

2021-2022-Eighth Grade-Instrumental Music-Quarter 1

Big Ideas/Key Concepts:

Exploration of Musical Concepts

Enduring Understandings:

Performers make musical decisions based on their understanding of musical concepts.

Essential Questions:

How do performers use musical concepts to develop musicianship?

| Standards | Student Friendly "I Can" Statements | Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary |
|---|---|---|
| <p style="text-align: center;">PERFORM</p> <p>8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> | <p style="text-align: center;">PERFORM</p> <p>I can select music to study based on specific characteristics of the music.</p> <p>I can read my part in Grade II music.</p> <p>I can identify and notate key signatures of scales and literature being performed.</p> <p>I can demonstrate proper instrument care and maintenance.</p> <p>I can demonstrate characteristic tone, range, technique, and articulation on my instrument.</p> <p>I can perform a variety of musical styles as an individual and with an ensemble.</p> | <p><u>BAND</u></p> <p>Notes/Scales/Keys: MTSBOA Ranges; Review and refine</p> <p>Rhythm/Meter: Review and refine</p> <p>Musicality/Vocabulary: Trill, Arpeggio</p> <p>Additional Percussion Techniques: Review and refine</p> <p><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: Eb major; Review and refine all one octave scales (through 3 sharps and 3 flats); 2 octave scales as appropriate (C, G, D, A major); violas reading treble clef, natural harmonics</p> |

| Standards | Student Friendly “I Can” Statements | Notes/Scales/Keys; Rhythm/Meter; Musicianship/Vocabulary |
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| <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p style="text-align: center;">CREATE</p> <p>8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods.</p> <p style="text-align: center;">RESPOND</p> | <p>I can sight-read advanced musical examples alone and with an ensemble.</p> <p>I can name intonation problems on my instrument and adjust pitch on these notes.</p> <p>I can interpret expressive markings to convey and express meaning in music from a variety of cultures, styles, and genres.</p> <p>I can make musical adjustments (such as articulations, balance, tempo, etc.) when performing in an ensemble.</p> <p>I can respond to conductor cues.</p> <p style="text-align: center;">CREATE</p> <p>I can analyze the characteristics of the music I am rehearsing.</p> <p style="text-align: center;">RESPOND</p> <p>I can analyze how musical elements impact a person’s response to music (e.g, form, rhythm, dynamics, melody, etc.).</p> <p style="text-align: center;">CONNECT</p> <p>I can discuss relationships between music and my life or someone else’s life (context).</p> | <p>Shifting: II, III and IV (violin, viola, cello); IV, V and V½ (double bass)</p> <p>Rhythm/Meter: Review and refine</p> <p>Musicianship/Vocabulary: chromatic, shifting, position, D.S. al fine, forms of minor scales (natural, melodic, harmonic), harmonics, enharmonic note names</p> |

| Standards | Student Friendly "I Can" Statements | Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary |
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| <p>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p style="text-align: center;">CONNECT</p> <p>8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | | |

2021-2022-Eighth Grade-Instrumental Music-Quarter 2

Big Ideas/Key Concepts:

Development and Refinement of Musical Concepts and Artistic Techniques

Enduring Understandings:

Performers express musical ideas, analyze, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate content.

Essential Questions:

How do musicians improve the quality of their performance?

| Standards | Student Friendly “I Can” Statements | Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary |
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| <p style="text-align: center;">PERFORM</p> <p>8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> | <p style="text-align: center;">PERFORM</p> <p>I can select music to study based on the theoretical and structural characteristics of the music (e.g. recognizing where patterns are repeated, finding scales and arpeggios, etc.).</p> <p>I can identify markings related to form and structure in musical examples and apply them to my performance.</p> <p>I can demonstrate, through performance, how the context of music (when/where it was written or performed) informs how my performance.</p> <p>I can read my part in Grade II music.</p> | <p><u>BAND</u></p> <p>Scales/Keys: MTSBOA Ranges; Review and refine</p> <p>Rhythm/Meter: Sixteenth Notes in Triple Meter</p> <p>Musicality/Vocabulary: Sforzando, Marcato</p> <p>Additional Percussion Techniques: Rolls; 4 Mallets</p> <p><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: Review and refine shifting to given positions; review and refine finger</p> |

| Standards | Student Friendly "I Can" Statements | Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary |
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| <p>8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an</p> | <p>I can identify and notate key signatures of scales and literature being performed.</p> <p>I can produce a characteristic tone quality in the middle to low register at all dynamic ranges, releasing a characteristic tone that is tapered and on pitch.</p> <p>I can tune to a reference pitch.</p> <p>I can sight-read musical examples at UIL Level 2.</p> <p>I can demonstrate alternate fingerings within the practice range of my instrument.</p> <p>I can mark expressive markings in my music and apply them to my performance.</p> <p>I can demonstrate an understanding of expressive intent by through my stage presence.</p> <p style="text-align: center;">CREATE</p> <p>I can create a variation of a melody with at least five pitches and varying rhythms.</p> <p style="text-align: center;">RESPOND</p> <p>I can analyze how musical elements impact a person's response to music (e.g., form, rhythm, dynamics, melody, etc.).</p> | <p>patterns and key signatures; chromatic scale; 2 octave scales with shifting</p> <p>Rhythm/Meter: Review and refine</p> <p>Musicality/Vocabulary: chromatics, enharmonics, vibrato, loure (portato)</p> |

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| <p>audience through prepared and/or improvised performances.</p> <p style="text-align: center;">CREATE</p> <p>8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods.</p> <p style="text-align: center;">RESPOND</p> <p>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p style="text-align: center;">CONNECT</p> <p>8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | <p style="text-align: center;">CONNECT</p> <p>I can analyze the relationship between music and the other arts.</p> <p>I can analyze how music is impacted by the historical time period in which it was written.</p> | |

2021-2022-Eighth Grade-Instrumental Music-Quarter 3

Big Ideas/Key Concepts:

Refine and complete artistic works by interpreting intent and meaning.

Enduring Understandings:

Through their use of elements and structures of music, creators and performers demonstrate their expressive intent.

Essential Question:

How do performers and audiences discern expressive content, and how to evaluate performances?

| Standards | Student Friendly “I Can” Statements | Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary |
|--|---|--|
| <p style="text-align: center;">PERFORM</p> <p>8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p>8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music</p> | <p style="text-align: center;">PERFORM</p> <p>I explain how I selected music based on the challenges in the music versus my ability to play to play it.</p> <p>I can select warm-ups and etudes to study that develop my skills.</p> <p>I can demonstrate how form informs a performance (e.g. playing repeated sections at a different dynamic level).</p> <p>I can adapt my performance techniques based on the context of the music.</p> <p>I can read my part in Grade II/III music.</p> | <p><u>BAND</u></p> <p>Notes/Scales/Keys: MTSBOA Ranges; Review and refine, Gb, and B</p> <p>Rhythm/Meter: Review and refine</p> <p>Musicality/Vocabulary: Maestoso</p> <p>Additional Percussion Techniques: All Paradiddles; 4 Mallets</p> <p><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: Review and refine</p> <p>Rhythm/Meter: Review and refine</p> <p>Musicality/Vocabulary: Review and refine; more advanced bowing techniques (spiccato, etc.)</p> |

| Standards | Student Friendly “I Can” Statements | Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary |
|---|--|--|
| <p>through prepared and/or improvised performances.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> | <p>I can identify and notate key signatures of scales and literature being performed.</p> <p>I can demonstrate a characteristic tone quality in all registers at a <i>mezzo forte</i> that is on pitch.</p> <p>I can adjust my pitch while playing with a group.</p> <p>I can sight-read Grade II music.</p> <p>I can develop and apply practice strategies to improve my performance.</p> <p>I can demonstrate choices of breathing/bow lifts in a manner that enhances musical phrases.</p> <p>I can demonstrate an understanding of expressive intent by connecting with an audience.</p> <p style="text-align: center;">CREATE</p> <p>I can select and develop a previously drafted melody.</p> <p>I can notate and/or record an original musical example.</p> <p style="text-align: center;">RESPOND</p> <p>I can justify the selection of a piece of music for a particular performance based on the musical characteristics and/or context.</p> | |

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|--|---|--|
| <p style="text-align: center;">CREATE</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s).</p> <p>8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p style="text-align: center;">RESPOND</p> <p>8.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.</p> <p>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p style="text-align: center;">CONNECT</p> <p>8.IM.Cn2.A Demonstrate understanding of relationships between music and the other</p> | <p>I can explain my personal interests in music.</p> <p>I can analyze how context impacts a person's response to music (e.g. performance space, culture, historical time periods, personal knowledge of music, etc.).</p> <p>I can interpret how a musical creator expresses an idea through an original musical work.</p> <p>I can support my interpretation of how a musical creator expresses an idea citing musical elements, context, and historical significance.</p> <p style="text-align: center;">CONNECT</p> <p>I can synthesize meaningful connections between music and other disciplines.</p> | |

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|---|--|---|
| arts, other disciplines, varied contexts, and daily life. | | |

2021-2022-Eighth Grade-Instrumental Music-Quarter 4

Big Ideas/Key Concepts:

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Enduring Understandings:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Question:

How do musicians make meaningful connections to creating, performing, and responding?

| Standards | Student Friendly “I Can” Statements | Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary |
|--|---|--|
| <p style="text-align: center;">PERFORM</p> <p>8.IM.P1.A Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> | <p style="text-align: center;">PERFORM</p> <p>I can justify my choice of appropriate musical examples to perform in a variety of settings.</p> <p>I can select warm-ups and etudes to study that develop my skills.</p> <p>I can demonstrate how compositional devices in music inform my performance.</p> <p>I can read my part in Grade III music.</p> <p>I can identify and notate key signatures of scales and literature being performed.</p> <p>I can demonstrate characteristic tone in all registers at a dynamic level of <i>mezzo forte</i>, demonstrating vibrato when appropriate.</p> | <p><u>BAND</u></p> <p>Notes/Scales/Keys: MTSBOA Ranges; Review and refine, E, and A.</p> <p>Rhythm/Meter: Review and refine</p> <p>Musicality/Vocabulary: Rubato</p> <p>Additional Percussion Techniques: All Flams; 4 Mallets</p> <p><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: Review and refine</p> <p>Rhythm/Meter: Review and refine</p> <p>Musicality/Vocabulary: Review refine</p> |

| Standards | Student Friendly “I Can” Statements | Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary |
|--|---|--|
| <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p style="text-align: center;">CREATE</p> <p>8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> | <p>I can play with good intonation at all times.</p> <p>I can sight-read Grade II music alone and with an ensemble.</p> <p>I can develop and apply practice strategies to improve my performance.</p> <p>I can interpret expressive markings to convey and express meaning in music.</p> <p>I can demonstrate an understanding of expressive intent by connecting with an audience.</p> <p style="text-align: center;">CREATE</p> <p>I can evaluate and refine an original musical example.</p> <p>I can share a fully developed original musical example.</p> <p style="text-align: center;">RESPOND</p> <p>I can identify and justify my musical preferences by using appropriate vocabulary, context, opinion, and research.</p> <p style="text-align: center;">CONNECT</p> <p>I can connect my interests, knowledge, and skills my musical creations, performances, and responses.</p> | |

| Standards | Student Friendly "I Can" Statements | Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary |
|---|-------------------------------------|--|
| <p>8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p> <p style="text-align: center;">RESPOND</p> <p>8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p> <p style="text-align: center;">CONNECT</p> <p>8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> | | |