

Bemidji Schools Course Map: Music Grade 8 Band

Time Frame	Skills/Concepts	Benchmarks	Assessment Activities	Evaluation criteria
<p>2nd Quarter</p>	<p>Focus On: Listen to and respond to a variety of music examples in order to identify and analyze;</p> <ul style="list-style-type: none"> • Genre • Style • Tempo • Rhythm • Instrumentation • Dynamics • Texture 	<p>I. Foundations: 1.1 (analyze elements; rhythm, tone color, dynamics and texture) 1.2 (analyze element concepts) 1.3 (describe characteristics of music)</p> <p>II. Create/Make:</p> <p>III. Perform/Present:</p> <p>IV. Respond/Critique: 1.1 (analyze and interpret musical works)</p>	<p>Learning Goal: Students identify and analyze genre, style, tempo, rhythm, instrumentation, dynamics, and texture by responding to teacher selected music examples.</p> <p>Assessment Activity: You will listen to a variety of recorded music examples and complete a music listening guide sheet that asks you to: identify and analyze genre, style, tempo, rhythm, instrumentation, dynamics and texture use appropriate music vocabulary to explain your analysis</p> <p>Learning Activities:</p>	<p>Evaluation Criteria:</p> <ul style="list-style-type: none"> - Genre and/or style is correctly identified and explained - Rhythm concepts including tempo are correctly identified and explained - Instrumentation is correctly identified and explained - Dynamics are correctly identified and explained - Texture is correctly identified and explained - Vocabulary is correctly used

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3rd Quarter	<p>Focus On:</p> <p>students rehearse and perform concert, ensemble and lesson repertoire</p> <p>students document their practice sessions indicating what and when they practiced</p> <p>students provide feedback for their peers about:</p> <p>rhythm</p> <p>pitches</p> <p>articulations</p> <p>dynamics</p> <p>artistic intent of the music</p>	<p>I. Foundations:</p> <p>1.1 (elements)</p> <p>1.2 (analyze element concepts)</p> <p>2.1 (read music)</p> <p>2.2 (play)</p> <p>3.2 (analyze meanings and functions of music)</p> <p>II. Create/Make:</p> <p>III. Perform/Present: (rehearse and perform music) (revise music based on feedback) (explain artistic intent)</p> <p>IV. Respond/Critique: 1.1 (analyze and interpret music)</p>	<p>Learning Goal: Students rehearse and perform excerpts of music compositions by reading notation and analyzing the musical intent in teacher-selected portions from music being rehearsed or from lesson books.</p> <p>Assessment Activity:</p> <p>You will perform for your peers an excerpt of at least 8 measures from a current concert selection. Your peers will provide feedback about the artistic intent of the music and how accurately you use good tone, correct technique, appropriate posture, accurate rhythms and pitches, obvious articulations, and dynamics. You will use this feedback to improve your performance of the music, explaining the artistic intent of the music and what choices were made in order to express that intent.</p>	<p>Evaluation Criteria:</p> <p>Rehearsal log is complete:</p> <p>What things were practiced</p> <p>When practice occurred</p> <p>Explanation of artistic intent</p> <p>What feedback was received</p> <p>What choices were made about feedback</p> <p>Performance:</p> <p>Tone is well supported and clear</p> <p>Rhythms are accurate</p> <p>Pitches are accurate</p> <p>Articulations are correct</p> <p>Dynamics are obvious</p> <p>Phrases are musically fluent</p>

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<p>Summative assessment 3rd Quarter (on-going monthly assessments)</p>	<p>On-going:</p> <ul style="list-style-type: none"> • Playing a variety of music • Using correct instrumental technique – [posture, breathing, care of instruments] • Understanding music terminology • Music history – exposure experiences • Review 6th grade concepts and skills <p>Focus on: Elements (knowledge)</p> <ul style="list-style-type: none"> • Harmony (balance and blend) • Tone Color • Texture <ul style="list-style-type: none"> • Reading music (knowledge, skill) • Note reading and note values • More complex rhythms 16th note and rest, 16rest, 16th 8th combinations, dotted 8th, triplets, 6/8, cut time, multi meter • Key signatures (concert Bb, Eb, F, Ab, C, Db, G and chromatic) • Expanded pitch range • Knowledge of own part and its relationship to whole musical idea/composition • Tone support and technique • Dynamic contrast • Phrasing 	<p>I. Foundations: 1.1 (melody, rhythm, harmony, tone color, texture) 1.2 (element concepts in performance) 2.1 (read notation) 2.2 (play)</p> <p>II. Create/Make:</p> <p>III. Perform/Present: 1.1 (rehearse and perform) 1.2 (revise based on feedback of others)</p> <p>IV. Respond/Critique:</p>	<p>Learning Goal: Students perform excerpts of music compositions by reading notation and analyzing the musical intent in teacher-selected portions from music being rehearsed or lesson books.</p> <p>Assessment Activity: You will individually play or sing a portion of at least eight measures of a teacher-selected musical composition twice during the school year using the correct tone, technique, posture, articulation, key signatures, embouchure, and sticking skills. Band key signatures may include: Concert Bb, Eb, F, Ab, C, Db, G and chromatic.</p> <p>This assessment is an expansion from 7th grade in terms of knowledge, skills and technique (rhythm complexity, key signatures and pitch range) It is also a measure of the student’s ability to know his or her own part and relate that part to the whole musical idea/composition.</p> <p>Learning Goals:</p>	<p>Evaluation Criteria:</p> <ul style="list-style-type: none"> - Posture is correct - Tone is centered, pure and clear - Pitches are accurate and in-tune - Breath is controlled and well supported - Articulation is accurate - Embouchure is correct (winds) - Sticking is correct (percussion only)