

Music: Beginning Band - Grades 6-8

Adopted 2018

Creating

- 1 Improve, compose, and arrange music within specified guidelines.** MSBB.CR.1
 - a Improve or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). MSBB.CR.1.A
 - b Improve or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). MSBB.CR.1.B
 - c Refine improvised or composed pieces using teacher-created criteria. MSBB.CR.1.C
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Performing

- 1 Sing alone or with others.** MSBB.PR.1
 - a Sing to recognize fundamentals of tone production. MSBB.PR.1.A
 - b Sing to match pitch. MSBB.PR.1.B
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- 2 Perform on instruments through a varied repertoire of music, alone and with others.** MSBB.PR.2
 - a Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). MSBB.PR.2.A
 - b Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). MSBB.PR.2.B
 - c Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). MSBB.PR.2.C
 - d Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. MSBB.PR.2.D
 - e Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. MSBB.PR.2.E
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- 3 Read and identify elements of notated music.** MSBB.PR.3
 - a Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression). MSBB.PR.3.A
 - b Define and describe the musical terms incorporated in the literature and identify key signatures. MSBB.PR.3.B

- c Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure. [MSBB.PR.3.C](#)
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Responding

1 Listen to, analyze, and describe music. [MSBB.RE.1](#)

- a Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords). [MSBB.RE.1.A](#)
 - b Compare and contrast musical works based on genre and culture. [MSBB.RE.1.B](#)
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2 Respond to music and music performances of themselves and others. [MSBB.RE.2](#)

- a Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations). [MSBB.RE.2.A](#)
 - b Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, and improvisations). [MSBB.RE.2.B](#)
 - c Compile a list of strengths and weaknesses in performances and suggest areas of improvement using self-reflection and peer feedback. [MSBB.RE.2.C](#)
 - d Identify the interpretations in a band performance in relation to the expressive intent of the composer. [MSBB.RE.2.D](#)
 - e Describe and demonstrate appropriate ensemble and audience etiquette for a performance. [MSBB.RE.2.E](#)
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Connecting

1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. [MSBB.CN.1](#)

- a Describe the relationship between music and other arts. [MSBB.CN.1.A](#)
- b Describe the relationship between music and other disciplines. [MSBB.CN.1.B](#)
- c Identify genres, styles, and composers within specific time periods. [MSBB.CN.1.C](#)
- d Describe the relationship between music and musicians, and society and culture. [MSBB.CN.1.D](#)