

LTSD Instrumental Education Curriculum Map

Grade 8

7th and 8th Grade Band

Strand: Mechanics

Key Vocabulary: Instrument components, posture, embouchure, intonation, tuning

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment
Assembly and Care	Connecting: 10	MU:Cn10	9.2	How do musicians make meaningful connections to creating, performing, and responding?	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	YouTube videos, Bathtub, Sink, Brushes, Snake, Valve Oil, Grease	Instrument maintenance (advanced)	Individual instrument maintenance	Student demonstration
Position	Perform: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Sound Innovations, Student Modeling	Rest position, hand position, finger placement, playing position	Student demonstration	Peer review, Student demonstration
Posture	Perform: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Smart Music, Solo and Ensemble Music, small ensemble music	Performance presence	Student solo and small ensemble demonstrations	Formal student formative assessment
Breathing	Connecting: 11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	Teacher modeling and Breathing Gym	Breathing Gym, Mouth breathing, vowel shape, increased lung capacity, controlled release of air	Breathing Gym, long tone competition, air glue, bucket paying	Long tone competitions
Embouchure	Perform: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Sound Innovations, Student Modeling, pnuemo pro, mirror (iPad)	Lip shape, vowel shape, teeth positioning, mouthpiece placement, muscle development	Daily rehearsals, Student demonstration	Student Demonstration: Visually and aurally
Intonation	Perform: Rehearse, Evaluate, and Refine	MU:Pr5	9.1	How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Tuner, Drone	Gross tuning, fine tuning, ear training, tuner (advanced work)	Listening, Pass the Bb, Pass the F, Group tuning, Individual tuning	Teacher assessment, student self assessment

Strand: Technique

Key Vocabulary: Articulation: legato, staccato, accent, marcato, slur, trill; Fingering systems (ex. 1,2,3; bip, bop, tip, bop, lip, lop); Dynamics: pianissimo piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, fortissimo, balance; Style: Fanfare, Lyrical, Swing; Extended Technique: Rudiments

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment
Articulation	Perform: Interpret, Perform: Present	MU:Pr4, MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling, Sound Innovations Ensemble Book 2, Concert Repertoire, iPad	Syllable, vowel shake, legato, staccato, accent, marcato, slur, tenuto, long lifted	Student demonstration, listening	Student demonstration, Flipgrid, Kahoot! Informal quiz
Fingering	Performing: Analyze	MU:Pr4	9.1.	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Teacher demonstration, Sound innovations Fingering Chart, iPad, Music Note Racer	All: 1 Octave Bb, Eb, F and Ab Major scale; Bb Chromatic Scale; , C Major, Db Major, Trill Fingerings	Student demonstration, Instrument Racer game, Concerts, Smart Music	Student demonstration: Informal and formal, Smart Music, Instrument Racer App, Student self-reflection post concert
Percussion sticking	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Vic Firth Website, Teacher modeling, Sound Innovations Ensemble Book 2, iPad (Slow mo camera), practice pad	Rudiments Review: Flam, Single Paradiddle, Double Paradiddle, Multiple Bounce Roll; 17 stroke roll, triple paradiddle, flam accent, flam paradiddle	Daily warmup routine	Student Demonstration, Smart Music
Percussion sticking	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher Modeling, Concert Repertoire	Bass Drum, crash cymbal, suspended cymbal, mallet, chime, gong, tambourine, triangle, and wind chime technique; advanced tambourine (rolls), Sleigh Bell, advanced triangle (rolls), clave, conga/bongo, slap stick, vibraslap, finger cymbals, temple block, and tom-tom drum technique	Concert repertoire rehearsal	Student Demonstration, Concert summative assessments
Dynamic Control	Responding: Interpret	MU:Re8	9.3, 9.4	How do we discern the musical creators' and performers' expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Teacher modeling, recording app (showing amplitude of sound waves)	p, mp, mf, f; crescendo, decrescendo; pp, ff, fp	Balance Exercise, Recording individuals and groups	Student demonstration, self-assessment
Dynamic Control	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher Modeling, Concert Repertoire	Ensemble Balance, Pyramid of Sound and Balance of Melody/Harmony/Rhythm	Balance Exercise, Recording individuals and groups, Class Rehearsal	Concert Performance
Style	Responding: Interpret	MU:Re8	9.3, 9.4	How do we discern the musical creators' and performers' expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent	Teacher Modeling, recordings, Concert repertoire	Articulation (more consistent), Dynamics (Wider control)	Guided listening, Concert repertoire rehearsal	Student demonstration, Concert summative assessments
Style	Responding: Analyze	MU:Re7	9.3, 9.4	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music	Teacher Modeling, recordings, Concert repertoire	Phrasing (longer), Fanfare, Lyrical, Swing, Latin, March, Pop, Solo, Small Ensemble	Guided listening, Concert repertoire rehearsal	Student demonstration, Concert summative assessments

Extended Techniques	Creating: Imagine	MU:Cr1	9.1	How do musicians generate creative ideas?	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources	Teacher Demonstration, YouTube Video Tutorials, Master classes with formally trained percussionists	Drum Set Playing	Individual practice, performing with an ensemble	Student demonstration
Extended Techniques	Performing: Select	MU:Pr4	9.1	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?	Expanded instruments (Bass Clarinet, Tenor Sax, Bari Sax, Tuba	Expanded Instrumentation	Instrument trials, music review	Identification of student leaders to perform on expanded instrumentation
Extended Techniques	Connecting: 10	MU:Cn10	9.2	How do musicians make meaningful connections to creating, performing, and responding?	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Mutes, shakers, flute head joints, cases, air, claps, foot stomps (body percussion)	Instrument Sound Effects	Using materials in your environment, how do you create sound effects	Informal group assessment, formal concert assessment

Strand: Tone

Key Vocabulary: Pitch, Blend, Enharmonic

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment
Tone Production	Performing: Rehearse, Evaluate, and Refine	MU:Pr5	9.1	How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Instrument components	Mouthpieces only, Mouthpiece and connecting pieces	Long tones, echo patterns, rhythm reading	Student demonstration, long tone challenges
Tone Production	Performing: Rehearse, Evaluate, and Refine	MU:Pr5	9.1	How do musicians improve the quality of their performance?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	Teacher modeling, professional recording examples	Characteristic tone	Guided listening examples, Concert reflection	Concert summative assessment
Tone Production	Performing: Rehearse, Evaluate, and Refine; Responding: Interpret	MU:Pr5; MU:Re8	9.1; 9.3; 9.4	How do musicians improve the quality of their performance? How do we discern the musical creators' and performers' expressive intent?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Pyramid of sound, chorales, tuning chords, listening and responding, Pass the Bb, recording examples, High school student examples	Ensemble Blend (Intermediate-Advanced)	Chord balance, Chorales, Concert Repertoire, recording the ensemble	Student decisions (what sounds best), recordings; Concert Summative assessment
Pitch Accuracy	Performing: Analyze	MU:Pr4; MU:Pr6	9.1; 9.1	How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teacher modeling	ear Training (Intermediate - advanced)	Echoes (on mouthpiece and full instrument); Echoes (4 beats, 8 beats, 16 beats, entire melodies)	Student demonstration
Pitch Accuracy	Performing: Rehearse, Evaluate, ad Refine; Responding: Evaluate	MU:Pr5; MU:Re9	9.1; 9.3; 9.4	How do musicians improve the quality of their performance? How do we judge the quality of musical work(s) and performance(s)?	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	iPad, Racer App, Sound Innovation Ensemble Book 2, Smart Music	Bb, Eb, F, and Ab Major Scale, Bb Chromatic Scale (Enharmonic), C and Db Major Scales	Note racer competition, Sound Innovations Ensemble Book 2	Note Racer, Individual assessment, student self-assessment
Pitch Accuracy	Performing: Analyze	MU:Pr4; MU:Pr6	9.1; 9.1	How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Tuners, active listening	Intonation (Intermediate - advanced)	Developing what "in tune" and "out of tune" sounds like, checklist of what to do	Formal summative assessment: Students must tune their instrument on their own
Characteristic Tone	Connecting: 10	MU:Cn10	9.2	How do musicians make meaningful connections to creating, performing, and responding?	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	YouTube Playlists, Teacher Modeling, Master classes	Listening examples	Active listening, self-analysis	Student Self-assessment

Strand: Time

Key Vocabulary: Macro beat, micro beat, subdivision, Allegro, Adagio, Andante, Moderato; Beats per minute (BPM), Common time, Cut Time

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment
Pulse	Performing: Analyze Performing: Present	MU:Pr4; MU:Pr6	9.1.	How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.; Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Teaching Rhythm Logically Book/Workbook, Finale Rhythm Sheets, Sound Innovations Ensemble Book 2, Concert Repertoire	Macro beat, micro beat, subdivision, syncopation	Counting System, Counting Drills	Student Demonstration
Meter	Performing: Analyze	MU:Pr4	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Ensemble Book 2, Concert Repertoire	4/4, Common Time, 2/4, 3/4, 6/8, 2/2 or cut time	Sight Reading, Short-term rehearsal, long-term rehearsal	Formal formative assessment (quiz), Summative Concert Assessment
Meter	Performing: Interpret	MU:Pr4	9.1	How do performers interpret musical works?	Performers make interpretive decisions based on their understanding of context and expressive intent.	Sound Innovation Ensemble Development Book 2, Concert Repertoire	Compound and Mixed Meters	Daily rehearsal, counting exercises	Informal summative assessment

Meter	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Conducting patterns	Perform conducting patterns (Intermediate - advanced)	Conducting class through Sound Innovations Ensemble Book 2 Exercises	Informal assessment
Tempo	Responding: Interpret	MU:Re8	9.3, 9.4	How do we discern the musical creators' and performers' expressive intent?	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent	Sound Innovations Ensemble Book 2, Concert Repertoire, Metronome	Allegro, Adagio, Moderato, Andante, Tempo Marking (Expanded slow and fast)	Kahoot!, Quizlet, Solo playing	Formal formative playing assessment
Tempo	Connecting: 11	MU:Cn11	9.2	How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?	Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	Metronome and/or Metronome app	Metronome Usage	Teacher demonstration	Metronome use quiz

Strand: Literacy

Key Vocabulary: Rhythm, Measure, Lines, Spaces, Treble and Bass Clef, Musical Alphabet, Sharp, Flat, Natural, Accidental; Note and rest durations: Whole, half, quarter, eighth, sixteenth, dotted, ties; syncopation; Multi-measure rest,

Competencies (Key Skills)	Artistic Process	NCAS Standards	SAS Framework Standards	Essential Questions	Enduring Understandings	Resources	Knowledge	Learning Activities	Assessment
Rhythmic	Performing: Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Concert Repertoire, Sound Innovations Ensemble Book 2, Smart Music	Whole, half, quarter, eighth, sixteenth, dotted; eighth one triplets, and quarter note triplets, ties notes and rests	Student demonstration (Group and individual), Daily rehearsals	Daily informal formative assessment, Concert Assessment, playing quiz
Rhythmic	Responding: Analyze	MU:Re7	9.3	How does understanding the structure and context of the music influence a response?	Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.	Teaching Rhythm Logically Series, Sound Innovations Ensemble Book 2, Concert Repertoire	Counting system and Time Signature (Advanced)	Group counting	Daily informal assessments, Counting Quizzes
Rhythmic	Performing: Analyze	MU:Re7	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Ensemble Book 2, Concert Repertoire	Review: Anacrusis, multi-measure rests, time signatures	Daily Rehearsal	Student demonstration
Melodic	Performing: Analyze	MU:Re7	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Ensemble Book 2, Concert Repertoire, iPad	Review: Clef, Lines and Spaces, Note names (Expanded range), Flat Signs, Sharp signs, Natural sign, Accidental rule	Kahoot!, Daily rehearsal, Small group instruction	Student demonstration, Quizlet
Melodic	Performing: Analyze	MU:Re7	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovation Ensemble Book 2	Steps, skips, Octave, Major, Minor	Sound Innovations Ensemble Book 2	Student demonstration
Melodic	Performing: Analyze	MU:Re7	9.1	How does understanding the structure and context of musical works inform performance?	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	Sound Innovations Ensemble Book 2, Concert Repertoire, iPad	Key Signatures (Intermediate)	Sound Innovations Ensemble Book 2	Informal student demonstration (group and individual), playing assessment, Smart Music
Symbol	Performing Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Concert Repertoire, Sound Innovations Ensemble Book 2	Review: Melody, Harmony, Divisi, Repeat Sign, fermata, 1st and 2nd Ending, Dal Segno (D.S.), Da Capo (D.C.) Fine, Coda, Ledger Lines, Rit. Rall. Accel., trill, and mutes	Student demonstration (group and individual)	Summative playing assessment, Concert Assessment
Extended Theory	Performing Present	MU:Pr6	9.1	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	Sound Innovations Ensemble Book 2	Major and Minor Chord Building	Building chords and developing student's intonation accuracy, balance, and blend	Daily informal summative assessment