

PALISADES MIDDLE SCHOOL BAND
BAND 6-8

LENGTH OF TIME: one year course offered every other day for 45 minutes

GRADE LEVEL: 6-8

COURSE STANDARDS: As an ongoing and year long process, students will: 1. Define symbols and terminology encountered in instrumental music.

(NMCS NMCS Pr4.1.E.8a; Pr4.3.E.8a; MU:Pr5.3.E.8a; Pr6.1.E.8a ; Pr4.1.E.8a) (PA Std. 9.1.a,b,c; 9.3.d) 2. Develop rhythm patterns.

(NMCS NMCS Pr4.1.E.8a; Pr4.3.E.8a; MU:Pr5.3.E.8a; Pr6.1.E.8a ; Pr4.1.E.8a) (PA Std 9.1.a,b,c) 3. Develop note-reading skills.

(NMCS NMCS Pr4.1.E.8a; Pr4.3.E.8a; MU:Pr5.3.E.8a; Pr6.1.E.8a ; Pr4.1.E.8a) (PA Std 9.1.a,b,c) 4. Continue development of physical skills: hand position, technique, stick control.

(NMCS 2,7) (PA Std 9.1 a, b, c, h) 5. Develop an understanding of sight-reading.

(NMCS MU:Pr4.2.E.8a; Pr4.2.E.5a) (PA Std 9.1.a,b,c) 6. Develop ensemble skills.

(NMCS Pr4.2.E.8a; Re7.2.E.8a; Re9.1.E.8a ; Re9.1.E.8a) (PA Std 9.1.a,b,c,j,k; 9.2.a,b,c,d) 7. Develop correct intonation.

(NMCS Pr4.1.E.8a; Pr4.3.E.8a; MU:Pr5.3.E.8a; Pr6.1.E.8a ; Pr4.1.E.8a) (PA Std 9.1.a,b; 9.3.b) 8. Develop musicianship.

(NMCS NMCS Pr4.1.E.8a; Pr4.3.E.8a; Pr5.3.E.8a; Pr6.1.E.8a; Pr6.1.E.8b; Re8.1.E.8a; Cn10.0.H.8a) (PA Std 9.1.a,b,d,g; 9.2.a,b,c,d; 9.3.a,b,c,d) 9.

Analyze their performance as a group effort geared towards improvement.

(NMCS Pr4.2.E.8a; Re7.2.E.8a; Re9.1.E.8a ; Re9.1.E.8a) (PA Std 9.1.d,e,f; 9.2.a,c,d; 9.3.a,b) 10. Participate in group activities.

(NMCS Cr3.2.E.8a; Pr4.1.E.8a; Pr4.2.E.8a; Pr4.3.E.8a; Pr5.3.E.8a D; Pr6.1.E.8a; Pr6.1.E.8b; Pr4.2.E.8a; Re7.2.E.8a; Re9.1.E.8a ; Re9.1.E.8a) (PA Std 9.1.a,b,d,e,f,i; 9.2.a,b,c,i)

NATIONAL MUSIC CONTENT STANDARDS These are the National Content

Standards for Music. All are applicable to the Middle School Band except Number
1. 1. Creating

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PALISADES MIDDLE SCHOOL BAND BAND 6-8 a. MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. b. MU:Cr2.1.E.Ia Preserve draft compositions and improvisations through standard notation and audio recording. c. MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes

2. Performing

- a. MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. b. MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

3. Connecting

- a. MU:Cn10.0.H.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. b. MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

4. Responding

- a. MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music. b. MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.
5. Reading and notating music
- a. read whole, half, quarter, eighth, sixteenth, and dotted notes/rests in common, compound, and cut time b. sight-read simple melodies (treble and bass clef) c. identify and define standard notation for pitch, rhythm, dynamics, tempo, articulation, and expression d. use standard notation to record their own and

others' music ideas e. sight-read in instrumental ensemble with correct expression and technical accuracy (aprox. Grade 3 Literature)

6. Understanding music in relation to history and culture

a. describe distinguishing characteristics of music genres/styles in music of other cultures b. using a varied body of exemplary musical works, classify by genre, style, historical period, composer, title; explain characteristics that cause work to be considered exemplary c. compare the function of music, role of musicians, and performance conditions in different cultures

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RELATED PA ACADEMIC STANDARDS FOR THE ARTS AND HUMANITIES

9.1 Production, Performance & Exhibition of Dance, Music, Theatre and Visual Arts

A. Elements and principles in each art form B. Demonstration of dance, music, theatre and visual arts C. Vocabulary within each art form D. Styles in production, performance and exhibition E. Themes in art forms F. Historical and cultural production, performance and exhibition G. Function and analysis of rehearsals and practice sessions I. Community performances and exhibitions J. Technologies in the arts K. Technologies in the humanities

9.2 Historical and Cultural Contexts

A. Context of works in the arts B. Chronology of works in the arts C. Styles and genre in the arts D. Historical and cultural perspectives I. Philosophical context of works in the arts

9.3 Critical Response

A. Critical processes B. Criteria C. Classifications D. Vocabulary for criticism

PERFORMANCE ASSESSMENTS: Students will demonstrate achievement of the

standards by: 1. Successful public performance on each selected musical piece of various musical styles. (Course Standard 6,7,8) 2. Teacher observation and student evaluation of group and individual performance. (Course Standard 9) 3. Testing their understanding of terminology through evaluation of their performance. (Course Standard 1,4,5) 4. Attendance of all group events will determine the student's participation. (Course Standard 10) 5. Teacher observation of student's emotional responses to the selected music. (Course Standard 8) 6. Teacher observation and test of student's accomplishments. (Course Standard 2,3)

DESCRIPTION OF COURSE: This program is an elective for students who play concert band instruments. Classes are given with an emphasis in developing musical as well as technical skills. Music is selected from various periods in music history. There is an increased awareness of technical and musical advancement. Performances include Winter and Spring concerts.

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PALISADES MIDDLE SCHOOL BAND BAND 6-8 More advanced students have additional performance opportunities such as jazz band, small chamber ensembles, and auditioned county ensembles.

INSTRUCTIONAL UNITS: I.

Theory: Note-reading concepts

A. Grade 6

a. basic note-reading review b. accidentals c. key signatures d. major scales C,F,G B. Grade 7

a. key signatures b. accidentals c. enharmonics d. chromatic scale e. major scales Bb, D C. Grade 8

a. key signatures b. whole/half steps

- c. intervals/octaves d. chords: major vs. minor e. composing a melody f. major scales 3-sharps and 3-flats

II. Rhythm/Tempo--ongoing

A. Rhythm patterns

- 1. Sixteenth notes through whole notes 2. Eighth rests through whole rests 3. Ties B. Dotted rhythm patterns C. Various meters

- 1. Simple Meters 2. Compound Meters D. Play exercises and songs with various time signatures E. Play pieces with various tempo markings

- 1. Accelerandos and Ritardandos 2. Fermatas

III. Sound quality/ Playing Skills

A. Grade 6

- a. Posture/ breath support b. steady tempo c. articulation d. embouchure/ stick control e. high registers

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PALISADES MIDDLE SCHOOL BAND BAND 6-8 f. basic rudiments B. Grade 7

- a. intonation b. phrasing c. advanced articulation d. advanced rudiments e. high register chromatics f. continued development of posture/ breath support, tempo.

embouchure/stick control C.

Grade 8

- a. trills/ grace notes b. low register chromatics c. improvising d. continued development of intonation, posture/breath support, tempo, embouchure/stick control

IV. Expression/Musicianship

A. Grade 6

- a. music vocabulary: define terms and concepts B. Grade 7 & 8

a. apply music vocabulary to performance B. Various dynamic levels

1. Pianissimo through fortissimo 2. Decrescendo/Crescendo over various lengths 3. Sforzando, forte/piano, V.

Technique

A. Grade 6

a. major scales (C, G, F) in quarter notes (one octave) b. basic drum rudiments (slow tempo, open style) B. Grade 7

a. major scales (Bb, D, Chromatic) in quarter notes (one octave) b. major scales (C, G, F) in eighth notes (two octaves) c. basic drum rudiments (closed style) d. advanced drum rudiments (slow tempo) C.

Grade 8

a. major scales (Bb, A, Ab, E) in quarter notes (one octave) b. major scales (Bb, D) in eighth notes (two octaves) c. alternate fingerings d. advanced drum rudiments (Fast tempo) e. basic drum rudiments open to closed

VI. Music appreciation/ History

A. Grade 6

a. Medieval Period b. Renaissance Period

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c. Multicultural music d. Musical theater e. Baroque period

B. Grade 7

a. Classical period b. Romantic period c.

Multicultural music C. Grade

8

a. 20th Century b. Jazz/Pop Music c. Multicultural music

MATERIALS: 1. Continuation of elementary method books - Essential Elements Book 1 2. Continuation Alfred's Drum Method Book 1 3. Selected band literature (aprox. Grade 1.5-3) 4. Supplemental scale sheets 5. Supplemental chromatic sheets 6. Supplemental Rhythms exercises and books 7. Vibrato exercises- Introduce and Demonstrate technique

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Class rehearsals 2. Resource 3. Full band rehearsals 4. Concerts 5. Guest presenters 6. Chromebooks

PORTFOLIO DEVELOPMENT: Students keep a folder which includes: 1. Concert programs 2. Student reflection sheets 3. Student assessment sheets/Palisades Middle School Band Rubric 4. Music or titles of musical selections performed throughout the year 5. Any ongoing worksheets, scale sheets, or assignment sheets 6. Method books

APPLIED LEARNING STANDARDS/INTEGRATED ACTIVITIES:

Problem Solving

-Identify and demonstrate correct performance playing skills

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PALISADES MIDDLE SCHOOL BAND BAND 6-8 -independently maintain and care for instrument and portfolio Communication Tools and Techniques
-interpretation of various musical styles -expressing themselves through music -identifying context of music compositions Information Tools and Techniques
-music reading -instrumental technique Tools and Techniques for Working With Others
-ensemble practice -blending and balancing performance with the group -monitoring rehearsal etiquette including respect towards others and conductor

Performance Test – Grading Sheet

These are the areas that will be graded during a performance test. Success must be achieved in all areas and no one area is more important than the others. Therefore, to achieve a specific grade, all areas of your playing should fall in or above that grade level.

Distinguished Proficient Novice Posture/Hand Position

Performs with the correct body and hand position throughout the piece.

Usually performs with the correct posture and hand position.

Has several flaws in posture and hand position.

Pitch Accuracy Plays all of the notes correctly.

Plays most of the notes correctly with only a few errors.

Plays very few notes correctly. Many errors.

Rhythmic Accuracy

Plays with a steady beat and is rhythmically correct all of the time.=

Plays with a steady beat and is rhythmically correct most of the time with a few errors.

Does not maintain a steady beat and does not play rhythms correctly.

Tempo Control Maintains indicated tempo throughout the performance.

Maintains indicated tempo throughout the performance with only a few changes in tempo.

Does not maintain the indicated tempo throughout the performance. Frequent tempo changes. **Musicianship (Style,**

Expressions, Dynamics, Articulation)

Plays in the correct style with appropriate expression, dynamics, and articulation throughout the performance.

Plays in the correct style with appropriate expression, dynamics, and articulation throughout most of the performance with a few errors.

Little attention is paid to appropriate style, expression, dynamics, or articulation throughout the performance.

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