

Band
Grade 8

Strand	Product Performance Artistic Perceptions
<p style="text-align: center;"><u>Standards</u></p> <p>A.</p> <ul style="list-style-type: none"> • Instrumental performance skills • Expression and technical skills • Group playing • Solo/small ensemble playing • Critique musical performance and compositions 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Advanced Intermediate Tone Quality</p> <ul style="list-style-type: none"> • Dementsatrates ability to play a full dynamic range from <i>pianissimo</i> to <i>fortissimo</i> • Demonstrate understanding of articulations and single tonguing – Ta, Tu, Du, Da, Dot, Dit • Demonstrate an ability to play quicker passages with hands in proper position • Begin performing more advanced trills • Demonstrate dexterity to seamlessly transition between pitches • Adjust volumes in relation to other instruments striving for better balance and blending within the ensemble
<p>Alignments: CCSS: 6-8.RST.4 Performance: 2.5, 3.2, 3.4 Knowledge: (FA) 1 (CA) 6 (SC) 2 MUGLE: PP.2.A,B,E; AP.2.B NETS: 4 DOK: 3</p>	

Instructional Strategies

- Teacher models for basic tone production necessary for Grade 1.5 to 2.5 music
- Guided practice for tone production, especially in extreme (for age group) registers
- Pair/Share – students observe partner for proper instrument carriage
- Professional/college musician modeling – have students listen to a performance of high quality musicians

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Concert performances: Analyze
- Scoring guides

Sample Assessment Questions

- Compare the sound you are producing to this professional example
- What is the tendency for a pitch that is decrescendoing? Crescendoing?

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- Supplemental method books/materials
- Instruments and accessories
- Selected sheet music
- InTune magazine
- Whiteboard
- Supplemental method books/materials for grade 1.5 to 2.5 music
- CD/DVD recordings

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Determine the meaning of symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to eighth grade

Cross Curricular Connections

- Health: Body systems
- Science: Acoustics

Strand	Product Performance Elements and Principles of Music	
	<div data-bbox="491 237 659 272" data-label="Section-Header"> <p><u>Standards</u></p> </div> <div data-bbox="149 315 903 542" data-label="List-Group"> <p>B.</p> <ul style="list-style-type: none"> • Instrumental performance skills • Improvisation • Rhythmic notation • Symbols for rhythm, pitch, and expressive elements • Sight reading </div>	<div data-bbox="1304 237 1587 272" data-label="Section-Header"> <p><u>Learning Targets</u></p> </div> <div data-bbox="1024 315 1864 987" data-label="List-Group"> <p>1. Intermediate Rhythms, Fingerings and Stickings</p> <ul style="list-style-type: none"> • Demonstrate proper instrument angle • Demonstrate an ability to clearly differentiate between accented or emphasized notes and others • Demonstrate ability to perform rhythms in grade 1.5 to 2.5 music • Demonstrates proper vowels to match specific articulations • Play with a steady pulse in grade 1.5 to 2.5 music • Demonstrate and count more complicated syncopated patterns • Perform triplet patterns; eighth notes and quarter notes </div>
<div data-bbox="149 1032 772 1278" data-label="Text"> <p>Alignments: CCSS: 6-8.RST.4 Performance: 1.6, 2.5, 3.4 Knowledge: (CA) 6 (FA) 1 (MA) 1-3,6 (SC) 2 MUGLE: PP.2.A; PP.3.A; EP.1.A,C,E NETS: 6b,d DOK: 3</p> </div>		

Instructional Strategies

- Rhythm games, such as:
 - clapping
 - dry erase board
- Teacher modeling: Various rhythmic patterns
- Video and audio recordings of class
- Sight reading music grade 1-2
- Continue using counting system (1-E-&-A)
- Review possible ways to count triplets: example 1-IS-A

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Concert performances: Analyze
- Scoring guides

Sample Assessment Questions

- What alternate fingering would you use in this given passage?
- Write out the counts below this exercise

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- Instruments and accessories
- Selected sheet music
- Whiteboard
- Selected internet sources
- InTune Magazine
- CD/DVD recordings
- Metronome
- Supplemental method books/materials for grade 1.5 to 2.5 music

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Determine the meaning of symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to eighth grade

Cross Curricular Connections

- Math:
 - Patterns
 - Addition
 - Fractions

Strand	Product Performance
<p style="text-align: center;"><u>Standards</u></p> <p>C.</p> <ul style="list-style-type: none"> • Develop and apply instrumental skills to perform and communicate through the arts • Instrumental performance skills 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Intermediate Rhythms, Fingerings and Stickings</p> <ul style="list-style-type: none"> • Play one octave major scale in the following keys: Concert C, F, B\flat, E\flat, and A\flat • Demonstrate an ability to find and perform natural, melodic and harmonic forms of relative minor of each given scale • Play one octave chromatic scale beginning on concert C, F, B\square, E\square, and A\square • Demonstrate understanding of different diatonic intervals • Adjust and manipulate pitch flat or sharp through air speed • Adjust and manipulate pitch flat or sharp with student's aperture
<p>Alignments: CCSS: 6-8.RST.4 Performance: 1.6, 2.5, 3.4 Knowledge: (CA) 6 (FA) 1,2 (MA) 4,5 MUGLE: PP.2.A NETS: N/A DOK: 2</p>	

Instructional Strategies

- Name that key signature
- Teacher modeling finger patterns:
 - in the keys of concert C, F, B \flat , E \flat , and A \flat
 - for natural, melodic and harmonic forms of relative minor of each given scale
- Dry erase boards to help with fingerings
- Visual and audio examples
- Sight reading to develop finger patterns in given major/minor keys

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Scoring guides

Sample Assessment Questions

- Identify the relative minor of concert B \square major
- What is the difference between a natural minor scale and a major scale?

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- Supplemental method books/materials for grade 1.5 to 2.5 music
- Selected sheet music
- Whiteboard
- InTune magazine
- Individual fingering charts

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Determine the meaning of symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to eighth grade

Cross Curricular Connections

- Math: Patterns

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Strand	Product Performance Elements and Principles of Music
<p style="text-align: center;"><u>Standards</u></p> <p>D.</p> <ul style="list-style-type: none"> • Instrumental performance skills • Expression and technical skills • Rhythmic notation • Melodic notation • Sight reading • Repertoire 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Intermediate Music Literacy and Vocabulary</p> <ul style="list-style-type: none"> • Learn and apply new music vocabulary found in grade 1.5 to 2.5 music • Continue to teach enharmonics to apply them to grade 1.5 to 2.5 music • Interpret notes in finger patterns found in grade 1.5 to 2.5 music • Sight read grade ½ – 1 music • Perform music with different time signatures: alle-breve, 3/8, 6/8, 5/4, 4/4, 3/4, and 2/4 • Demonstrates the ability to recognize and apply symbols found in grade 1.5 to 2.5 music • Decode symbols: example – <i>Da Capo al fine</i>
<p>Alignments: CCSS: 6-8.RST.4 Performance: 1.5, 2.5, 3.4 Knowledge: (CA) 6 (FA) 3 (MA) 5 MUGLE: EP.1.A,B,E; PP.2.A-C NETS: 4; 6b DOK: 4</p>	

Instructional Strategies

- Teacher models notes in extremes of range for music grades 1.5-2.5
- Guided practice on sight reading
- Notation/key signature games on dry erase board
- Exit tickets to define:
 - vocabulary
 - key signatures
- Sing:
 - pitches
 - rhythms

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Supplemental method books/materials
- Concert performances: Group discussion
- Scoring guides
- Adjudicated music festival with feedback from judges

Sample Assessment Questions

- What are the two most common ways to count music in a 6/8 time signature?

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- Instruments and accessories
- InTune magazine
- Selected sheet music
- Whiteboard
- CD/DVD recordings
- www.musictheory.net
- Metronome
- Supplemental materials for grade 1.5 to 2.5 music

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Determine the meaning of symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to eighth grade

Cross Curricular Connections

- Math:
 - Fractions
 - Time signature
- ELA: Additional sight words

Strand	Product Performance Historic and Cultural Contexts
<p style="text-align: center;"><u>Standards</u></p> <p>E.</p> <ul style="list-style-type: none"> • Music's role and function in various cultures • Repertoire • Genres and styles • Stylistic practices • Careers in music 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Advanced Intermediate Music Theory and History</p> <ul style="list-style-type: none"> • Recognize common diatonic intervals; example-half steps, whole steps, perfect fourths and perfect fifths • Identify, describe, and compare composers from selected music • Identify, describe, and compare cultures through selected music • Notate notes, rhythms, dynamics, and articulations on staff for appropriate clef utilizing different time signatures • Compare and contrast music from a variety of styles and time periods • Compose a simple melody
<p>Alignments: CCSS: 6-8.RST.2; 6-8.RST.4; 6-8.WHST.10 Performance: 1.6, 1.9, 2.5 Knowledge: (CA) 7 (FA) 5 (SS) 6 MUGLE: PP.2.C; HH.1.C,D NETS: 3 DOK: 3</p>	

Instructional Strategies

- Teacher models how to properly write notation
- Guided practice on creating simple melodies
- Dry erase board for writing music notation
- Exit tickets on creating minor scales
- Listening to professional recordings
- Read aloud articles about composers

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Scoring guides

Sample Assessment Questions

- Compare and contrast a major scales and minor scales
- Compare and contrast two different pieces you have played

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- Books on composers
- Selected sheet music
- InTune Magazine
- Whiteboard
- CD/DVD recordings
- www.musictheory.net
- Supplemental material for grade 1.5 to 2.5 music

Literacy Connections

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Determine the meaning of symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to eighth grade

Cross Curricular Connections

- History: Making connection with historical time periods of composers and music
- Math: Musical beat divisions
- ELA: Relationships between language and culture

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Strand	Product Performance Artistic Perceptions
<p style="text-align: center;"><u>Standards</u></p> <p>F.</p> <ul style="list-style-type: none"> • Imitation: Play by ear • Improvisation • Musical characteristics, events, and descriptors 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Advanced Intermediate Ear Training</p> <ul style="list-style-type: none"> • Match a given pitch by voice and with instrument • Imitate and sing intermediate melodic patterns • Air play using proper vowels and fingerings/positions/stickings • Imitate a passage from a grade 1.5 to 2.5 music by rote
<p>Alignments: CCSS: 6-8.WHST.4; 6-8.RST.5; 6-8.RST.9 Performance: 1.6, 2.5, 3.3, 3.4 Knowledge: (CA) 6 (FA) 1 (SC) 1 GLE/CLE: PP.2.D; PP.3.A; AP.1.B NETS: 4; 6b,d DOK: 4</p>	

Instructional Strategies

- Singing pitches
- Imitating simple melodic patterns
- Improvising simple melodic patterns
- Guided problem solving to play tunes by ear
- Provide opportunity for sections to work separately on different parts of their music
- Guided problem solving to recognize notes by ear

Assessments/Evaluations

- Aural teacher observation and feedback
- Self-evaluation
- Concerts
- Content target assessment scoring guide

Sample Assessment Questions

- What interval is Here Comes the Bride?

Instructional Resources/Tools

- *Traditions of Excellence, Book 1*
- Instruments and accessories
- Tuner
- Selected sheet music
- Whiteboard
- Anchor chart of student ideas
- CD/DVD recordings
- Supplemental material for grade 1.5 to 2.5 music
- InTune magazine

Literacy Connections

- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Cross Curricular Connections

- Science: Physics – Sound production
- ELA: Compare and contrast

Strand	Artistic Perceptions	
	<u>Standards</u>	<u>Learning Targets</u>
	G. Criteria for musical performance and compositions	1. Advanced Intermediate Musicianship <ul style="list-style-type: none">Follows cues of a conductorDevelop and apply skills to evaluate performances with regard to tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, balance/blend, articulation, style, posture and stage presenceAnticipate and overcome performance anxieties through preparation
Alignments: CCSS: 6-8.RST.2; 6-8.RST.9; 6-8.WHST.10 Performance: 1.6. 2.5. 3.3. 3.4 Knowledge: (CA) 6 (FA) 1 MUGLE: AP.2.A NETS: N/A DOK: 4		
<u>Instructional Strategies</u> <ul style="list-style-type: none">Teacher conducting using various cuesGuided situational problem solvingStudent conducting a 2/4 pattern, a 3/4 pattern and a 4/4 patternPlay audio clips of different ensembles playing the same composition		

Assessments/Evaluations

- Teacher observation and feedback
- Individual reflections of performance
- Relate audience's reflection of performance: example – “What did your parents think?”
- Concert performances: Analyze as a class
- Scoring guides

Sample Assessment Questions

- List three attributes of a quality performance
- Describe four basic gestures that conductors commonly use and what they used them for?

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- Selected sheet music
- CD/DVD recordings
- InTune magazine
- Supplemental material for grade 1.5 to 2.5 music

Literacy Connections

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Cross Curricular Connections

- ELA:
 - Evaluating the content and artistic aspects of oral and visual presentations
 - Compare and contrast