

Music: Advanced Band - Grades 6-8

Adopted 2018

Creating

- 1** **Improvise, compose, and arrange music within specified guidelines.** [MSAB.CR.1](#)
 - a** Improvise, compose, and perform rhythmic patterns (e.g. clapping, singing, playing an instrument). [MSAB.CR.1.A](#)
 - b** Improvise, compose, and perform a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale) using traditional notations which incorporate use of dynamics. [MSAB.CR.1.B](#)
 - c** Refine improvised or composed pieces using student-created criteria. [MSAB.CR.1.C](#)
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Performing

- 1** **Sing alone or with others.** [MSAB.PR.1](#)
 - a** Sing to reinforce fundamentals of tone production. [MSAB.PR.1.A](#)
 - c** Sing to reinforce breathing, use of the air stream, and quality of sound. [MSAB.PR.1.C](#)
 - b** Sing to develop the ability to match major, minor, and perfect intervals. [MSAB.PR.1.B](#)
 - d** Vocalize rhythms through counting and sing diatonic melodies in advanced literature. [MSAB.PR.1.D](#)

2 Perform on instruments through a varied repertoire of music, alone and with others. MSAB.PR.2

- a Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, vibrato, appropriate percussion technique). MSAB.PR.2.A
- b Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises). MSAB.PR.2.B
- c Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette). MSAB.PR.2.C
- d Develop a strong understanding of the complex and compound rhythms, multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music studied. MSAB.PR.2.D
- e Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. MSAB.PR.2.E
- f Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. MSAB.PR.2.F

3 Read and identify elements of notated music. MSAB.PR.3

- a Apply an understanding of the compound and complex counting systems to read music at the advanced middle school level. MSAB.PR.3.A
- b Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. MSAB.PR.3.B
- c Analyze compositional elements (e.g. musical terms, key signatures, tonality and form) in the study of music. MSAB.PR.3.C

Responding

1 Listen to, analyze, and describe music. MSAB.RE.1

- a Read, write, and/or analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. MSAB.RE.1.A
- b Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument by listening, analyzing, and making the appropriate modifications. MSAB.RE.1.B
- c Tune instrument without the use of a tuner or electronic device and maintain relative intonation in a two-octave register. MSAB.RE.1.C
- d Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble. MSAB.RE.1.D

2 Respond to music and music performances. MSAB.RE.2

- a Assess musical elements (e.g. tone, intonation, blend, balance, melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. MSAB.RE.2.A
 - b Distinguish the factors which are used to evaluate the effectiveness of a performance. MSAB.RE.2.B
 - c Analyze and evaluate specific musical works and styles heard through recorded or live performance using appropriate terminology. MSAB.RE.2.C
 - d Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value of the performance. MSAB.RE.2.D
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Connecting**1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.** MSAB.CN.1

- a Analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama. MSAB.CN.1.A
- b Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, or styles at the highest level of music performance. MSAB.CN.1.B