

Indicates new concept (typed as **bold print**). All other material is review/reinforce learning.

Grade 8

Band

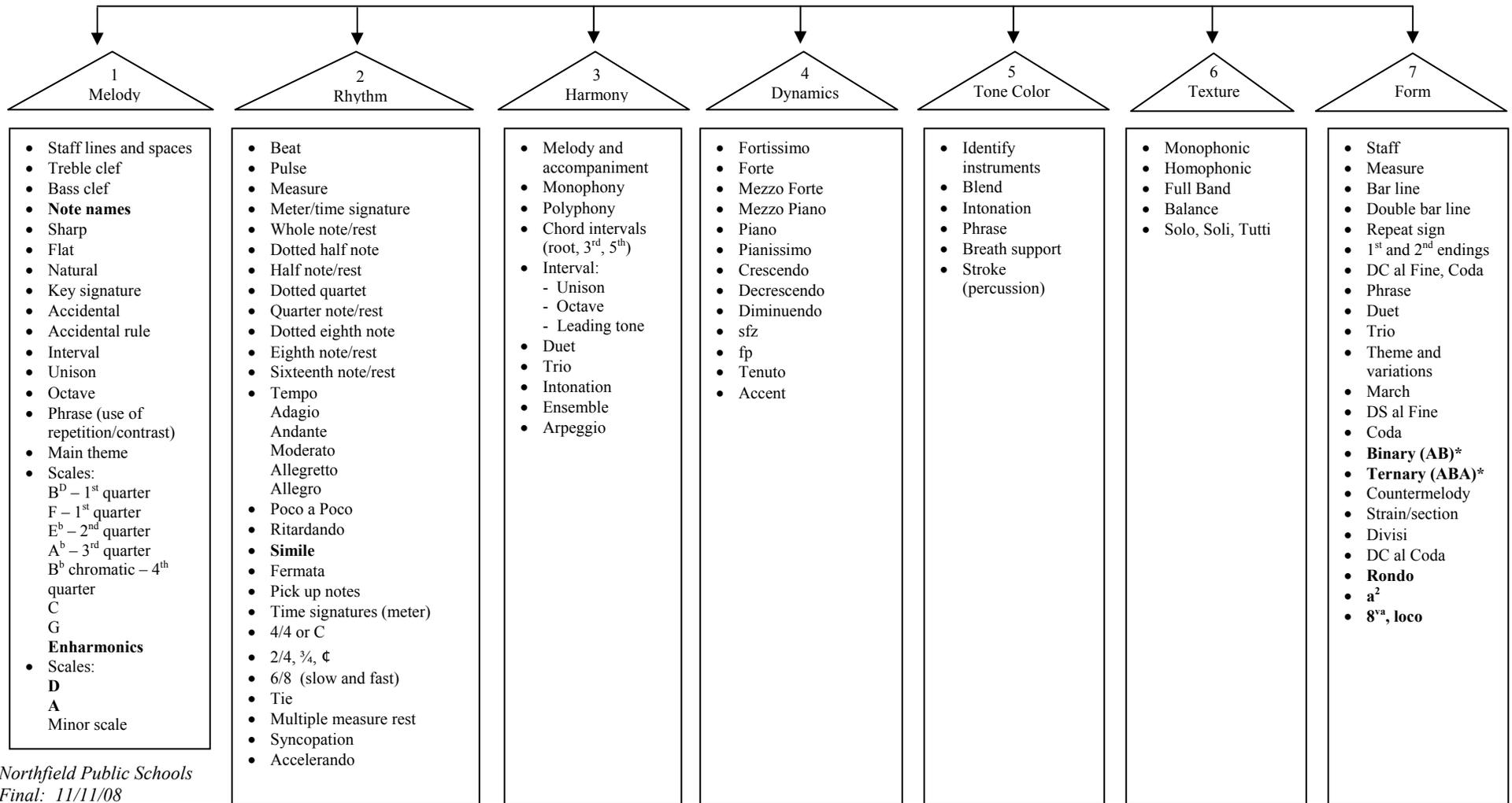
Strand 1: Artistic Foundations

Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmarks:

The student will:

1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Analyze how the elements and related concepts, such as articulation, major/minor and fugue are used in the performance, creation and response to music.
3. Describe the characteristics of a variety of genres and musical styles, such as electronic, jazz, opera, and gamelan.

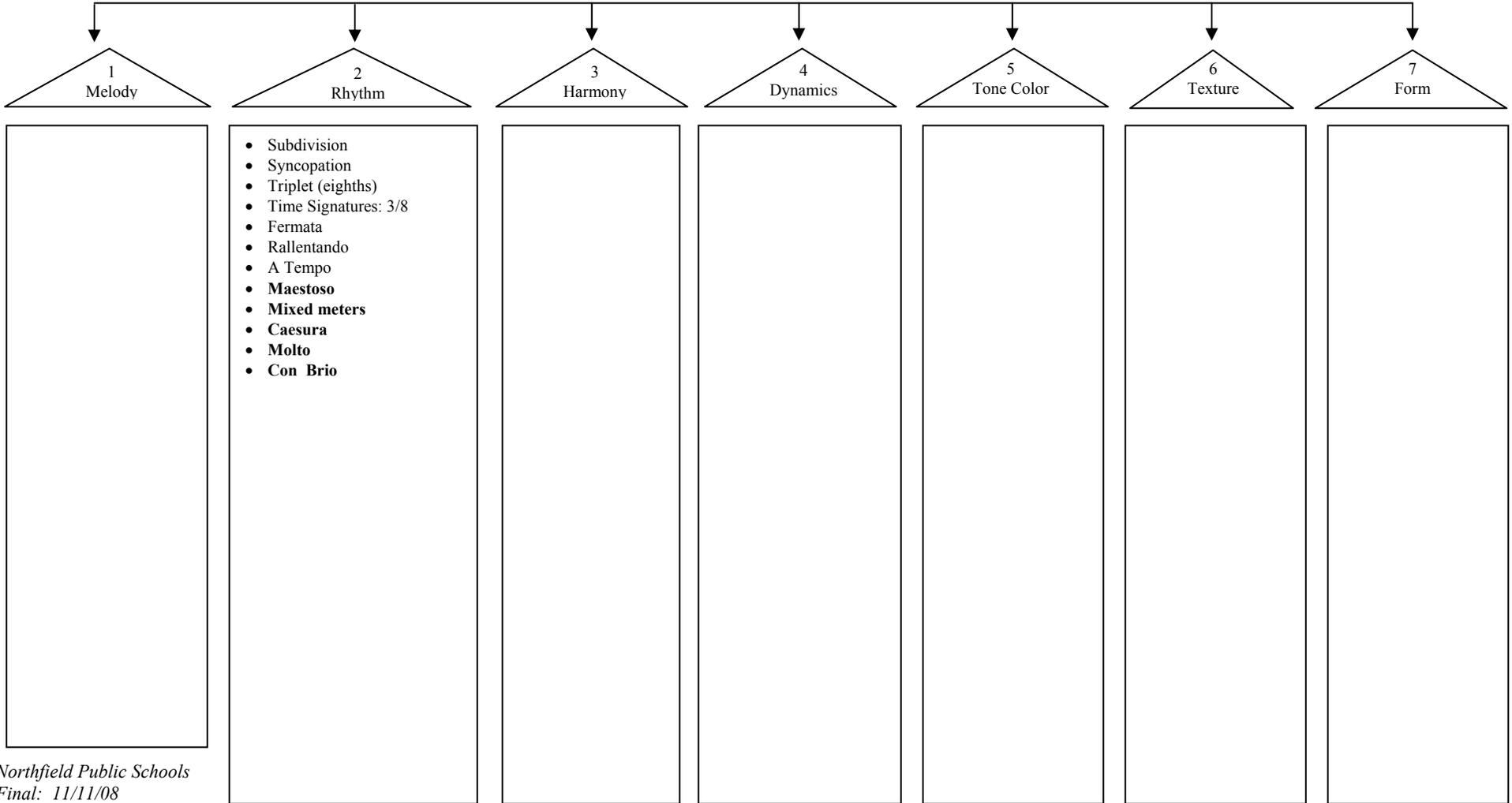


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Strand I: Artistic Foundations
Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Benchmarks:
The student will:

1. Read and notate music using the standard notation system such as dotted rhythms, clefs, mixed meters and multipart scores with or without the use of notation software.
2. Sing alone and in a group (two- or three-part harmony) using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation OR play an instrument alone and in a group using music expression such as phrasing, dynamic contrast, technique, balance, and accurate articulation.

8
Read and Notate

- Note names
- Rhythmic Notation
- Melodic Phrase Construction

9
Pedagogy
(Tone Production, Articulation,
And Intonation)

- Use of tuner
- Posture
- Breathing
- Characteristic tone/rolls
- Embouchure
- Hand position
- Foot tap beat
- Count out loud
- Write out counting
- Instrument care -
Woodwind:
 - Monthly care
 - Reed case/2 reeds
 - Cork crease/swabs
 - Sax end plugs
 Brass:
 - Valve oil/slide cream
 - Snake
 - Mouthpiece brush
 Percussion:
 - Snare drum sticks
 - Mallets
 Strongly encouraged:
 - Music stand for home practice
 - Instrument case tag
 - Names on mallets/sticks
 - **Pitch Pipe for percussion**
 - **Vibrato**

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Technology
Resources

- Smart Music
- Use of tuner
- Smart Music to accompany solo

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Strand I: Artistic Foundations
Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

Benchmarks:
The student will:

1. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.
2. Analyze the meanings and functions of music.

11
Cultural and
Historical Contexts

Folk Song:
American folk song
Irish
English
Ukrainian
Danish
French
Chinese
Canadian

Ballad
Overture
Overture
Pop/movie theme
March

Middle Ages (400-1400)
Renaissance (1400-1600)
Baroque (1600-1750)
Classical (1750-1820)
Romantic (1820-1900)
20th Century Art Music
20th Century Pop Music
Swing

12
Arts Connections

Historical:
Historical/period music will be connected to social and political events corresponding to the music

Science:
The science of sound production and resulting timbre and pitch

Mathematics:
The meter, rhythmic construction and form

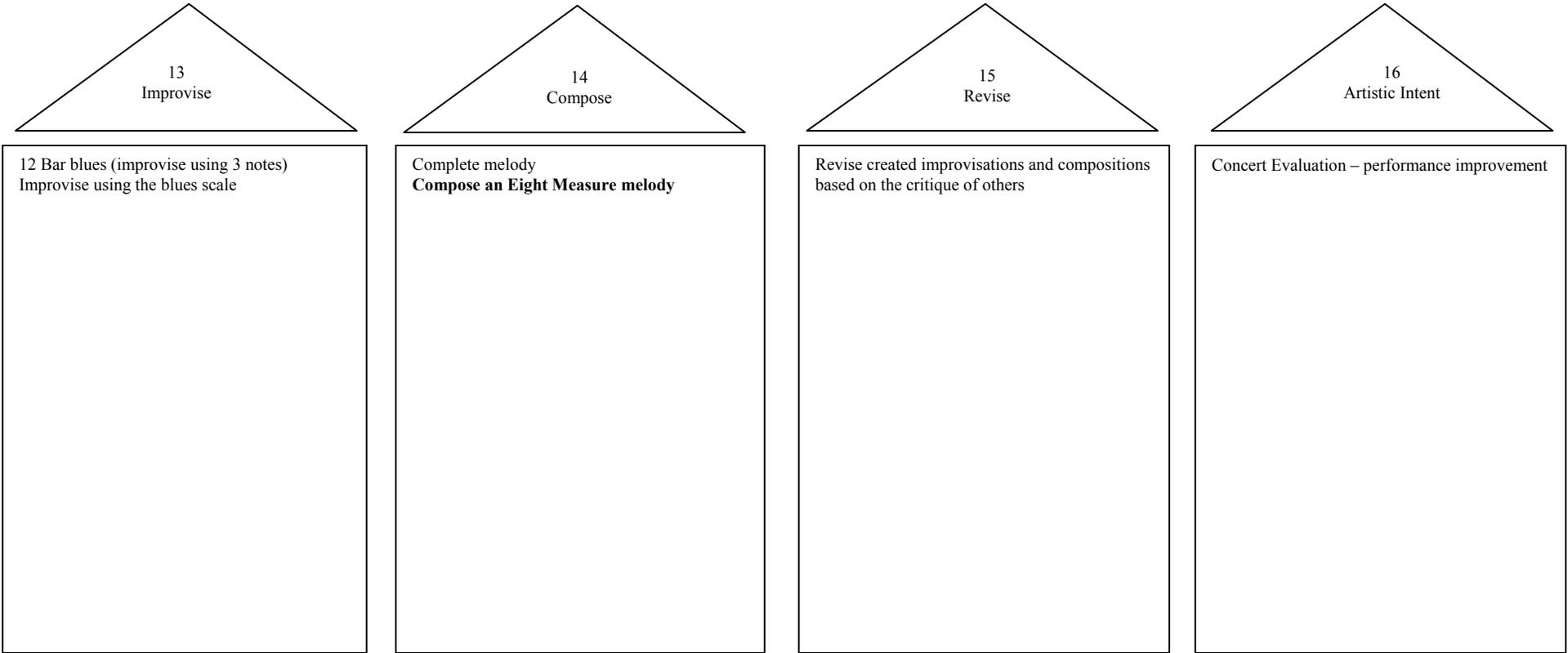
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Strand II: Create/Make
Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:

1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation.
2. Revise a musical composition, improvisation or arrangement based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.



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Strand III: Perform/Present
Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:

1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.
2. Revise performance based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

17
Repertoire
(List)

Record of past repertoire

18
Rehearsal and
Performance Feedback

Individual Evaluation:

- Rhythm
- Notes
- Tone
- Pitch
- Articulation
- Musicality
- Technique
- Posture

Group Performance:

- Dynamic changes
- Correct: Notes, rhythms, balance
- Phrasing

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Artistic
Intent

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Strand IV: Respond/Critique
Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Benchmarks:
The student will:
1. Analyze and interpret a variety of musical works and performances using established criteria.

20
Listening
(List)
(Analyze/Interpret)

Analyze performance music:

- Style
- Historical perspective

21
Aesthetics
(Critiques)

Performance:

- Dynamics
- Musicality
 - Phrasing
 - Notes
 - Rhythms
 - Balance
- Style