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.
Band

Grade 8

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.

1. Melody
   - Subdivision
   - Syncopation
   - Triplet (eighths)
   - Time Signatures: 3/8
   - Fermata
   - Rallentando
   - A Tempo
   - Maestoso
   - Mixed meters
   - Caesura
   - Molto
   - Con Brio

2. Rhythm

3. Harmony

4. Dynamics

5. Tone Color

6. Texture

7. Form

Northfield Public Schools
Final: 11/11/08
Indicates new concept (typed as bold print). All other material is review/reinforce learning.

**Grade 8**

**Band**

**Strand 1:** 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

10 Technology Resources
- Smart Music
- Use of tuner
- Smart Music to accompany solo
Grade 8

Band

Strand 1: 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.

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

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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**Grade 8 Band**

**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.

- **13 Improvise**
  - 12 Bar blues (improvise using 3 notes)
  - Improvise using the blues scale

- **14 Compose**
  - Complete melody
  - **Compose an Eight Measure melody**

- **15 Revise**
  - Revise created improvisations and compositions based on the critique of others

- **16 Artistic Intent**
  - Concert Evaluation – performance improvement

*Indicates new concept (typed as **bold** print). All other material is review/reinforce learning.*
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**Grade 8 Band**

**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

**19 Artistic Intent**
**Grade 8**

**Band**

**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.

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**20 Listening**

- (List)
- (Analyze/Interpret)

**21 Aesthetics**

- (Critiques)

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**Analyze performance music:**

- Style
- Historical perspective

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**Performance:**

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