

GRADE LEVEL: EIGHTH

SUBJECT: ADVANCED BAND

DATE: 2018-2019

GRADING PERIOD: QUARTER 1

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>PERFORMING MUSIC</b>					
<b>Playing an Instrument Alone and With Others</b> <ul style="list-style-type: none"><li>• Posture</li><li>• Tone</li><li>• Intonation</li><li>• Breath support</li><li>• Hand position</li></ul>	<b>8.2.1</b> Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.	<ul style="list-style-type: none"><li>• Play with correct posture.</li><li>• Play with correct tone quality.</li><li>• Play with correct accurate tuning.</li><li>• Play with correct intonation.</li><li>• Play with correct good breath.</li><li>• Play with correct hand position.</li></ul>	<ul style="list-style-type: none"><li>• Teacher Observation</li><li>• Rhythm Quiz 1</li><li>• Performing Tests</li><li>• Written lists</li></ul>	<ul style="list-style-type: none"><li>• Correct Posture</li><li>• Tone Quality</li><li>• Intonation</li><li>• Breath Support</li><li>• Hand Position</li></ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Band instruments</b> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Dynamic Contrast</li> <li>• Technique</li> <li>• Style</li> </ul>	<b>8.2.2</b> Accompany selected authentic instruments with expression, dynamic contrast, and appropriate technique and style.	<ul style="list-style-type: none"> <li>• Accompany selected authentic BAND instruments with expression.</li> <li>• Accompany selected BAND instruments with dynamic contrast.</li> <li>• Accompany selected BAND instruments with appropriate technique.</li> <li>• Accompany selected BAND instruments with style.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance Tests</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> <li>• Expression</li> </ul>	<b>8.2.3</b> Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.	<ul style="list-style-type: none"> <li>• Play musical selections with accurate pitch.</li> <li>• Play musical selection with appropriate articulation.</li> <li>• Play musical selections with rhythm.</li> <li>• Play musical selection with appropriate tempo.</li> <li>• Play musical selections with appropriate dynamics.</li> <li>• Play musical selections with balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Performing Tests</li> <li>• Written lists</li> <li>• Performing Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Tone Quality</li> <li>• Technique</li> <li>• Accurate Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>Repertoire               <ul style="list-style-type: none"> <li>Solo</li> <li>Large Ensemble</li> <li>Small Ensemble</li> </ul> </li> </ul>	<b>8.2.4</b> Play an appropriate variety of repertoire, independently and in large and small ensembles.	<ul style="list-style-type: none"> <li>Play an appropriate variety of repertoire independently.</li> <li>Play an appropriate variety of repertoire in large ensembles.</li> <li>Play an appropriate variety of repertoire in small ensembles.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Quizzes</li> <li>Performing Tests</li> <li>Written lists</li> <li>Performing Exams</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>Conductor Directions</li> </ul>	<b>8.2.5</b> Follow the directions of a conductor.	<ul style="list-style-type: none"> <li>Follow the directions of a conductor.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>Instrument Cohesion</li> </ul>	<b>8.2.6</b> Maintain an independent part on an instrument in a group while following the cues of a conductor.	<ul style="list-style-type: none"> <li>Maintain an independent part on an instrument in a group while following the cues of a conductor.</li> </ul>	<ul style="list-style-type: none"> <li>Performing Tests</li> <li>Performing Exams</li> </ul>		IMPORTANT
<b>Creating Music</b> <ul style="list-style-type: none"> <li>Rhythmic Solos</li> </ul>	<b>8.3.1</b> Create improvised rhythmic solos on a single pitch.	<ul style="list-style-type: none"> <li>Create improvised rhythmic solos on a single pitch.</li> </ul>			IMPORTANT
<ul style="list-style-type: none"> <li>Melodies</li> </ul>	<b>8.3.2</b> Create improvised melodies within a limited note range.	<ul style="list-style-type: none"> <li>Create improvised melodies within a limited note range.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>Composing and arranging music within specified guidelines</li> </ul>	<b>8.4.1</b> Independently create simple practice exercises to improve technique and tone production.	<ul style="list-style-type: none"> <li>Create simple practice exercises to improve technique.</li> <li>Create simple practice exercises to improve tone production.</li> </ul>	<ul style="list-style-type: none"> <li>Performing Tests</li> <li>Playing Exams</li> </ul>	<ul style="list-style-type: none"> <li>Tone Quality</li> <li>Technique</li> <li>Accurate Pitch</li> <li>Rhythm</li> <li>Articulation</li> <li>Tempo</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Melodic Patterns</li> </ul>	<b>8.4.2</b> Compose and notate short melodic patterns for individual instruments within established guidelines.	<ul style="list-style-type: none"> <li>Compose short melodic patterns for individual instruments within established guidelines.</li> <li>Notate short melodic patterns for individual instruments within established guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Quizzes</li> <li>Performing Tests</li> </ul>	<ul style="list-style-type: none"> <li>Tone Quality</li> <li>Technique</li> <li>Accurate Pitch</li> </ul>	IMPORTANT

GRADE LEVEL: EIGHTH GRADE

SUBJECT: ADVANCED BAND

DATE: 2018-2019

GRADING PERIOD: QUARTER 2

MASTER COPY 2-18-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>RESPONDING TO MUSIC</b>					
<b>Reading, notating, and interpreting music</b> <ul style="list-style-type: none"> <li>• Clefs</li> <li>• Keys</li> </ul>	<b>8.5.2</b> Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.	<ul style="list-style-type: none"> <li>• Sight-read music written in appropriate clefs using a consistent method.</li> <li>• Sight-read music written in appropriate major keys using a consistent method.             <ul style="list-style-type: none"> <li>– Duple meter</li> <li>– Triple meter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Perform Music</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Meters</li> <li>• Clefs</li> <li>• Keys</li> <li>• Expressive Markings</li> <li>• Conductor</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Musical Symbols</li> </ul>	<b>8.5.3</b> Identify and apply musical symbols found in scores.	<ul style="list-style-type: none"> <li>• Identify musical symbols found in scores.</li> <li>• Apply musical symbols found in scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform Music</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Scores</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Non-Standard Notation</li> </ul>	<b>8.5.4</b> Interpret and perform examples of non-standard notation in scores.	<ul style="list-style-type: none"> <li>Interpret examples of non-standard notation in scores.</li> <li>Perform examples of non-standard notation in scores.</li> </ul>	<ul style="list-style-type: none"> <li>Perform Music</li> <li>Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>Notation               <ul style="list-style-type: none"> <li>Percussion</li> <li>String</li> <li>Brass</li> <li>Woodwind</li> </ul> </li> </ul>	IMPORTANT
<b>Listening to, Analyzing, and Describing Music</b>	<b>8.6.1</b> Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre.	<ul style="list-style-type: none"> <li>Listen to recordings of instrumental ensembles playing appropriate repertoire.</li> <li>Identify instrumentation, and basic musical form, style, and genre.</li> <li>Describe instrumentation, and basic musical form, style, and genre.</li> </ul>	<ul style="list-style-type: none"> <li>Perform Music</li> <li>Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Ability</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Instrumental Parts</li> </ul>	<b>8.6.2</b> Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.	<ul style="list-style-type: none"> <li>Listen to the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</li> <li>Describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Perform Music</li> <li>Teacher Observation</li> <li>Written Responses</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>Musical Elements</li> </ul>	<b>8.6.3</b> Identify musical elements in repertoire being studied that may convey a particular emotion or mood.	<ul style="list-style-type: none"> <li>Identify musical elements in repertoire being studied that may convey a particular emotion.</li> <li>Identify musical elements in repertoire being studied that may convey a particular mood.</li> </ul>			IMPORTANT



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Evaluating music and music performances</b>	<b>8.7.1</b> Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	<ul style="list-style-type: none"> <li>• Use appropriate musical terminology in establishing criteria for a rubric for evaluating the quality of instrumental performances.</li> <li>• Use appropriate musical terminology in creating a rubric to be used in evaluating the quality of instrumental performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation</li> <li>• Articulation</li> <li>• Dynamics</li> <li>• Note Accuracy</li> <li>• Rhythm Accuracy</li> <li>• Interpretation</li> <li>• Emotional Involvement</li> <li>• Other Factors</li> <li>• Musicality</li> </ul>	CRITICAL
	<b>8.7.2</b> Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.	<ul style="list-style-type: none"> <li>• Listen to recordings of instrumental ensembles playing appropriate repertoire.</li> <li>• Listen to live performances of instrumental ensembles playing appropriate repertoire.</li> <li>• Apply established criteria to evaluate performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<b>8.7.3</b> Apply established criteria to evaluate performances of own ensemble.	<ul style="list-style-type: none"><li>• Apply established criteria to evaluate performances of own ensemble.</li></ul>	<ul style="list-style-type: none"><li>• Established Rubrics</li></ul>	<ul style="list-style-type: none"><li>• “WHAT” criteria</li><li>• “HOW” criteria</li><li>• Provide examples of other Rubrics used in other corporations</li></ul>	CRITICAL

GRADE LEVEL: EIGHTH

SUBJECT: ADVANCED BAND

DATE: 2018-2019

GRADING PERIOD: QUARTER 3

MASTER COPY 2-18-19

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>PERFORMING MUSIC</b>					
<b>Band instruments</b> <ul style="list-style-type: none"> <li>• Expression</li> <li>• Dynamic Contrast</li> <li>• Technique</li> <li>• Style</li> </ul>	<b>8.2.2</b> Accompany selected authentic instruments with expression, dynamic contrast, and appropriate technique and style.	<ul style="list-style-type: none"> <li>• Accompany selected authentic BAND instruments with expression.</li> <li>• Accompany selected BAND instruments with dynamic contrast.</li> <li>• Accompany selected BAND instruments with appropriate technique.</li> <li>• Accompany selected BAND instruments with style.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance Tests</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Balance</li> </ul>	<b>8.2.3</b> Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.	<ul style="list-style-type: none"> <li>• Play musical selections with accurate pitch.</li> <li>• Play musical selection with appropriate articulation.</li> <li>• Play musical selections with rhythm.</li> <li>• Play musical selection with appropriate tempo.</li> <li>• Play musical selections with appropriate dynamics.</li> <li>• Play musical selections with balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Performing tests</li> <li>• Written lists</li> <li>• Performing Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Tone Quality</li> <li>• Technique</li> <li>• Accurate Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Non-Standard Notation</li> </ul>	<b>8.5.4</b> Interpret and perform examples of non-standard notation in scores.	<ul style="list-style-type: none"> <li>• Interpret examples of non-standard notation in scores.</li> <li>• Perform examples of non-standard notation in scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform on Instrument</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Notation <ul style="list-style-type: none"> <li>– Percussion</li> <li>– String</li> <li>– Brass</li> <li>– Woodwind</li> </ul> </li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Listening to, Analyzing, and Describing Music</b>	<b>8.6.1</b> Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre	<ul style="list-style-type: none"> <li>• Listen to recordings of instrumental ensembles playing appropriate repertoire.</li> <li>• Identify instrumentation, and basic musical form, style, and genre.</li> <li>• Describe instrumentation, and basic musical form, style, and genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform on Instrument</li> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Style</li> <li>• Ability</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Instrumental Parts</li> </ul>	<b>8.6.2</b> Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.	<ul style="list-style-type: none"> <li>Listen to the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</li> <li>Describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Perform on Instrument</li> <li>Teacher Observation</li> <li>Written Responses</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>Musical Elements</li> </ul>	<b>8.6.3</b> Identify musical elements in repertoire being studied that may convey a particular emotion or mood.	<ul style="list-style-type: none"> <li>Identify musical elements in repertoire being studied that may convey a particular emotion.</li> <li>Identify musical elements in repertoire being studied that may convey a particular mood.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Evaluating music and music performances</b>	<b>8.7.1</b> Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	<ul style="list-style-type: none"> <li>• Use appropriate musical terminology in establishing criteria for a rubric for evaluating the quality of instrumental performances.</li> <li>• Use appropriate musical terms in creating a rubric for evaluating the quality of instrumental performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation</li> <li>• Articulation</li> <li>• Dynamics</li> <li>• Note accuracy</li> <li>• Rhythm Accuracy</li> <li>• Interpretation</li> <li>• Emotional Involvement</li> <li>• Other factors</li> <li>• Musicality</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Recordings</li> <li>• Live Performances</li> </ul>	<b>8.7.2</b> Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.	<ul style="list-style-type: none"> <li>• Listen to recordings of instrumental ensembles playing appropriate repertoire.</li> <li>• Listen to live performances of instrumental ensembles playing appropriate repertoire.</li> <li>• Apply established criteria to evaluate the performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Self-Evaluation</li> </ul>	<b>8.7.3</b> Apply established criteria to evaluate performances of own ensemble.	<ul style="list-style-type: none"> <li>Student will be able to evaluate their own performances.</li> </ul>	<ul style="list-style-type: none"> <li>Established Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>“WHAT” Criteria</li> <li>“HOW” criteria</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Mathematical Concepts</li> </ul>	<b>8.8.1</b> Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.	<ul style="list-style-type: none"> <li>Understand relationships within music.</li> <li>Understand relationships within the other disciplines outside the arts.</li> <li>Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>Perform music</li> <li>Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>Genre</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Written Response</li> </ul>	<b>8.8.2</b> Keep a journal of written responses to musical examples heard in class.	<ul style="list-style-type: none"> <li>Keep a journal of written responses to musical examples heard in class.</li> </ul>	<ul style="list-style-type: none"> <li>Student Performance</li> <li>Teacher Feedback</li> </ul>		IMPORTANT



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>RESPONDING TO MUSIC</b>					
<ul style="list-style-type: none"> <li>• Body Posture</li> <li>• Body Technique</li> </ul>	<b>8.8.3</b> Understand the physiological basis for good playing posture and technique.	<ul style="list-style-type: none"> <li>• Understand good playing posture.</li> <li>• Understand good playing technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Posture               <ul style="list-style-type: none"> <li>– Proper</li> <li>– Improper</li> </ul> </li> <li>• Breath Support</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Physical Properties of Sound               <ul style="list-style-type: none"> <li>– Frequency</li> <li>– Amplitude</li> <li>– Wavelength</li> </ul> </li> </ul>	<b>8.8.4</b> Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.	<ul style="list-style-type: none"> <li>• Understand the physical properties of sound as they relate to specific instrument families.               <ul style="list-style-type: none"> <li>– Frequency</li> <li>– Amplitude</li> <li>– Wavelength</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Frequency</li> <li>• Amplitude</li> <li>• Wavelengths</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Life Skills</li> </ul>	<b>8.8.5</b> Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.	<ul style="list-style-type: none"> <li>Identify life skills developed in music studies that transfer to other disciplines.             <ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> </ul> </li> <li>Identify life skills developed in music studies that transfer to other contexts.             <ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> </ul> </li> <li>Identify life skills developed in music activities that transfer to other disciplines.             <ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> </ul> </li> <li>Identify life skills developed in music activities that transfer to other contexts.             <ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Cooperation</li> <li>Effort</li> <li>Perseverance</li> <li>Respect</li> </ul>	IMPORTANT



GRADE LEVEL: EIGHTH GRADE

SUBJECT: ADVANCED BAND

DATE: 2018-2019

GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>PERFORMING MUSIC</b>					
<b>Playing an Instrument Alone and With Others</b> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Tone</li> <li>• Intonation</li> <li>• Breath support</li> <li>• Hand position</li> </ul>	<b>8.2.1</b> Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.	<ul style="list-style-type: none"> <li>• Demonstrate correct posture.</li> <li>• Demonstrate tone quality.</li> <li>• Demonstrate intonation.</li> <li>• Demonstrate breath support.</li> <li>• Demonstrate hand position.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance Test</li> </ul>	<ul style="list-style-type: none"> <li>• Posture</li> <li>• Tone</li> <li>• Intonation</li> <li>• Breath support</li> <li>• Hand position</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> <li>• Expression</li> </ul>	<b>8.2.3</b> Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.	<ul style="list-style-type: none"> <li>• Play musical selections with accurate pitch.</li> <li>• Play musical selections with accurate articulation.</li> <li>• Play musical selections with accurate rhythm.</li> <li>• Play musical selections with appropriate tempo.</li> <li>• Play musical selections with appropriate dynamics.</li> <li>• Play musical selections with appropriate balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quiz</li> <li>• Performance Test</li> <li>• Written lists</li> <li>• Performing Exam</li> <li>• Rhythm Quiz 1</li> </ul>	<ul style="list-style-type: none"> <li>• Technique</li> <li>• Pitch</li> <li>• Rhythm</li> <li>• Articulation</li> <li>• Tempo</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>CREATING MUSIC</b>					
<b>Composing and arranging music within specified Guidelines.</b>	<b>8.4.1</b> Independently create simple practice exercises to improve technique and tone production.	<ul style="list-style-type: none"> <li>Independently create simple practice exercises to improve technique.</li> <li>Independently create simple practice exercises to improve tone production.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Test</li> <li>Playing Exam</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>Music Symbols</li> <li>Music Scores</li> </ul>	<b>8.5.3</b> Identify and apply musical symbols found in scores.	<ul style="list-style-type: none"> <li>Identify musical symbols found in scores.</li> <li>Apply musical symbols found in scores.</li> </ul>	<ul style="list-style-type: none"> <li>Student Performance</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Evaluating music and music performances</b> <ul style="list-style-type: none"> <li>Terminology</li> <li>Rubric Creation</li> </ul>	<b>8.7.1</b> Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.	<ul style="list-style-type: none"> <li>Use appropriate musical terminology in establishing criteria for assessing the quality of instrumental performances.</li> <li>Use appropriate musical terminology in creating a rubric to be used in evaluating the quality of instrumental performances.</li> </ul>	<ul style="list-style-type: none"> <li>Rubric</li> </ul>	<ul style="list-style-type: none"> <li>"WHAT" criteria</li> <li>"HOW" criteria</li> <li>Rubric</li> </ul>	IMPORTANT
	<b>8.7.3</b> Apply established criteria to evaluate performances of own ensemble.	<ul style="list-style-type: none"> <li>Apply established criteria to evaluate performances of own ensemble.</li> </ul>			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>RESPONDING TO MUSIC:</b>					
<b>Understanding relationships between music, the other arts, and disciplines outside the arts</b> <ul style="list-style-type: none"> <li>• Math Concepts</li> <li>• Rhythms</li> <li>• Repertoire</li> </ul>	<b>8.8.1</b> Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.	<ul style="list-style-type: none"> <li>• Apply mathematical concepts to the understanding of rhythms.</li> <li>• Apply mathematical concepts to the understanding of repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer</li> </ul>	IMPORTANT
	<b>8.8.2</b> Keep a journal of written responses to musical examples heard in class.	<ul style="list-style-type: none"> <li>• Keep a journal of written responses to musical examples heard in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Mood</li> <li>• Tonality</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Posture</li> <li>• Technique</li> </ul>	<b>8.8.3</b> Understand the physiological basis for good playing posture and technique.	<ul style="list-style-type: none"> <li>• Understand the physiological basis for good playing posture.</li> <li>• Understand the physiological basis for good technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Teacher Observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Frequency</li> <li>• Amplitude</li> <li>• Wavelength</li> </ul>	<b>8.8.4</b> Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.	<ul style="list-style-type: none"> <li>• Understand the physical properties of sound frequency as they relate to specific instrument families.</li> <li>• Understand the physical properties of sound amplitude as they relate to specific instrument families.</li> <li>• Understand the physical properties of sound wavelength as they relate to specific instrument families.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Written lists</li> <li>• Performing Exam</li> </ul>		IMPORTANT



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Effort,</li> <li>• Perseverance</li> <li>• Respect</li> </ul>	<b>8.8.5</b> Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.	<ul style="list-style-type: none"> <li>• Identify life skills developed in music studies that transfer to other disciplines.             <ul style="list-style-type: none"> <li>– Cooperation</li> <li>– Effort</li> <li>– Perseverance</li> </ul> </li> <li>• Identify life skills developed in music studies that transfer to other contexts.             <ul style="list-style-type: none"> <li>– Cooperation</li> <li>– Effort</li> <li>– Perseverance</li> </ul> </li> <li>• Identify life skills developed in music activities that transfer to other disciplines.             <ul style="list-style-type: none"> <li>– Cooperation</li> <li>– Effort</li> <li>– Perseverance</li> </ul> </li> <li>• Identify life skills developed in music activities that transfer to other contexts.             <ul style="list-style-type: none"> <li>– Cooperation</li> <li>– Effort</li> <li>– Perseverance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Teacher Observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Understanding music in relation to history and culture. Students investigate the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental</b>	<b>8.9.1</b> Explore the genre, style, composer, and historical background of repertoire being studied.	<ul style="list-style-type: none"> <li>Explore repertoire being studied. <ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Composer</li> <li>Background</li> <li>Culture</li> </ul> </li> <li>Understand repertoire being studied.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Quiz</li> <li>Music Rubric</li> <li>Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>Traditions <ul style="list-style-type: none"> <li>Cultural</li> <li>Historic</li> </ul> </li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>Cultural Origin</li> <li>Evolution Origin</li> </ul>	<b>8.9.2</b> Investigate the cultural origin and evolution of specific instruments.	<ul style="list-style-type: none"> <li>Investigate cultural origin of specific instrument.</li> <li>Investigate evolution of specific instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>Musical Origin</li> </ul>	<b>8.9.3</b> Perform instrumental repertoire in an authentic style that reflects the origin of the music.	<ul style="list-style-type: none"> <li>Perform instrumental repertoire in an authentic style that reflects the origin of the music.</li> </ul>	<ul style="list-style-type: none"> <li>Music rubric</li> <li>Teacher Observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"><li>• Community Ensembles</li><li>• Ensemble Opportunities</li></ul>	<b>8.9.4</b> Discuss the roles of various instrumental ensembles in the community and opportunities for participation.	<ul style="list-style-type: none"><li>• Discuss the roles of various instrumental ensembles in the community.</li><li>• Discuss the opportunities for ensemble participation in the community.</li></ul>	<ul style="list-style-type: none"><li>• Discussion</li><li>• Teacher Observation</li></ul>		IMPORTANT