

DEPARTMENT/GRADE LEVEL: Band (7th and 8th Grade)

COURSE/SUBJECT TITLE: Instrumental Music #0440

TIME FRAME (WEEKS): 36 weeks

OVERALL STUDENT OBJECTIVES FOR THE UNIT:

Students taking Instrumental Music are provided with the opportunity to apply knowledge learned in the elementary music curriculum by continuing to play an instrument. Instruction is designed so that students connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The instrumental classes provide instruction in any of the following areas: (1) woodwinds, (2) brass, and (3) percussion.

Ensemble and solo activities are designed for students to develop basic elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music; and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, playing by ear, and sight-reading. Students are given opportunities to participate in performances, outside of the school day, that support and extend the learning in the classroom.

ACADEMIC STANDARDS	DATE COMPLETED	PROFICIENCY INDICATORS	ACTIVITIES	VOCABULARY	ASSESSMENT	RESOURCES
Standard 1- Singing alone and with others	▪	<ul style="list-style-type: none"> ▪ 8.1.1 Sing a given melody correctly while maintaining a steady beat, consistent vocal tone, proper pronunciation, and expressive use of dynamics and phrasing. ▪ 8.1.2 Sing alone or as part of a group while demonstrating good posture. 	1. Kodaly rhythmic interpretation (ta/ti-ti; counting, etc.) 1. Takadimi method (Examples may include: Sing musical example on a neutral syllable rhythmic examples.)	Accent Articulation Crescendo Diminuendo Dynamic Change Dynamic Level Forte (f) Legato Marcato Measure Music Staff Notation Note symbols (quarter note, half note, etc.) Phrasing Piano (p) Rest Symbols (quarter rest, half rest, etc.) Staccato Syncopation Tenuto Tie	Performance Assessment Formal / Informal Assessment	<ul style="list-style-type: none"> ▪ Sound Connections (D. Ester) ▪ Band Method Book ▪ Selected Band Literature ▪ Scale Sheet ▪ Interval Study ▪ Technology (Smartmusic)
Standard 2-	▪	8.2.1 Echo melodic	1. Direct Instruction	Arrangement	Performance	▪ Band Method Book

<p>Playing an instrument alone and with others</p>		<p>and rhythmic patterns on an instrument.</p> <ul style="list-style-type: none"> ▪ 8.2.2 Play a melody while other students play an accompaniment. ▪ 8.2.3 Play an accompaniment to a given melody. 	<ol style="list-style-type: none"> 2. Concept Teaching 3. Drill and Repetition 4. Demonstration 5. Independent Study 6. Group Project 7. Competition 8. Technology <p>(Examples may include: Echo-response activities. Public performance of selected music.)</p>	<p>Bass Clef Coda Conductor Cue Duet Echo Flat Harmony Instrument Key Signature Melody Musical Phrase Musical Piece Musician Natural Pitch Posture Quartet Repeat Ritard Sharp Timbre Treble Clef Trio</p>		<ul style="list-style-type: none"> ▪ Selected Band Literature ▪ Electronic accompaniment (sequencer, drum pad, etc.) ▪ CD/player ▪ Technology (Smartmusic)
<p>Standard 3- Reading, notating, and interpreting music</p>	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 8.3.1 Demonstrate the ability to read music notation in compound meter. ▪ 8.3.3 Use appropriate musical terminology when discussing music. ▪ 6-8.RT.3 Follow precisely a multistep procedure when performing technical musical tasks ▪ 6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are 	<ol style="list-style-type: none"> 1. Direct Instruction 2. Concept Teaching 3. Drill and Repetition 4. Demonstration 5. Independent Study 6. Group Project 7. Competition <p>(Examples may include: Public performance of selected music. Clap a 4-measure rhythm in 6/8 meter, which is notated on the board.)</p>	<p>Dotted Note (Rest) Eighth Note (Rest) Half Note (Rest) Meter Change Meter Signature Quarter Note (Rest) Release Scale Sightread Sixteenth Note (Rest) Time Signature Triple Meter Whole Note (Rest)</p>	<p>Performance Formative Assessment Paper/Pencil Quiz</p>	<ul style="list-style-type: none"> ▪ Band Method Book ▪ Selected Band Literature ▪ Rhythm Sheet ▪ Chalkboard ▪ Technology (Smartmusic)

		<p>used in a specific technical music context relevant to grades 6-8 texts and topics.</p> <ul style="list-style-type: none"> 6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently. 				
Standard 4- Improvising melodies and accompaniments		<ul style="list-style-type: none"> 8.4.1 Create a simple ostinato accompaniment. 8.4.2 Create a short melody over a given rhythmic accompaniment. 	<ol style="list-style-type: none"> 1. Concept Teaching 2. Self-Expression 3. Cooperative Learning 4. Independent Study 5. Technology <p>(Examples may include: Embellishment of “Lightly Row” “Twinkle, Twinkle Little Star”.)</p>	<p>Embellishment Harmonic Accompaniment Improvisation Melodic Embellishment Progression Rhythmic Ostinato Rhythmic Variation</p>	<p>Performance Paper/Pencil Quiz</p>	<ul style="list-style-type: none"> Band Method Book Selected Band Literature Electronic accompaniment (sequencer, drum pad, etc.) Chalkboard Technology (Smartmusic)
Standard 5- Composing and arranging music within specified guidelines		<ul style="list-style-type: none"> 8.5.1 Write a short piece of music in simple or compound meter, and with a selected set of pitches. 8.5.2 Use the selected pitches and rhythms to create unity and variety in a composition. 8.5.3 Perform the piece that was composed. 	<ol style="list-style-type: none"> 1. Concept Teaching 2. Self-Expression 3. Cooperative Learning 4. Independent Study 5. Technology <p>(Examples may include: Fill in the blank exercises to be performed in class.)</p>	<p>Compose Composer Composition Pitch Notation</p>	<p>Paper/Pencil Quiz</p>	<ul style="list-style-type: none"> Band Method Book Manuscript Software/computer Chalkboard
Standard 6- Listening to, analyzing, and describing music		<ul style="list-style-type: none"> 8.6.1 Identify a musical work as being in rondo, theme and variation, or ABA form. 8.6.2 Upon 	<ol style="list-style-type: none"> 1. Listening Maps 2. Direct Instruction 3. Concept Teaching 4. Class Discussion 5. Technology 	<p>Chord Lullaby Major Key March Melodic Line Melodic Ostinato Melodic Phrase</p>	<p>Paper/Pencil Quiz Informal Assessment</p>	<ul style="list-style-type: none"> Band Method Book Selected Band Literature Misc. CDs/player Video Chalkboard

		<p>listening to several examples correctly identify the musical events such as crescendo, decrescendo, accelerando, ritardando, piano or forte, and instrumental sounds, using the correct terminology.</p> <ul style="list-style-type: none"> ▪ 8.6.3 Demonstrate knowledge of meter, rhythm, tonality, chords, and simple harmonic progressions. ▪ 8.6.4 Discuss the qualities commonly heard in performers, such as use of vibrato, tone quality, or use of breath while playing. ▪ 6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research 	<p>(Examples may include: Students identify form of selected excerpts from method book. Talk about the changes in dynamics, tempo, and instrumentation through an excerpt.)</p>	<p>Minor Key Refrain Sonata Suite Tonality</p>		
<p>Standard 7- Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 8.7.2 Discuss ways in which the arts are similar to other subject areas. ▪ 6-8.RT.1 Cite specific textual evidence to support analysis of technical music texts ▪ 6-8.RT.5 Analyze 	<ol style="list-style-type: none"> 1. Direct Instruction 2. Class Discussion 3. Concept Teaching 4. Technology <p>(Examples may include: Talk about how unity and variety are found in architecture, paintings, dance, and drama. Tell how sound is created</p>	<p>MIDI Sequencer Synthesizer</p>	<p>Informal Assessment</p>	<ul style="list-style-type: none"> ▪ Band Method Book ▪ Selected Band Literature ▪ Video lessons

		the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and an understanding of the topic.	and relate this to string instruments and percussion instruments.)			
Standard 8- Understanding music in relation to history and culture	▪	<ul style="list-style-type: none"> ▪ 8.8.1 Identify the historical period during which musical works being studied were written. ▪ 8.8.2 Communicate about the impact of historical events upon music. ▪ 8.8.3 Discuss the characteristics that represent music of different types, styles, and cultures. ▪ 8.8.4 Discuss the uses of music and the roles of musicians within our culture and other world cultures. ▪ 6-8.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions ▪ 6-8.WT.4 Produce clear and coherent writing in which 	<ol style="list-style-type: none"> 1. Direct Instruction 2. Class Discussion 3. Technology <p>(Examples may include: Upon identifying a style of music and the era, from which it originated, talk about the society, customs, and trends of that era and how they influenced the era's music.)</p>	<ul style="list-style-type: none"> Art Song Blues Classical Dixieland Folk Gospel Hymn Jazz Madrigal Opera Patriotic Pop Rock Symphony Work Song 	<ul style="list-style-type: none"> Informal Assessment Paper/Pencil Quiz 	<ul style="list-style-type: none"> ▪ Band Method Book ▪ Selected Band Literature ▪ Internet/computer

		the development, organization, and style are appropriate to task, purpose, and audience				
Standard 9- Evaluating and critiquing music and music performances	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 8.9.1 Develop a classroom rubric to use while evaluating musical performances. ▪ 8.9.2 Using a classroom-devised evaluation tool, critique either a performance of your own or of another performer by noting both positive aspects and aspects that could be improved. 	<ol style="list-style-type: none"> 1. Student Assessment Survey and Rubric 2. Class Discussion 3. Competition 4. Technology <p>(Examples may include: Using the rubric your class has developed, write an evaluation of a performance.)</p>	Adjudicator Criteria Critic	Performance	<ul style="list-style-type: none"> ▪ Band Method Book ▪ Selected Band Literature ▪ ISSMA contest ▪ Regional festival or contest ▪ A/V recordings