



Band (Grade 8)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Music](#). This course is designed for students who have three years of band experience. Students are given small group lessons with the emphasis on continuing learning notes, rhythms and techniques to improve individual instrumental skills. In addition, students rehearse in the full ensemble every other day to prepare music for concerts. Students have typically performed in concerts in December, March, and May. In addition, students will be given the opportunity to participate in the District Solo Ensemble Festival in February and perform at the Kalahari Band Festival in May. They may also sign up to be in small ensembles such as flute choir, clarinet choir, brass choir, or audition for jazz band which is made up of both 7th & 8th grade students. Students will march with the seventh grade band in the Homecoming and Memorial Day Parades. Band encourages the development of discipline, teamwork, and self-esteem. Prerequisites: Prior band experience (7th grade band) is usually necessary, except with consent of teacher.

Essential Understandings:

1. Singing or playing an instrument requires fundamental skills for developing a foundation of personal expression, communication, and fulfillment. (A.8.8, A.8.9, A.8.10, A.8.11, B.8.8, B.8.9, B.8.10)
2. Musical creativity and personal expression are demonstrated through improvisation, composition, arrangement, movement or interpretation. (C.8.7, C.8.8, D.8.8, D.8.9, D.8.10)
3. Reading and understanding the language of musical notation develops a foundation for musical literacy. (E.8.9, E.8.10, E.8.11, E.8.12, E.8.13)
4. Music is appreciated and understood through analysis, description and evaluation of the musical elements. (F.8.8, F.8.9, F.8.10, G.8.5, F.8.6)
5. Music connects us to cultures, history, and other arts in our global society. (H.8.7, H.8.8, H.8.9, I.8.7, I.8.8, I.8.9)

Unit	Description of Unit and Learning Targets
Performance <ul style="list-style-type: none">• How do band students demonstrate the fundamentals of playing an instrument?	<p>This unit encompasses skills needed to perform skills needed to perform on an instrument both alone and as part of an ensemble.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can sing with accuracy on pitch with note names to enhance performance skills on my instrument.• I can sing with expression to enhance rhythmic, articulation and fluency on my instrument.• I can sing my part against two or three other parts at the same time.• I can perform using good posture and have proper playing positioning of hands/instrument as I perform.• I can perform with good breath control using long tones on my mouthpiece and my instrument to establish my embouchure and play with an appropriate grade level tone.• I can perform within specific ranges on my instrument appropriate for grade level.• I can perform with increasing independence against contrasting parts.• I can perform with proper fingerings (including alternates), slide positions, and stickings.• I can perform level literature with appropriate grade level articulation, phrasing, dynamics, and expression.• I can perform music representing diverse genres and cultures,

	with expression and style (B.8.10)
Creativity <ul style="list-style-type: none"> How do band students demonstrate expression and creativity on their instrument? 	<p>This unit encompasses skills needed to demonstrate personal expression and creativity on an instrument.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can improvise a simple melody using a given scale and rhythm. I can improvise over a 12-bar blues progression using the blues scale. (jazz band only) I can compose and notate a simple melody with guidelines for my instrument. I can arrange a 12-bar blues solo in the key of Bb demonstrating proper spacing, chord progression and rhythmic patterns. (jazz band only) I can demonstrate proper rhythmic understanding when completing composition assignments.
Literacy <ul style="list-style-type: none"> How do band students demonstrate an understanding of music, both melodic and rhythmic on their instrument? 	<p>This unit encompasses skills needed to read and understand music.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can use letter names to identify/sing pitches for the playable range of my instrument at an appropriate level. I can identify enharmonics and accidentals in the playable range on my instrument. I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 5/4, 6/8 and occasionally cut-time time signatures. I can define and perform in various tempos including Largo, Andante, Moderato, Allegretto, Allegro and Presto. I can identify and perform dynamics including pp,p,mp,mf,f,ff and crescendos and decrescendos. I can identify and perform articulations including tonguing, slurring, marcato, accents, staccatos, and tenutos. I can identify and perform symbols including repeat signs, D.S. al Fine, D.C. al Coda, 1st and 2nd endings, fermatas, and other markings found in literature. I can identify and perform with accuracy and expression grade 2 music containing elements of pitch, rhythm, dynamics, articulations.
Response <ul style="list-style-type: none"> How do band students demonstrate the ability to analyze, describe and evaluate the music they play on their instrument? 	<p>This unit encompasses skills needed to analyze, describe, and evaluate music.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can listen and identify the musical elements of melody, harmony, and phrases. I can listen and identify and describe simple form in music such as ABA, rounds, and variations. I can listen and identify the sounds of the instruments of the band and orchestra and the style of music. I can evaluate my lesson performance for accuracy using specific criteria on a practice chart rubric. I can devise a performance rubric to evaluate and make suggestions for improving personal or large group performances using musical terminology.
Connections	This unit encompasses skills needed to identify the relationship of

<ul style="list-style-type: none"> • How do band students demonstrate the ability to relate the music they play to its history, culture or other discipline? 	<p>music to history, culture, and other disciplines.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can use personal events, emotions, and ideas to enhance a musical performance. • I can explain the science of sound production as it relates to tuning and intonation on my instrument. • I can use ideas from the other fine art areas to enhance expression/understanding of music. • I can perform and describe how music is used in my culture and/or other cultures. • I can perform and describe music from various historical periods. • I can identify the major historical periods of music by listening and describe their characteristics.
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