

**Junior High School Band - Grades 7-8
District 2853**

Month	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
September	<ul style="list-style-type: none"> · Review fundamentals · Learn Bb Major Concert Key · Learn G Minor Concert Key · Work on sixteenth note patterns and dotted rhythm · Work on 6/8 time and cut time · Do lots of sight-reading · Introduction to pep band music 	<p>Artistic Interpretation Understanding - Benchmarks #1</p> <p>Artistic Creativity & Performance Understanding - Benchmarks #1, #2</p>	<ul style="list-style-type: none"> · Play pep band music at level 2-2.5 with proper tone, rhythms, and musical understanding 	<ul style="list-style-type: none"> · Demonstrate to instructor and peers using Scale Book and level 2 music
October	<ul style="list-style-type: none"> · Review fundamentals · Add Eb Major Concert Key · Add C Minor Concert Key · Pep Band Music · Sight-read Christmas Music 	<p>Artistic Interpretation Understanding - Benchmark #1</p> <p>Artistic Creativity & Performance - Ability Understanding - Benchmarks #4</p> <p>Understanding - Benchmarks #1, #2, #3</p>	<ul style="list-style-type: none"> · Play music at level 2-2.5 with proper tone, rhythms, and musical understanding 	<ul style="list-style-type: none"> · Demonstrate to instructor and peers using Scale Book and the level 2 music
November	<ul style="list-style-type: none"> · Review Fundamentals · Add F Major Concert Key · Add D Minor Concert Key · Decide Christmas Concert Program · Historical context of selected Christmas Concert Music 	<p>Artistic Interpretation Understanding - Benchmarks #1, #2, #3, #4</p> <p>Artistic Creativity & Performance Understanding - Benchmarks #1, #2</p>	<ul style="list-style-type: none"> · Play music at level 2-2.5 with proper tone, rhythms, and musical understanding · Discuss knowledge of historical context of Christmas Concert Music · Full band rehearsal 	<ul style="list-style-type: none"> · Demonstrate to instructor and peers using the Scale Book and selected music · Demonstrate through discussion or written evaluations
December	<ul style="list-style-type: none"> · Refine Christmas Concert Music · Public Performance · Add C Major Concert Key · Add A Minor Concert Key · Continue good rehearsal fundamentals · Articulation 	<p>Artistic Interpretation - Ability - Benchmarks #1, #3</p> <p>Understanding - Benchmarks #1, #2</p> <p>Artistic Creativity & Performance - Ability - Benchmarks #1, #2, #5</p> <p>Understanding - Benchmarks #1, #2, #3, #4</p>	<ul style="list-style-type: none"> · Rehearse concert music at level 2-2.5 with proper tone, rhythms, articulation, and musical understanding · Review historical context of music · Full band rehearsal techniques 	<ul style="list-style-type: none"> · Peer feedback - watch video tape of the public performance · Instructor feedback of performance · Public feedback · Self-reflection/Self-assessment forms completed by each student

January	<ul style="list-style-type: none"> Add G Major Concert Key Add E Minor Concert Key Refine Pep Band Music Introduce more complex rhythms Discussion of new music terminology Introduction of new music terminology 	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> - Benchmarks #2, #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1 <p>Artistic Creativity & Performance - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #5 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3 	<ul style="list-style-type: none"> Play level 2-2.5 pep band music with proper tone, rhythms and musical understanding 	<ul style="list-style-type: none"> Demonstrate to instructor and peers using Scale Book and pep band songs Peer evaluation from sectionals
February	<ul style="list-style-type: none"> Add Ab Major Concert Key Add F Minor Concert Key Refine and perform pep band music Scheduled athletic events Further intonation skills 	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3, #4 <p>Artistic Creativity & Performance - Ability</p> <ul style="list-style-type: none"> - Benchmarks #2, #5 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 	<ul style="list-style-type: none"> Play level 2-2.5 pep band music with proper tone, intonation, rhythms, notes, articulation, and musical understanding Performing in public Knowledge of using a tuner correctly 	<ul style="list-style-type: none"> Demonstrate to instructor and peers using the Scale Book and pep band music Peer evaluation from sectionals Video tape the sectionals Public evaluation
March	<ul style="list-style-type: none"> Add D Major Concert Key Add B Minor Concert Key Sight read level 2-2.5-3 concert music Continue with historical context and style 	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> - Benchmarks #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 <p>Artistic Creativity & Performance - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #5 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 	<ul style="list-style-type: none"> Play level 2-2.5.3 concert music with proper tone, notes, intonation, rhythms, articulation, and musical understanding 	<ul style="list-style-type: none"> Demonstrate to instructor and peers Peer evaluation Video taped sectionals Video taped rehearsals
April	<ul style="list-style-type: none"> Add A Major Concert Key Add F# Minor Concert Key Select Spring Concert Music Begin refining selected music 	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3, #4 <p>Artistic Creativity & Performance - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #4, #5 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 	<ul style="list-style-type: none"> Play level 2-2.5-3 selected concert music with correct notes, proper tone, intonation, rhythms, articulation, and musical understanding 	<ul style="list-style-type: none"> Demonstrate to instructor Peer evaluation in large group Peer evaluation in sectionals Administrative evaluation
May May (Cont.)	<ul style="list-style-type: none"> Introduction of Chromatic Scales Introduction of Key Arpeggios Public performance of Spring Concert 	<p>Artistic Interpretation - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 	<ul style="list-style-type: none"> Play at a level 2-2.5 with proper tone, intonation, rhythms, articulation, musical understanding, and correct notes 	<ul style="list-style-type: none"> Demonstrate to instructor Peer evaluation Public evaluation Self-reflection/Self-assessment

	Artistic Creativity & Performance - Ability - Benchmarks #1, #2, #4, #5 Understanding - Benchmarks #1, #2	
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ARTISTIC INTERPRETATION

A student shall demonstrate the "ability" to:

- #1 Communicate a personal reaction to performances of original works, compositions, or
- #2 Interpretations and performances of existing music using the components of music; and
- #3 Use criteria to evaluate musical performances.

A student shall demonstrate an "understanding" of:

- #1 How the components of music are used to convey meaning:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary;
 - c. styles (for example, blues, jazz, or opera); and
 - d. structures (for example, ABA);
- #2 The connection between a work of music, its purpose, and its cultural and historical contexts; and
- #3 How the vocabulary of music is similar to and
- #4 Different from other arts areas (for example, dance, theater, or visual arts).

ARTISTIC CREATIVITY AND PERFORMANCE

A student shall demonstrate the "ability" to:

- #1 Use artistic processes to create and perform in a variety of musical contexts;
- #2 Express and communicate ideas using the components of music;
- #3 Use improvisation and composition to generate ideas for artistic expression in music;
- #4 Make and explain artistic choices in composing and performing music; and
- #5 Use feedback to revise musical creation or performance.

A student shall demonstrate an "understanding" of:

- #1 The components of music:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary;
 - c. styles (for example, blues, jazz, or opera); and
 - d. structures (for example, ABA);
- #2 Technical skills of music (for example, singing or playing instruments); and
- #3 How audience and occasion affect artistic choices when composing and performing.