

Middle School Advanced Band

Course Rationale

The Advanced Band enables students to progress in technical and expressive skills and show maturity in musicianship. Students demonstrate a variety of articulations, positions, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Students create, through playing and writing, rhythmic, melodic and expressive variations. Students perform individually and as a group according to the appropriate grade levels for music set by the Michigan School Band and Orchestra Association (MSBOA). Students discuss and evaluate characteristics of their own works of music and the works of others. Students are provided with opportunities to participate in local, district, and regional events.

Grades: 8th **Duration:** 3 Trimesters **Prerequisites:** Completion of standards in Intermediate Band

Grade Level: 8th

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary*	Performance Tasks & Activities	Suggested Assessments	Required Resources
<p>STANDARD 1 - PERFORM: <i>Apply skills and knowledge to perform in the arts.</i> ART.M.I.8.1 Sing and play with expression and technical accuracy, a diverse repertoire with or without notation, including selections performed from memory. ART.M.I.8.2 Sing an ostinato.. ART.M.I.8.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control. ART.M.I.8.4 Use technology in a variety of ways in musical performance. ART.M.I.8.5 Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, eighth, sixteenth, and dotted notes and rests; in simple, compound, and alla breve meters.</p> <p>STANDARD 2 - CREATE: <i>Apply skills and knowledge to create in the arts.</i> ART.M.II.8.1 Improvise basic harmonic accompaniments. ART.M.II.8.2 Improvise melodic embellishments and basic rhythmic and melodic variations on given pentatonic melodies, and melodies in major keys. ART.M.II.8.3 Improvise short melodies unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality. ART.M.II.8.4 Compose short pieces to communicate ideas and/or stories, within defined parameters, within defined parameters and using standard notation.</p> <p>STANDARD 3 - ANALYZE: <i>Analyze, describe, and evaluate works of art.</i> ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology. ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and styles. ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis. ART.M.III.8.4 Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self-evaluation when performing and creating.</p>	<p><i>EQ: “What can I do to improve my playing everyday? Why is important to practice scales and sightreading? What is gained from memorizing musical selections? How do our skills enhance and limit our expression? What skills will I need to continue to high school band?”</i></p> <ul style="list-style-type: none"> I can create and maintain proper embouchure, hand position, posture and employ appropriate breathing skills to produce the best possible tone and technique on my instrument. I can apply effective practice habits to learn new material. I can develop goals to prepare my music for performance. I can perform at least four major scales and the chromatic scale in one octave from memory. I can log my individual pitch tendencies on my instrument to improve intonation. I can evaluate a new band piece for specific musical elements when sight reading, predict what areas will be most difficult and select the proper steps to perform it accurately the first time. I can identify and execute basic marching fundamentals. I can play and march simultaneously. <p><i>EQ: “What is improvisation and where will the ideas from my composition come?”</i></p> <ul style="list-style-type: none"> I can use my knowledge of musical elements, developing performance skills, and understanding of instrument range to compose and improvise short melodies. I can repeat simple melodies and rhythmic patterns in a call and response setting and choose ways in which to vary them slightly. <p><i>EQ: “How is music communicated with one another in the ensemble, with the director and to the audience?”</i></p> <ul style="list-style-type: none"> I can identify the notes written in my book and sheet music and play them on my instrument. I can read, sing, and perform accurately with correct rhythms and notes alone, in small groups and in an ensemble setting. I can identify and perform key vocabulary terms, abbreviations and symbols for musical expression. I can identify, describe, and perform musical elements and terminology specific to the pieces we are studying in class. I can perform my music in front of an audience with the ensemble. I can interpret and follow a conductor’s beat pattern. I can describe proper concert etiquette and 	<p>Extensive review of all vocabulary from beginning and intermediate band. New: ¾ 5/4 mixed meter Ornament Grace Note Glissando Fall Swing Modes Pentatonic Scale Dorian Circle of Fifths Subdominant</p> <p>*Please note that many terms listed have a correlating abbreviation and/or symbol that should also be taught simultaneously.</p>	<ul style="list-style-type: none"> -Successfully perform all of EE 2000 Book 1 and Book 2 -Write and record goals for the year -Complete a list of pre-determined objectives for Book 3 -Perform alone and in small groups in class -Compose short and simple melodies -Play “Name That Tune” using excerpts from book -Encourage students to lead and conduct ensemble on occasion -Use piano, voice, or other instrument to model tone, rhythm, style and call and response exercises. -Sing and play scales, warm-ups, and excerpts from repertoire by memory. -Sing and play chorales -Perform solo and ensembles. -Listen to professional recordings our the literature being studied. -Provide pull-out sectional instruction as often as possible. -Invite guest directors and college musicians to visit and clinic students. -Practice sight reading on a daily basis. -Gain feedback through adjudication sheets from band festival and solo and ensemble festival and make a plan to improve. -Make a recruitment video about the benefits of joining band. -Create a Word of the Week Wall or WOW Wall for all terms learned in each class. -Log pitch tendencies on an intonation chart. -Invite 8th graders to come to 8th grade Marcher Night and perform with the high school band. 	<ul style="list-style-type: none"> -Teacher feedback -Peer feedback -In class performance -Written quizzes to test knowledge on instrument assembly and care, note names, fingerings, and key vocabulary, & notation -Writing reflections about progress and performances -Playing tests in class and submitted through video recordings graded using performance-based rubrics -Public performance at four concerts per year -Student created electronic portfolios 	<ul style="list-style-type: none"> -Posture chairs -Music stands -Instruments -Instrument Supplies ie. reeds, valve oil, slide grease, sticks, mallets, etc. -Essential Elements 2000 Bk.3 -Bach and Beyond Chorales -Sheet Music (Grade 1.5-2) -Solo and Ensemble Music -Piano -Sound System -Digital recording device -Chromebooks -Notation software and other applications for tuning, recording, editing, mixing, sound analysis, & composing -Classroom set of Tuner/Metronomes -Classroom set of clip-on pick-up performance-based rubrics -Sound Amplification system for instructing large groups efficiently -DVD’s about composers, music history time periods, and various styles of music -CD recordings of professional musicians and ensembles -Projector, screen, and sound equipment for display -Whiteboard & Markers -Pencils, paper, & staff paper -Uniform binders and/or folders for music storage -Classroom posters and bulletin boards for educational and motivational purposes

<p>ART.M.III.8.5 Evaluate the quality and effectiveness of one’s own and others’ musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.</p> <p>STANDARD 4 - ANALYZE IN CONTEXT: <i>Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</i></p> <p>ART.M.IV.8.1 Describe distinguishing characteristics of a representative music genres and styles from a variety of cultures.</p> <p>ART.M.IV.8.2 Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.</p> <p>ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed..</p> <p>ART.M.IV.8.4 Describe the impact of technology on music and culture.</p> <p>STANDARD 5 - ANALYZE AND MAKE CONNECTIONS: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts & everyday life.</p> <p>ART.M.V.8.1 Compare how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> <p>ART.M.V.8.2 Analyze ways in which music is related to the principles and subject matter of other disciplines.</p> <p>ART.M.V.8.3 Describe artistic applications of current technology in music.</p>	<p>demonstrate my skills during performances.</p> <p><i>EQ: “What function does music serve in our lives and various parts of the world? How is music in other parts of the world similar & different to the music of our culture”?</i></p> <ul style="list-style-type: none"> ● I can perform music from a variety of genres, cultures, and time periods. ● I can discuss the relevance of marching bands in historical examples as well as everyday life. ● I can identify, classify, and compare music from different genres, diverse cultures, and various time periods. ● I can examine what functions music serves in our everyday lives. <p><i>EQ: “What makes a great performance for the audience? What makes a musical experience special for the performer? How will my performance affect the audience” How will my performance affect my performance? What about my performance do I like and what would I like to change if given the chance”?</i></p> <ul style="list-style-type: none"> ● I can perform music from a variety of genres, cultures, and time periods. ● I can identify, classify, and compare music from different genres, diverse cultures, and various time periods. ● I can examine what functions music serves in our everyday lives. <p><i>EQ: “What function does technology serve in music”?</i></p> <ul style="list-style-type: none"> ● I can use technology (Metronomes, tuners, recording devices, etc.) as a practice tool to assess my progress and plan adjustments to improve. ● I can use technology to evaluate my own performances as well as the ensembles. ● I can identify ways in which professional artists create and perform music using technology. <p><i>EQ: “How is music similar to other fine arts; and what are the connections between music and math, science, social studies and language arts”?</i></p> <ul style="list-style-type: none"> ● I can identify and connect several musical elements to other fine arts subjects. ● I can describe connections between music and math, science, social studies & language arts. 				
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Band Core Units

Course Title: Advanced Band

Unit Title: Composition

Length of Unit: 2 weeks & contiguous during the year.

Grade Level: 8th

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Standards & Benchmarks	Essential Questions, Learning	Key Vocabulary	Performance Tasks &	Suggested	Required Resources
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	Targets & “I can” Statements		Activities	Assessments	
<p>STANDARD 2 - CREATE: <i>Apply skills and knowledge to create in the arts.</i></p> <p>ART.M.II.8.1 Improvise basic harmonic accompaniments.</p> <p>ART.M.II.8.2 Improvise melodic embellishments and basic rhythmic and melodic variations on given pentatonic melodies, and melodies in major keys.</p> <p>ART.M.II.8.3 Improvise short melodies unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p> <p>ART.M.II.8.4 Compose short pieces to communicate ideas and/or stories, within defined parameters, within defined parameters and using standard notation.</p> <p>ART.M.II.8.5 Arrange simple pieces for voices or instruments other than those for which pieces were written.</p> <p>ART.M.II.8.6 Use a variety of traditional, non-traditional, and electronic sound sources when composing, arranging, and improvising.</p> <p>STANDARD 3 - ANALYZE: <i>Analyze, describe, and evaluate works of art.</i></p> <p>ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.</p> <p>ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and styles.</p> <p>ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.</p> <p>ART.M.III.8.4 Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self-evaluation when performing and creating.</p> <p>ART.M.III.8.5 Evaluate the quality and effectiveness of one’s own and others’ musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.</p> <p>STANDARD 5 - ANALYZE AND MAKE CONNECTIONS: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts & everyday life.</p> <p>ART.M.V.8.1 Compare how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> <p>ART.M.V.8.2 Analyze ways in which music is related to the principles and subject matter of other disciplines.</p> <p>ART.M.V.8.3 Describe artistic applications of current technology in music.</p>	<p><i>EQ: “How is our culture and are our life experiences reflected in our music making? Where will the ideas from my composition come”? How will my composition affect the listener? How will my composition affect the performer? How can composing music make me a better musician? How can composing music make me a better student”?</i></p> <ul style="list-style-type: none"> ● I can use my knowledge of musical elements, developing performance skills, and understanding of instrument range to compose and improvise short melodies. ● I can repeat simple melodies and rhythmic patterns in a call and response setting and choose ways in which to vary them slightly. ● I can compose and arrange music using a combination of traditional, non-traditional, and electronic sounds. ● I can organize my thoughts to communicate ideas through composition. ● I can use technology and manual notation to create and manipulate my compositions. <p><i>EQ: “What makes a great piece of music literature? How will my composition affect the listener? How will my composition affect the performer? How can composing music make me a better musician? How can composing music make me a better student”?</i></p> <ul style="list-style-type: none"> ● I can develop criteria about what makes a quality piece of music and evaluate my own composition as well as others. ● I can reflect on how music making enhances our lives and the lives of others. <p><i>EQ: “How is composing music similar creating a work in the visual arts, dance and theater”?</i></p> <ul style="list-style-type: none"> ● I can compare and contrast how composing music is similar to creating works of art in other disciplines. 	<p>Range</p> <p>Note Stems</p> <p>Grand Staff</p> <p>Improvisation</p> <p>Composition</p> <p>Transposition</p> <p>Arrangement</p> <p>Melody</p> <p>Harmony</p> <p>Accompaniment</p> <p>Ostinato</p> <p>Dissonance</p> <p>Texture</p> <p>Balance</p> <p>Articulation</p> <p>Style</p> <p>Dynamics</p> <p>Tempo</p> <p>Metronome Marking</p> <p>Measure Numbers</p> <p>Interval</p> <p>Octave</p> <p>Key Signature</p> <p>Accidentals</p> <p>Form</p> <p>Introduction</p> <p>Refrain</p>	<p>-Develop a plan for a composition and/or an arrangement.</p> <p>-Compose short and simple melodies within the parameters of the grade level.</p> <p>-Perform or encourage a friend to perform the piece in class or via a recording.</p> <p>-Gain feedback through criteria based rubrics and make a plan to improve your piece.</p> <p>-Write a short description of your piece.</p> <p>-Write a reflection about the composition experience.</p> <p>-Add the composition to student-created electronic portfolios</p>	<p>-Teacher feedback</p> <p>-Peer feedback</p> <p>-In class performance</p> <p>-Writing reflections about progress and performances</p> <p>-Evaluation of compositions using criteria based rubrics</p>	<p>-Posture chairs</p> <p>-Music stands</p> <p>-Instruments</p> <p>-Instrument Supplies ie. reeds, valve oil, slide grease, sticks, mallets, etc.</p> <p>-Piano</p> <p>-Sound System</p> <p>-Digital recording device</p> <p>-Chromebooks</p> <p>-Notation software and other applications for tuning, recording, editing, mixing, sound analysis, & composing</p> <p>-Sound Amplification system for instructing large groups efficiently</p> <p>-Projector, screen, and sound equipment for display</p> <p>-Whiteboard & Markers</p> <p>-Pencils, paper, & staff paper</p>