

Eighth-Grade Band

Goal 25A

Big idea: Recognize and perform various conducting patterns

Essential question: How can I conduct effectively so that the band can follow me?

Concept: Recognizes and identifies the principles used in band, e.g. balance, blend, dynamics

Skills: Recognizes conducting patterns for and can perform 2/4, 3/4, 4/4, 6/8, 2/2, and mixed meter; understand the language of conducting, e.g. cues, dynamics, tempo, and balance.

Lesson: Review previously taught conducting patterns and teach new patterns; have students conduct.

Activities: Have students conduct their peers using exercises from the method book and/or excerpts of concert pieces, incorporating cues and dynamics.

Assessment: check-list to be completed while students conduct

Essential vocabulary: cues, conducting, conducting patterns, dynamic, tempo markings.

"I can" statements: I can conduct my peers in rehearsal after guided practice.

Goal 26B

Big idea: Perform provided expressive markings.

Essential question: How do expressive markings affect how a piece is played?

Concept: Performs assorted styles of band music, utilizing a variety of articulations, dynamics, playing techniques, etc.

Skills: Plays the dynamic levels of f, p, pp, ff, mp, mf, as well as crescendo and decrescendo/diminuendo

Lesson: Review dynamic levels, both verbally and playing; focus on specific sections of music requiring dynamic level change.

Activities: Individual students demonstrate various dynamic levels using an echo-individual plays, band plays; listening activities featuring other ensembles playing pieces which use dramatic dynamic contrast.

Assessment: check-list completion while listening to a recording of themselves, i.e. the band

Essential vocabulary: specific dynamic levels, dynamic contrast

"I can" statement: I can perform dynamic contrast after hearing a recording of a good example of dynamic contrast.

Goal 27

Big idea: Understand the role of the arts in past and present civilizations

Essential questions: What are ways that music has changed between time periods?
What are a few ways that music varies across cultures?

Concept: Performs various musical pieces from assorted historical periods and various cultures.

Skills: Plays specific pieces in the method books that are from different historical periods and cultures.

Lesson: Play specific pieces from the method book and/or full band pieces which are from different historical periods and cultures.

Activities: Play in small groups or in full band excerpts of folk songs and identify the culture from which they are taken; listen to recordings of historical pieces and imitate the style in performance pieces; view a listening map.

Assessment: Individual playing tests; written listening test; listening map quiz

Essential vocabulary: folk songs; various historical periods, e.g. Baroque, Classical, Twentieth Century

"I can" statement: I can identify different historical periods and cultures by playing a variety of selections and pieces in rehearsal.