician (soloist, band/orchestra member, studio musician) • Composer or Arranger • Conductor (for bands, orchestras, choirs, or theater) • Singer-Songwriter • Music Producer (creates and shapes recorded music)			

	Technology & Production • Audio Engineer (records and mixes live or studio sound) • Sound Designer (for video games, film, theater, etc.) • Recording Technician • DJ or Electronic Music Artist Education & Leadership • Music Teacher (band director, general music teacher) • Private Instrument Instructor • Music Therapist (uses music to support mental health and well-being) • Ensemble Director (community bands, youth programs) Music in Media & Entertainment • Film/TV/Video Game Composer • Music Supervisor (selects music for films, shows, commercials) • Voice Actor (with musical roles or singing parts) Business & Support Roles • Music Manager or Agent • Concert Promoter • Instrument Repair Technician • Music Retail Specialist (sales or customer support in music stores) • Music Librarian (organizes and preserves music collections)
POSTSECONDARY EDUCATION & TRAINING OPTIONS	INDUSTRY RECOGNIZED CREDENTIALS: ☐ DUAL CREDIT OPPORTUNITIES ☐ CAREER BASED LEARNING OPPORTUNITIES ☐

UNIT 1: Fundamentals & Ensemble Building

Students will develop and build upon fundamental grade-appropriate musical literacy skills, and establish effective habits needed to be a contributing member of an ensemble.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- How do performers interpret musical works?
- How do musicians improve the quality of their performance?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

MP1.Cr.9.m:

Develop musical compositions for voices or instruments.

- I can compose a simple melody within set parameters.
- I can decode rhythms using appropriate counting syllables for various durations.

PERFORM

MP2.P.22.m:

Perform collaboratively as part of an ensemble, demonstrating well-developed ensemble skills.

- I can perform with good posture.
- I can perform on my instrument at appropriate times during rehearsal (rehearsal etiquette).
- I can contribute to the ensemble's overall improvement and success.
- I can perform various tempos with a steady pulse.
- I can imitate rhythm patterns at slow, medium, and fast tempos following a conductor.
- I can match articulation to my section/ensemble.
- I can perform collaboratively as part of a large ensemble.

MP2.P.17.m:

Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a

- I can perform with a characteristic tone on their instrument.
- I can adjust my air speed and embouchure (stick height for percussionists) to perform with different dynamics (forte, piano, etc).
- I can count and perform the following rhythms: quarter notes/rests, half notes/rests, whole notes/rests, eighth notes/rests (and their corresponding rests), dotted half notes, and dotted quarter notes.
- I can count and perform in the following time signatures: 4/4, 3/4, and 2/4.

steady beat.	- I can perform music in the following major key signatures (and their relative minor key signatures): Bb, Eb, and F. - I can perform the following 1-2 octave scales/arpeggios: Bb, Eb, and F. - I can define and perform the following music terminology: accent, slur, tie, enharmonics, DC al fine, chromatic. - I can perform the following percussion rudiments: flams, bounce stroke, paradiddles, flam taps, flam accents, double paradiddles, and closed rolls (9 stroke, 5 stroke) - Percussionists only
RESPOND	
MP3.R.11.m: <u>Evaluate</u> and <u>critique</u> musical performances, recordings, and compositions using appropriate music terminology and technology.	- I can evaluate individual and group performances using appropriate music terminology and established criteria. - I can critique my own music performance and identify areas that need improvement with a list of strategies to use in my own practice.
CONNECT	
MP4.Cn.11.m: <u>Categorize</u> musical connections, similarities, and differences.	I can perform music from diverse styles.
CAREER DEVELOPMENT	
Not applicable in this unit	

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

• Binder Check Rubric • Rhythm Counting Rubric • Perform Rubric • Music Vocab Pre-Test • Music Theory Pre-Test		
Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Playing Assignment/Learning Target Recordings	☐ Creating ☒ Performing ☒ Responding ☒ Connecting ☐ Career Development	Video recordings Live playing in-class (in front of peers) One-on-one/individual lesson format Student choice with song selections Scaffolding for students with less/more experience to show their progress (adjusting for skill level)
Rhythm Assessments	☒ Creating ☒ Performing ☒ Responding ☐ Connecting ☐ Career Development	Whole group practice, individual practice, peer-to-peer evaluation

UNIT 1 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Posture, embouchure, breath support, instrument specific vocab.
 Accent, slur, tie, enharmonics, DC al fine, chromatic, staccato, tenuto, ritardando
 Piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo
 Allegro, Andante, Adagio

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☒ Vary presentation of new learning; utilize all three modalities, visual, aural, kinesthetic	☒ Vary assessments; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☒ Vary supports and gradual release of supports; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☒ Vary pacing, use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☒ Vary size of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☒ Create Peer Partnerships/Mentors: Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☒ Vary visuals; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☒ Vary groupings for small group instruction	☒ Student Choice: Implementing student choice as much as possible
☒ Sensory: Provide sensory safe zone for student breaks	☒ Preview: Engage students through previewing new material and connecting to prior learning	☒ Extensions: Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance
Resources/Materials <i>May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.</i>		
Essential Elements Books, McAllister Warm-Ups, teacher-created materials, Sight Reading Factory website, Essential Elements Interactive website		

UNIT 2: Winter Performance Preparation

Students will prepare for their first performance by utilizing music literacy skills to learn their instrument parts, apply music terminology to inform expression and performance quality, respond to conductor feedback to improve performance, and showcase proper performance etiquette while performing for an audience.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How does understanding the structure and context of musical works inform performance?
- How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of music inform a response?
- How do we discern musical creators' and performers' expressive intent?
- How do we judge the quality of musical works and performances?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

Not applicable in this unit

PERFORM

MP2.P.17.m:

Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.

- I can count and perform eighth/quarter/eighth notes syncopation.
- I can count and perform in cut time.
- I can define and perform staccato (winds), tenuto (winds), and ritardando.
- [I can perform drags.]
 - Percussionists only
- I can count and perform eighth note triplets.
- I can count and perform in 6/8 time.
- I can perform a 1-2 octave chromatic scale.

MP2.P.19.m:

Discuss own ideas and feedback of others to develop strategies to address technical challenges

- I can identify errors in my own performance and develop a list of possible strategies to use in my own practice.
- I can collaborate with my section and ensemble to develop strategies for improving note accuracy, rhythm, and technique.

	• I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression. • I can apply feedback and practice strategies to overcome difficult passages in my music.
RESPOND	
MP3.R.11.m: <u>Evaluate</u> and <u>critique</u> musical performances, recordings, and compositions using appropriate music terminology and technology.	• I can evaluate individual and group performances using appropriate music terminology and established criteria. • I can critique my own music performance and identify areas that need improvement with a list of strategies to use in my own practice. • I can provide constructive feedback to my peers using appropriate musical vocabulary and respect. • I can reflect on feedback I receive and use it to improve my playing and musicianship.
CONNECT	
MP4.Cn.11.m: <u>Categorize</u> musical connections, similarities, and differences.	• I can convey music's impact on me as a musician. • I can describe the ways in which a performance can affect an audience. • I can perform music from diverse styles. • I can discuss the role of etiquette and respect between performers and audiences.
CAREER DEVELOPMENT	

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [Binder Check Rubric](#)
- [Rhythm Counting Rubric](#)
- [Perform Rubric](#)
- [Respond Rubric](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Concert Performance	☐ Creating ☒ Performing ☒ Responding ☒ Connecting ☐ Career Development	Differentiation of performance expectations set based on individual student ability/IEP goals as needed
Concert Reflection	☐ Creating ☐ Presenting ☒ Responding ☒ Connecting ☐ Career Development	Listening skills, written response, verbal sharing and community building
Playing Assignment/Learning Target Recordings	☐ Creating ☒ Performing ☒ Responding ☒ Connecting ☐ Career Development	Video recordings Live playing in-class (in front of peers) One-on-one/individual lesson format Student choice with song selections Scaffolding for students with less/more experience to show their progress (adjusting for skill level)

UNIT 2 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Posture, embouchure, breath support, instrument specific vocab.
 Accent, slur, tie, enharmonics, DC al fine, chromatic, staccato, tenuto, ritardando
 Piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo, forte piano
 Allegro, Andante, Adagio, Moderato, Largo
 Balance, blend, intonation

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☒ Vary presentation of new learning; utilize all three modalities, visual, aural, kinesthetic	☒ Vary assessments; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☒ Vary supports and gradual release of supports; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☒ Vary pacing, use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☒ Vary size of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☒ Create Peer Partnerships/Mentors: Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☒ Vary visuals; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☒ Vary groupings for small group instruction	☒ Student Choice: Implementing student choice as much as possible
☒ Sensory: Provide sensory safe zone for student breaks	☒ Preview: Engage students through previewing new material and connecting to prior learning	☒ Extensions: Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Essential Elements Books, McAllister Warm-Ups, teacher-created materials, Sight Reading Factory website, Essential Elements Interactive website

UNIT 3: Developing and Creating Musical Character

Students will continue to build on musical literacy skills and create their own compositions. There will be an optional opportunity for students to participate in the Solo & Ensemble Festival.

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How does understanding the structure and context of musical works inform performance?
- How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of music inform a response?
- How do we discern musical creators' and performers' expressive intent?
- How do we judge the quality of musical works and performances?

UNIT-SPECIFIC GUIDING QUESTIONS:

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...*

CREATE

MP1.Cr.9.m:

Develop musical compositions for voices or instruments.

- I can compose a simple melody within set parameters.
- I can decode rhythms using appropriate counting syllables for various durations.

PERFORM

MP2.P.17.m:

Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a

- I can count and perform sixteenth notes.
- I can perform music in the key of C major (and its relative minor).
- I can perform a 1-2 octave C major scale/arpeggio.
- I can define and perform D.S. al Fine, accelerando, legato, and measure repeats.
- I can count and perform quarter note triplets.
- I can count and perform in 5/4.

steady beat.	• I can perform music in the key of Db major (and its relative minor). • I can perform a 1-2 octave Db major scale/arpeggio. • I can define and perform meter changes and ostinato.
MP2.P.23.m <u>Perform</u> solos and in small ensembles, <u>contributing</u> performance ideas collaboratively to enhance the performance.	• I can perform a solo with confidence, demonstrating control of tone, intonation, and expressive techniques.** • I can give and receive constructive feedback to refine their performance and support their peers.** • I can perform as a member of a small ensemble, collaborating with their ensemble members to improve their performance.** • I can correctly identify tonality (including key signature) and perform repertoire in the keys of concert Bb, Eb, F, Ab, and C Major.**

RESPOND

MP3.R.11.m: <u>Evaluate</u> and <u>critique</u> musical performances, recordings, and compositions using appropriate music terminology and technology.	• I can evaluate individual and group performances using appropriate music terminology and established criteria. • I can critique my own music performance and identify areas that need improvement with a list of strategies to use in my own practice. • I can provide constructive feedback to my peers using appropriate musical vocabulary and respect. • I can reflect on feedback I receive and use it to improve my playing and musicianship.
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CONNECT

MP4.Cn.11.m: <u>Categorize</u> musical connections, similarities, and differences.	• I can connect music to other disciplines and cultures. • I can compare and contrast the characteristics of music from a variety of countries, cultures, and time periods. • I can convey music's impact on me as a musician. • I can describe the ways in which a performance can affect an audience. • I can perform music from diverse styles. • I can discuss the role of etiquette and respect between performers and audiences.
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CAREER DEVELOPMENT

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UNIT 3 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [WSMA Adjudicators Handbook](#)
- [Solo/Ensemble Rubrics](#)
- [Composition Rubric](#)
- [Binder Check Rubric](#)
- [Rhythm Counting Rubric](#)
- [Perform Rubric](#)
- [Respond Rubric](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Rhythm Assessments	☒ Creating ☒ Performing ☒ Responding ☐ Connecting ☐ Career Development	Whole group practice, individual practice, peer-to-peer evaluation
Playing Assignment/Learning Target Recordings	☐ Creating ☒ Performing ☒ Responding ☒ Connecting ☐ Career Development	Video recordings Live playing in-class (in front of peers) One-on-one/individual lesson format Student choice with song selections Scaffolding for students with less/more experience to show their progress (adjusting for skill level)
Composition Project	☒ Creating ☒ Presenting ☒ Responding ☒ Connecting ☐ Career Development	Scaffolding for all skill levels, peer-to-peer evaluation and reflection, low pressure stakes for students to perform their work for others
Solo & Ensemble Performance (optional)	☐ Creating ☒ Presenting	WSMA rubric, aligned to standards and same format used at District

	☐ Responding ☐ Connecting ☐ Career Development	Festival
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UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Posture, embouchure, breath support, instrument specific vocab.
 Accent, slur, tie, enharmonics, DC al fine, chromatic, staccato, tenuto, ritardando
 Piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo, forte piano
 Allegro, Andante, Adagio, Moderato, Largo
 Balance, blend, intonation
 Solo, ensemble, rubric, dynamics, articulation, tempo, compose, improvise

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☒ Vary presentation of new learning; utilize all three modalities, visual, aural, kinesthetic	☒ Vary assessments; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☒ Vary supports and gradual release of supports; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☒ Vary pacing, use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☒ Vary size of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☒ Create Peer Partnerships/Mentors: Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☒ Vary visuals; make music larger or bolder, utilize color coding and	☒ Vary groupings for small group instruction	☒ Student Choice: Implementing student choice as much as possible

highlighting, remove non-essential information, practice tracking		
☒ Sensory: Provide sensory safe zone for student breaks	☒ Preview: Engage students through previewing new material and connecting to prior learning	☒ Extensions: Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance
Resources/Materials <i>May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.</i> Essential Elements Books, McAllister Warm-Ups, teacher-created materials, Sight Reading Factory website, Essential Elements Interactive website WSMA Music Lists for District and State Festivals, Solo and Ensemble Sheet Music , WSMA Fees m WSMA Rubrics and Forms		

UNIT 4: Musical Expression & Culminating Performance

Students will focus on being musically expressive while preparing for their year-end music performances. 7th and 8th grade students will learn marching band fundamentals that will culminate in a parade performance.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How does understanding the structure and context of musical works inform performance?
- How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of music inform a response?
- How do we discern musical creators' and performers' expressive intent?
- How do we judge the quality of musical works and performances?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to...***CREATE**

MP1.Cr.9.m: <u>Develop</u> musical compositions for voices or instruments.	• I can compose a simple melody within set parameters. • I can decode rhythms using appropriate counting syllables for various durations.
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PERFORM

MP2.P.17.m: <u>Rehearse</u> and <u>demonstrate</u> the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.	• I can count and perform the following rhythms: eighth/sixteenth note combinations and dotted eighth/sixteenth notes. • I can perform music in the key of Ab major (and its relative minor). • I can perform a 1-2 octave Ab major scale/arpeggio. • I can define and perform rallentando. • I can perform music in the keys of G, D, and Gb major (and their relative minors) • I can perform a 1-2 octave scale/arpeggio in the keys of G, D, and Gb major. • I can define and perform D.C. al Coda and D.S. al Coda.
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RESPOND

MP3.R.11.m: <u>Evaluate</u> and <u>critique</u> musical performances, recordings, and compositions using appropriate music terminology and technology.	• I can evaluate individual and group performances using appropriate music terminology and established criteria. • I can critique my own music performance and identify areas that need improvement with a list of strategies to use in my own practice. • I can provide constructive feedback to my peers using appropriate musical vocabulary and respect. • I can reflect on feedback I receive and use it to improve my playing and musicianship.
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CONNECT

MP4.Cn.11.m: <u>Categorize</u> musical connections, similarities, and differences.	• I can convey music's impact on me as a musician. • I can describe the ways in which a performance can affect an audience. • I can perform music from diverse styles. • I can discuss the role of etiquette and respect between performers and audiences.
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CAREER DEVELOPMENT

	• I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.
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UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- [Composition Rubric](#)
- [Rhythm Counting Rubric](#)
- [Perform Rubric](#)
- [Respond Rubric](#)
- [Marching Band Rubrics](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Concert Performance	☐ Creating ☒ Performing ☒ Responding ☒ Connecting ☐ Career Development	Differentiation of performance expectations set based on individual student ability/IEP goals as needed
Concert Reflection	☐ Creating ☐ Presenting ☒ Responding ☒ Connecting ☒ Career Development	Listening skills, written response, verbal sharing and community building
Playing Assignment/Learning Target Recordings	☐ Creating ☒ Performing ☒ Responding ☒ Connecting ☐ Career Development	Video recordings Live playing in-class (in front of peers) One-on-one/individual lesson format Student choice with song selections Scaffolding for students with less/more experience to show their progress (adjusting for skill level)

Composition Project	☐ Creating ☒ Performing ☒ Responding ☒ Connecting ☐ Career Development	Scaffolding for all skill levels, peer-to-peer evaluation and reflection, low pressure stakes for students to perform their work for others
Parade Performance	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	Adjusting part assignments based on skill level (as needed)

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Posture, embouchure, breath support, instrument specific vocab.
 Accent, slur, tie, enharmonics, DC al fine, chromatic, staccato, tenuto, ritardando
 Piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo, forte piano
 Allegro, Andante, Adagio, Moderato, Largo
 Balance, blend, intonation
 Solo, ensemble, rubric, dynamics, articulation, tempo, compose, improvise
 Roll step, mark time, 8-5 marching

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☒ Vary presentation of new learning; utilize all three modalities, visual, aural, kinesthetic	☒ Vary assessments; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☒ Vary supports and gradual release of supports; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
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☒ Vary pacing , use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☒ Vary size of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☒ Create Peer Partnerships/Mentors: Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☒ Vary visuals ; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☒ Vary groupings for small group instruction	☒ Student Choice: Implementing student choice as much as possible
☒ Sensory: Provide sensory safe zone for student breaks	☒ Preview: Engage students through previewing new material and connecting to prior learning	☒ Extensions: Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance
Resources/Materials <i>May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.</i>		
Essential Elements Books, McAllister Warm-Ups, teacher-created materials, Sight Reading Factory website, Essential Elements Interactive website		