

PERFORMING ARTS DEPARTMENT

EIGHTH GRADE BAND

Contact Information

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The Department's Educational Philosophy

Education in the Arts plays a major role in three general areas of educational impact: societal, instructional and individual. Societally, students gain knowledge of events and historical movements that shaped society. Instructionally, the arts may help to develop critical and creative thinking skills. Individually, the arts can provide the means for communicating thoughts, emotions, and ideas that cannot otherwise be expressed.

Guiding Principles

For those students interested in developing skills in vocal, instrumental, and drama performance, the Performing Arts Department offers courses and activities of considerable variety. Performance material is selected to meet the varied needs and skill levels of the students, provide cultural enrichment for the students, provide aesthetic value for the students, make provision for technical growth of the students, provide for school and community service, and create interdisciplinary relationships.

EIGHTH GRADE BAND

Course Frequency: Class meets every other day, averaging two and a half times per week.

Credits Offered: Pass/Fail

Prerequisites: None

Background to the Curriculum

Our Junior High School Band is a long-established course offering. It serves as an extension to our elementary band program and a bridge to our high school band program. It plays an integral role in the development of the individual musical skills of our students and has provided our school and community with an outstanding support vehicle. The band is primarily organized as a concert band but does serve as a marching band when needed for community events, namely the Memorial Day Parade.

The band curriculum is aligned with standards 2 (Reading and Notation), 3 (Playing Instruments) and 5 (Critical Response) of the Massachusetts Arts Curriculum Framework. In addition to the frameworks, our band program encourages tremendous personal growth in the form of teamwork and leadership skills.

Core Topics/Questions/Concepts/Skills

- Apply musical concepts to their performances:
 - ~ Dynamics
 - ~ Phrasing
 - ~ Tempo
 - ~ Intonation
 - ~ Tone quality
- Continue growth in:
 - ~ Music reading
 - ~ Playing technique
 - ~ Acquired overall skill level
- Understand the intricacies of working in a large group setting
- Take pride in their accomplishments
- Develop Esprit de Corps
- Understand and develop leadership qualities
- Become acquainted with more advanced wind band traditional and contemporary literature

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
<p>1] Apply musical concepts to their performances:</p> <ul style="list-style-type: none">• Dynamics• Phrasing• Tempo• Intonation• Tone quality <p>2] Continue growth in:</p> <ul style="list-style-type: none">• Music reading• Playing technique• Acquired overall skill level <p>3] Become acquainted with more advanced wind band traditional and contemporary literature.</p>	<p>2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and <i>alla breve</i> meter signatures</p> <p>2.6 Read and sing at sight simple melodies and intervals in both the treble and bass clefs</p> <p>2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>2.8 Use standard notation to record their own musical ideas and those of others</p> <p>2.9 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6*</p> <p>3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique</p> <p>3.8 Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 (level 3 for instrumental ensemble)*</p> <p>3.9 Perform music representing diverse historical periods, genres, and cultures, with expression appropriate for the work being performed</p> <p>3.10 Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</p> <p>5.7 Analyze the uses of elements in aural examples representing diverse genres and cultures</p> <p>5.8 Describe specific music occurrences in a given aural example, using appropriate terminology</p>

	<p>5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music</p> <p>5.10 Interpret more complex music through movement</p> <p>5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance</p>
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Assessment

Students will be assessed on their preparedness, musicianship, attendance, attitude and care of equipment. The conductor will determine a pass/fail grade for each term based on the combination of the aforementioned assessments.

Materials and Resources

An ever-changing series of band arrangements will be selected each year to support the educational and motivational needs of the ensemble. Included in these selections will be traditional arrangements of the wind band repertoire, contemporary original wind band arrangements and present day popular selections that offer substantial educational benefit in addition to its popularity of the day. Other consideration will be given to culturally inclusive selections, stylistic influences

*** Levels of Difficulty**

For purposes of these standards, there are six levels of difficulty:

Level 1 – very easy; easy keys, meters, and rhythms; limited ranges.

Level 2 – easy; may include changes of tempo, key, and meter; modest ranges.

Level 3 – moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Level 4 – moderately difficult; requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

Level 5 – difficult; requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, usual meters, complex rhythms, subtle dynamic requirements

Level 6 – very difficult; suitable for musically mature students of exceptional competence.