

# **Grade 8 Band Curriculum Map**

**[Unit of Study: Grade 8 Band Overview](#)**

<b>Grade: 8</b> <b>Subject: Band</b>	<b>Unit of Study: Grade 8 Band Overview</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Rhythms</li> <li>• Time signatures</li> <li>• Intonation</li> <li>• Tone production</li> <li>• Balance and blend</li> <li>• Steady beat and tempo keeping</li> <li>• Expression – phrasing, breathing</li> <li>• Articulation</li> <li>• Interpreting a conductor’s gestures</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Perform rhythms – whole, half, quarter, eighth, sixteenth (and in combination with eighth notes), 1-beat triplets, and 2 beat triplets</li> <li>• Scales up to 4 flats and 2 sharps (on your instrument), chromatic encompassing current range of instrument</li> <li>• Performing all of the markings on the page</li> <li>• Perform etudes that emphasize accuracy in both technique and expression</li> <li>• Perform in the appropriate style – march, waltz, legato, etc.</li> <li>• Identify some personal technical challenges and develop a practice plan</li> <li>• Performing alone, as part of a duet, and with the whole ensemble</li> <li>• Performing independent lines as a part of the whole ensemble, including solo and soli sections</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Am I playing in tune with my section and with the band? How can I fix it?</li> <li>• How do I translate the markings on the page into an auditory effect?</li> <li>• How does my part fit in with the band as a whole? Do I have the melody?</li> <li>• What key is my music in?</li> <li>• Am I playing with my best tone possible?</li> <li>• How do I count this rhythm? Am I able to play it accurately as well?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• A variety of selections from Standard of Excellence Book 2</li> <li>• Etudes copied from more advanced band method books</li> <li>• Band music of an approximate grade 2.5-3 level</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</li> <li>• 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</li> </ul>

	<ul style="list-style-type: none"> <li>• 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</li> <li>• 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</li> <li>• 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</li> <li>• 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation</li> <li>• 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</li> <li>• 1.3.8.B.3. Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</li> <li>• 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</li> <li>• 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</li> <li>• 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</li> <li>• 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</li> <li>• 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</li> <li>• 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</li> <li>• 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</li> <li>• 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>• Fingering charts</li> <li>• Band music</li> <li>• Online metronome for at home practice</li> </ul>
<b>Notes</b>	Repertoire dictates which concepts are covered, however by the end of grade 6, all students will have accomplished everything in the map.