

# 8th Grade Band Curriculum



**Developed by Mr. Zachary Thomas,  
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## *COURSE OUTLINE*

|            |                                  |                                    |
|------------|----------------------------------|------------------------------------|
| Unit One   | <i>Aesthetics of Music</i>       | <i>Year-long, Concurrent units</i> |
| Unit Two   | <i>Rehearsal Techniques</i>      | <i>Year-long, Concurrent units</i> |
| Unit Three | <i>Note &amp; Rhythm Reading</i> | <i>Year-long, Concurrent units</i> |

### *School-wide Academic Expectations Taught In This Course*

- Literacy\*
- Analysis
- Communication
- Collaboration

### *School-wide Social and Civic Expectations Taught in This Course*

- Resiliency
- Responsibility
- Respect

### *Content Standards Taught in This Course*

|                   |  |
|-------------------|--|
| <b>MU:Pr4.2.E</b> | Analyze the structure and context of varied musical works and their implications for performance.                                      |
| <b>MU:Pr4.3.E</b> | Develop personal interpretations that consider creators' intent.   |
| <b>MU:Pr5.3.E</b> | Evaluate and refine personal and ensemble performances, individually or in collaboration with others.                                  |
| <b>MU:Pr6.1.E</b> | Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. |
| <b>MU:Re7.2.E</b> | Analyze how the structure and context of varied musical works inform the response.   |
| <b>MU:Re8.1.E</b> | Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.                                 |
| <b>MU:Re9.1.E</b> | Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.           |
| <b>MU:Cn10.0</b>  | Synthesize and relate knowledge and personal experiences to make music.  |

## **Unit 1: Aesthetics of Music**

**Introduction and Established Goals:**

Successful interpretation and musical understanding of new and existing works of music generates meaningful connections with performers and their audiences.

**Desired Outcome(s):**

Students will be able to produce a quality sound on their instrument.

Students will be able to match their tone quality with other musicians to create a blended and balanced sound within an ensemble.

Students will be able to hear and adjust pitch to play in tune.

Students will be able to interpret a conductor's intent.

**National Core Arts Standards:**

**MU:Pr4.2.E** Analyze the structure and context of varied musical works and their implications for performance.

**MU:Pr4.3.E** Develop personal interpretations that consider creators' intent.

**MU:Pr5.3.E** Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**MU:Pr6.1.E** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**MU:Re7.2.E** Analyze how the structure and context of varied musical works inform the response.

**MU:Re8.1.E** Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

**MU:Re9.1.E** Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

**MU:Cn10.0** Synthesize and relate knowledge and personal experiences to make music.

**Essential Question(s):**

How does the interpretation and application of aesthetic musical concepts create a meaningful connection to the music being performed?

**Key Terms/Concepts:**

Students will understand how to produce a quality sound on their instrument.

Students will understand the concept of a balanced sound and blended tone with other musicians within an ensemble.

Students will understand the concept of intonation and how to adjust their pitch to play in tune with themselves and/or others.

Students will understand how to interpret the composer's written intent by reading the articulation, dynamic, and expressive content of a piece of music.

## LEARNING PLAN

| STANDARD | LEARNING OBJECTIVES | INSTRUCTIONAL STRATEGIES | ASSESSMENT |
|----------|---------------------|--------------------------|------------|
|----------|---------------------|--------------------------|------------|

|  | (Content and Skill)              |  | EVIDENCE   |
|--|----------------------------------|--|--|
| <b>MU:Pr5.3.E</b><br><b>MU:Pr6.1.E</b><br><b>MU:Re7.2.E</b><br><b>MU:Cn10.0</b>                      | Balance & Blend Recognition      | Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings  | Festival Judges' Feedback<br>Daily Rehearsals<br>Goal Sheets<br>Chamber Performances |
| <b>MU:Pr5.3.E</b><br><b>MU:Re9.1.E</b><br><b>MU:Cn10.0</b>   | Tone Quality                     | Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Teacher Modeling</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings  | Festival Judges' Feedback<br>Daily Rehearsals<br>Goal Sheets<br>Chamber Performances |
| <b>MU:Pr4.2.E</b><br><b>MU:Pr4.3.E</b><br><b>MU:Re7.2.E</b><br><b>MU:Re8.1.E</b>                     | Composer's Intent                | Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> </ul> Listening to/analyzing recordings<br>Exploring composer's program notes<br>Reading aesthetic markings in music  | Festival Judges' Feedback<br>Daily Rehearsals<br>Goal Sheets<br>Chamber Performances |
| <b>MU:Pr6.1.E</b><br><b>MU:Re7.2.E</b><br><b>MU:Re8.1.E</b><br><b>MU:Re9.1.E</b><br><b>MU:Cn10.0</b> | Dynamic Markings & Articulations | Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Teacher Modeling</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Listening to/analyzing recordings<br>Reading aesthetic markings in music | Festival Judges' Feedback<br>Daily Rehearsals<br>Goal Sheets<br>Chamber Performances |

### Suggested Resources and Texts:

Essential Elements for Band Books 2 & 3, Band Method

### Suggested Technology:

## Unit 2: Rehearsal Techniques

### Introduction and Established Goals:

Engaging in meaningful rehearsal practices enhances the musical performance of new and existing work for the benefits of the performers and audience alike. Proper rehearsal techniques foster teamwork and self-discipline through collaboration with others towards a common performance goal.

**Desired Outcomes:**

Students will be able to work in a group setting to perform new and existing works of music.

Students will be able to interpret expressive markings within a group setting to convey a composer's intent towards themselves and to an audience.

Students will be able to implement individual technical skills within an ensemble to enhance the performance of literature.

**National Core Arts Standards:**

**MU:Pr4.2.E** Analyze the structure and context of varied musical works and their implications for performance.

**MU:Pr4.3.E** Develop personal interpretations that consider creators' intent.

**MU:Pr5.3.E** Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**MU:Pr6.1.E** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**MU:Re7.2.E** Analyze how the structure and context of varied musical works inform the response.

**MU:Re8.1.E** Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

**MU:Re9.1.E** Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

**MU:Cn10.0** Synthesize and relate knowledge and personal experiences to make music.

**Essential Questions:**

What are proper rehearsal practices?

What does it mean to collaborate with others to achieve a common performance goal?

What individual technical skills are needed to appropriately participate in an ensemble?

**Key Terms/Concepts:**

Students will understand how to behave in a group rehearsal setting.

Students will understand how to collaborate with others to work towards common performance goals.

Students will understand the independent technical skills needed to actively participate in a group setting.

## LEARNING PLAN

| STANDARD  | LEARNING OBJECTIVES<br>(Content and Skill) | INSTRUCTIONAL STRATEGIES   | ASSESSMENT<br>EVIDENCE  |
|---|--|--|---|
| <b>MU:Pr4.2.E</b><br><b>MU:Pr4.3.E</b><br><b>MU:Pr5.3.E</b><br><b>MU:Pr6.1.E</b><br><b>MU:Re9.1.E</b> | Preparing for Full Ensemble rehearsal      | Listening to/analyzing recordings<br>Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> | Aural Observation <ul style="list-style-type: none"> <li>● Rehearsal</li> <li>● Sectional</li> </ul> Self-Assessment<br>Peer-Assessment |

|                                       |   |   |  |
|---------------------------------------|---|---|--|
| <b>MU:Cn10.0</b>                      |   | Reading music notation  |  |
| <b>MU:Pr5.3.E</b><br><b>MU:Cn10.0</b> | Collaborate with others for common performance goals                | Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Reading music notation            | Aural Observation <ul style="list-style-type: none"> <li>● Rehearsal</li> <li>● Sectional</li> <li>● Concert</li> </ul> Self-Assessment<br>Peer-Assessment |
| <b>MU:Pr6.1.E</b>                     | Technical Skills needed to actively participate in ensemble setting | Ensemble Rehearsal <ul style="list-style-type: none"> <li>● Directive Feedback</li> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> </ul> Sectional Rehearsal <ul style="list-style-type: none"> <li>● Peer Feedback</li> <li>● Performance Repetitions</li> <li>● Individualized Practice</li> </ul> Reading Music Notation<br>Lecture | Aural Observation <ul style="list-style-type: none"> <li>● Rehearsal</li> <li>● Sectional</li> <li>● Concert</li> </ul> Self-Assessment<br>Peer-Assessment |

### Suggested Resources and Texts:

Essential Elements for Band Books 2 & 3, Band Method

### Suggested Technology:

## Unit 3: Note & Rhythm Reading

### Introduction and Established Goals:

Reading rhythmic notation accurately enhances the performance of musical works by portraying the composer's melodic and harmonic intent.

### Desired Outcomes:

Students will be able to count notated rhythms using standard counting language.

Students will be able to accurately play notated rhythms incorporating notes and rests up to a sixteenth note value within common and cut time.

Students will be able to accurately play notated rhythms in simple and complex compound time.

### National Core Arts Standards:

**MU:Pr4.2.E** Analyze the structure and context of varied musical works and their implications for performance.

**MU:Pr4.3.E** Develop personal interpretations that consider creators' intent.

**MU:Pr5.3.E** Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**MU:Pr6.1.E** Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**MU:Re7.2.E** Analyze how the structure and context of varied musical works inform the response.

**MU:Re8.1.E** Support an interpretation of a musical work that reflects the creators’/performers’ expressive intent.

**MU:Re9.1.E** Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

**MU:Cn10.0** Synthesize and relate knowledge and personal experiences to make music.

**Essential Question:**

How does reading notated rhythm enhance the performance of a piece of music?

**Key Terms/Concepts:**

Students will understand how to count, read, and play notated rhythms incorporating sixteenth note value within common and cut time.

Students will be able to count notated rhythms using standard counting language.

Students will be able to accurately play notated rhythms in simple and complex compound time.

## LEARNING PLAN

| STANDARD  | LEARNING OBJECTIVES<br>(Content and Skill) | INSTRUCTIONAL STRATEGIES  | ASSESSMENT EVIDENCE  |
|---|--|---|--|
| <b>MU:Pr4.3.E</b><br><b>MU:Pr5.3.E</b><br><b>MU:Pr6.1.E</b> | Rhythm Reading                             | Pass-Offs<br>Rhythm Counting Drills<br>Rhythm Counting Worksheets<br>Repertoire Preparation<br>Lecture<br>Dictation               | Pass-Offs<br>Festival Judges’<br>Feedback<br>Daily Rehearsal<br>Concerts<br>Sectionals<br>Worksheets |
| <b>MU:Pr4.3.E</b><br><b>MU:Pr5.3.E</b><br><b>MU:Pr6.1.E</b> | Note Reading                               | Pass-Offs<br>Note Reading Drills<br>Note Reading Worksheets<br>Repertoire Preparation<br>Lecture<br>Fingering Charts<br>Dictation | Pass-Offs<br>Festival Judges’<br>Feedback<br>Daily Rehearsal<br>Concerts<br>Sectionals<br>Worksheets |

**Suggested Resources and Texts:**

Essential Elements for Band Books 2 & 3, Band Method

**Suggested Technology:**

- Metronome
- Tuner
- SmartMusic
- MusicTheory.net