

BCCS
8th & 9th INSTRUMENTAL MUSIC
 (Revised 5-7-09)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
September	Topic: Tone and Intonation Bb, Eb, Ab, F Scales	Vocabulary: Embouchure Air Support Reed Strength	Students will start, sustain and release a tone demonstrating proper posture, embouchure, and air support on both long tones and rhythmic figures.	How will this attention to detail improve the sound of my instrument?	I-3HM	n class discussion, demonstrations by both teacher and students outlining the skills needed.	Advanced Techniques for Band (Hovey) 101 Rhythmic Rest Patterns (Yaus)	Individual, graded tests demonstrating the skills needed.

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October	Topic: Rhythms and Scales Strive for second octave scales where appropriate	Vocabulary: Subdivision of the beat Concert Pitch Whole and half step relationships within major scales	Students will learn the theory behind major scales. Students will learn to perform the concert Bb, Eb and Ab Scales. Students will learn the correct, full length of rhythms one count and longer. Students will subdivide the beats of eighth note and eighth rest rhythmic patterns.	How do scales and key signatures work together? How does the subdivision of counts within a measure produce mathematical, rhythmic accuracy?	I-1HM I-3HM I-5HM	Students will perform these scales Students will perform rhythmic patterns utilizing quarter, half, dotted half, whole, and eighth notes along with their corresponding rests.	101 Rhythmic Rest Patterns (Grover Yaus) Advanced Techniques for Band	Individual, graded tests on scales Individual, graded tests on rhythms

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November	Topic: Literature Concert Etiquette	Vocabulary: Allegro Adagio Piano Forte Mezzo Piano Mezzo Forte	Students will put to use the concepts learned thus far (Tone, Intonation, Scales, Rhythms) to use by reading and preparing simple musical literature.	How do the topics we covered apply to musical literature?	I-1HM I-3HM I-5HM III-3HM	Literature is "sight-read" Literature is rehearsed and prepared	Grade level 2 and 3 wind ensemble literature	Public performances are given to local elementary schools demonstrating the skills the students have learned thus far. They demonstrate musical skills and social (concert etiquette skills)

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December	Topic: Formal Concert Sightreading Techniques	Vocabulary: Auditorium etiquette (In addition to the above terms) Mezzo piano Mezzo forte	Students will apply their skill and knowledge to more advanced literature.	How is my individual skill as a musician developing as a result of following these steps?	I-1HM I-3HM I-5HM III-3HM III-5HM	More advanced literature is sightread and prepared using more key and meter changes.	Grade level 3 and 2 wind ensemble literature Advanced Techniques Book 101 Rhythm Book	Formal, Public performance in an auditorium

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January	Topic: Advanced Literature	Vocabulary: Dal Signo, Coda, Fine, Pianissimo, fortissimo Dotted eighth notes, sixteenth notes, triplets and their corresponding rests.	Studednts will study more advanced rhythmic patterns (see vocabulary) and apply these to more advanced and challenging literature.	How does the addition of musical concepts change the level and intensity of the literature? How does this literature compare with the literature of November?	I-1HM I-3HM I-5HM III-3HM III-5HM III-6HM	Work on rhythmic patterns utilizing (in addition to the previous patterns) dotted eithth, sixteenth, triplets and corresponding rests	101 rhythmic rest patterns Grade level 3 and 4 literature AdvancedTechniques Book	Classroom Quizzes

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February	Topic: Refinement of musical skills	Vocabulary: Tone Intonation Rhythm Technique Interpretation	Perform musically on their instruments demonstrating good, characteristic tone qualities and rhythmic precision within a variety of styles.	How will correct tone, intonation, rhythm, technique, and interpretation ensure a good musical experience for me? How the the professionals use these same qualities?	I-1HM I-3HM I-5HM III-3HM III-5HM III-6HM V-2HM	Students will study literature of contrasting styles. They will apply the knowledge and skills they have learned over the year to a "polished" musical experience	Grade level 2 and 3 literature in a variety of styles.	A winter concert will be presented to the public. Students will be professionally assessed by teachers who have been specially trained to do so at MSBOA Sponsored Solo and Ensemble Festivals. (9 th grade only) ENTIRE class undergoes professional evaluation through an MSBOA sponsored "District festival evaluation"

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March	Topic: Sight-reading techniques Advanced Scales Advanced Rhythmic patterns	Vocabulary: Singing Silent rehearsal	Students will be able to read and musically interpret new literature "at sight"	How can I put musical knowledge and skill together to instantly produce and interpret music?	I-1HM I-3HM I-5HM III-3HM III-5HM III-6HM V-2HM	Students will recite the key and time signatures of music to be "sightread". They will sing the rhythms while operating the keys, slides, and mallets. They will sing in the correct style and dynamic range. They will then perform the music on their instruments. Review previous month's evaluation.	"Sight Reading Techniques for Band" "101 Rhythmic Rest Patterns" Evaluation sheets from the MSBOA Professional Evaluation.	Individual "playing" quizzes

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May	Topic: Formal Concert Techniques and concepts of marching band	Vocabulary: Company Fronts Cadence Mark Time Forward march	Formal Concert: Demonstrate to the public the skills they worked on throughout the year. Marching: Keeping the pulse of the music in a "marking time" fashion. Also moving forward to the pulse of the music.	How will marching help internalize the pulse of music?	I-1HM I-3HM I-5HM	Percussion section memorizes a set of 5 short cadences, all used together. Band memorizes the "Red and White" (C.T. Whitmore) All students learn to march to the pulse of the drum cadence and the "Red and White"	Printed copies of the cadences and the Red and White	Formal Spring Concert Students will demonstrate their skills marching on the track at the school and later, in a July Parade in Beulah

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June	Topic: Marching band techniques (as time permits)	Vocabulary: Company Fronts Cadence Turns	Marking time and moving the block forward to the pulse and the cadence of the music	Review as time permits		Review as time permits	Review as time permits	Review as time permits

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