

GRADE LEVEL: EIGHTH

SUBJECT: ADVANCED BAND

DATE: 2018-2019

GRADING PERIOD: QUARTER 1

MASTER COPY 1-25-19

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

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

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

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

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCAB | PRIORITY |
|---|---|---|--|--|-----------|
| <ul style="list-style-type: none"> Composing and arranging music within specified guidelines | <p>8.4.1 Independently create simple practice exercises to improve technique and tone production.</p> | <ul style="list-style-type: none"> Create simple practice exercises to improve technique. Create simple practice exercises to improve tone production. | <ul style="list-style-type: none"> Performing Tests Playing Exams | <ul style="list-style-type: none"> Tone Quality Technique Accurate Pitch Rhythm Articulation Tempo | CRITICAL |
| <ul style="list-style-type: none"> Melodic Patterns | <p>8.4.2 Compose and notate short melodic patterns for individual instruments within established guidelines.</p> | <ul style="list-style-type: none"> Compose short melodic patterns for individual instruments within established guidelines. Notate short melodic patterns for individual instruments within established guidelines. | <ul style="list-style-type: none"> Teacher Observation Quizzes Performing Tests | <ul style="list-style-type: none"> Tone Quality Technique Accurate Pitch | 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 |
|--|---|--|--|---|------------|
| RESPONDING TO MUSIC | | | | | |
| Reading, notating, and interpreting music <ul style="list-style-type: none"> • Clefs • Keys | 8.5.2 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"> • Sight-read music written in appropriate clefs using a consistent method. • Sight-read music written in appropriate major keys using a consistent method. <ul style="list-style-type: none"> – Duple meter – Triple meter | <ul style="list-style-type: none"> • Perform Music • Teacher Observation | <ul style="list-style-type: none"> • Meters • Clefs • Keys • Expressive Markings • Conductor | ADDITIONAL |
| <ul style="list-style-type: none"> • Musical Symbols | 8.5.3 Identify and apply musical symbols found in scores. | <ul style="list-style-type: none"> • Identify musical symbols found in scores. • Apply musical symbols found in scores. | <ul style="list-style-type: none"> • Perform Music • Teacher Observation | <ul style="list-style-type: none"> • Scores | IMPORTANT |

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

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

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

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---------|---|--|---|---|----------|
| | 8.7.3 Apply established criteria to evaluate performances of own ensemble. | <ul style="list-style-type: none">• Apply established criteria to evaluate performances of own ensemble. | <ul style="list-style-type: none">• Established Rubrics | <ul style="list-style-type: none">• “WHAT” criteria• “HOW” criteria• Provide examples of other Rubrics used in other corporations | 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 |
|---|--|--|--|------------|-------------------------|
| PERFORMING MUSIC | | | | | |
| <p>Band instruments</p> <ul style="list-style-type: none"> • Expression • Dynamic Contrast • Technique • Style | <p>8.2.2 Accompany selected authentic instruments with expression, dynamic contrast, and appropriate technique and style.</p> | <ul style="list-style-type: none"> • Accompany selected authentic BAND instruments with expression. • Accompany selected BAND instruments with dynamic contrast. • Accompany selected BAND instruments with appropriate technique. • Accompany selected BAND instruments with style. | <ul style="list-style-type: none"> • Teacher Observation • Performance Tests | | <p>IMPORTANT</p> |

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

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

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

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

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

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

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|--|--|------------|--|-----------|
| <ul style="list-style-type: none"> Life Skills | <p>8.8.5 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p> | <ul style="list-style-type: none"> Identify life skills developed in music studies that transfer to other disciplines. <ul style="list-style-type: none"> Cooperation Effort Perseverance Identify life skills developed in music studies that transfer to other contexts. <ul style="list-style-type: none"> Cooperation Effort Perseverance Identify life skills developed in music activities that transfer to other disciplines. <ul style="list-style-type: none"> Cooperation Effort Perseverance Identify life skills developed in music activities that transfer to other contexts. <ul style="list-style-type: none"> Cooperation Effort Perseverance | | <ul style="list-style-type: none"> Cooperation Effort Perseverance Respect | 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 |
|---|---|--|--|--|----------|
| PERFORMING MUSIC | | | | | |
| Playing an Instrument Alone and With Others <ul style="list-style-type: none"> • Posture • Tone • Intonation • Breath support • Hand position | 8.2.1 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"> • Demonstrate correct posture. • Demonstrate tone quality. • Demonstrate intonation. • Demonstrate breath support. • Demonstrate hand position. | <ul style="list-style-type: none"> • Teacher Observation • Performance Test | <ul style="list-style-type: none"> • Posture • Tone • Intonation • Breath support • Hand position | CRITICAL |
| <ul style="list-style-type: none"> • Pitch • Rhythm • Articulation • Tempo • Expression | 8.2.3 Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance. | <ul style="list-style-type: none"> • Play musical selections with accurate pitch. • Play musical selections with accurate articulation. • Play musical selections with accurate rhythm. • Play musical selections with appropriate tempo. • Play musical selections with appropriate dynamics. • Play musical selections with appropriate balance. | <ul style="list-style-type: none"> • Teacher Observation • Quiz • Performance Test • Written lists • Performing Exam • Rhythm Quiz 1 | <ul style="list-style-type: none"> • Technique • Pitch • Rhythm • Articulation • Tempo | CRITICAL |

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

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

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

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

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

| CONTENT | STANDARD INDICATORS | SKILLS | ASSESSMENT | VOCABULARY | PRIORITY |
|---|--|--|---|--|-------------------|
| <p>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</p> | <p>8.9.1 Explore the genre, style, composer, and historical background of repertoire being studied.</p> | <ul style="list-style-type: none"> • Explore repertoire being studied. <ul style="list-style-type: none"> – Genre – Style – Composer – Background – Culture • Understand repertoire being studied. | <ul style="list-style-type: none"> • Performance Quiz • Music Rubric • Teacher Observation | <ul style="list-style-type: none"> • Traditions <ul style="list-style-type: none"> – Cultural – Historic | <p>ADDITIONAL</p> |
| <ul style="list-style-type: none"> • Cultural Origin • Evolution Origin | <p>8.9.2 Investigate the cultural origin and evolution of specific instruments.</p> | <ul style="list-style-type: none"> • Investigate cultural origin of specific instrument. • Investigate evolution of specific instrument. | <ul style="list-style-type: none"> • Teacher Observation | | <p>IMPORTANT</p> |
| <ul style="list-style-type: none"> • Musical Origin | <p>8.9.3 Perform instrumental repertoire in an authentic style that reflects the origin of the music.</p> | <ul style="list-style-type: none"> • Perform instrumental repertoire in an authentic style that reflects the origin of the music. | <ul style="list-style-type: none"> • Music rubric • Teacher Observation | | <p>IMPORTANT</p> |

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