

Music: Intermediate Band - Grades 6-8

Adopted 2018

Creating

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

- 1 Sing alone or with others.** [MSIB.PR.1](#)
 - a** Sing to recognize fundamentals of tone production. [MSIB.PR.1.A](#)
 - b** Sing to match pitch. [MSIB.PR.1.B](#)
 - c** Sing to reinforce breathing, use of the air stream. [MSIB.PR.1.C](#)
 - 2 Perform on instruments through a varied repertoire of music, alone and with others.** [MSIB.PR.2](#)
 - a** Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). [MSIB.PR.2.A](#)
 - b** Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises). [MSIB.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). [MSIB.PR.2.C](#)
 - d** Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. [MSIB.PR.2.D](#)
 - e** Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. [MSIB.PR.2.E](#)
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- 3 Read and identify elements of notated music.** [MSIB.PR.3](#)

- a Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures. **MSIB.PR.3.A**
 - b Interpret the musical terms incorporated in the literature. **MSIB.PR.3.B**
 - c Demonstrate an understanding of simple and compound meters and rhythmic patterns through a systematic counting procedure. **MSIB.PR.3.C**
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Responding

1 Listen to, analyze, and describe music. **MSIB.RE.1**

- a Relate the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance. **MSIB.RE.1.A**
 - b Distinguish characteristics of a specific work based on genre and/or culture. **MSIB.RE.1.B**
 - c Tune instrument with a tuner (e.g. electronic device) for the appropriate range of the instrument. **MSIB.RE.1.C**
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2 Respond to music and music performances. **MSIB.RE.2**

- a Identify music literature and band performance of both superior and poor quality and distinguish the factors which are used to classify them as such. **MSIB.RE.2.A**
 - b Compile a list of strengths and weaknesses in performances and suggest strategies for improvement. **MSIB.RE.2.B**
 - c Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer. **MSIB.RE.2.C**
 - d Describe and demonstrate appropriate ensemble and audience etiquette for a performance. **MSIB.RE.2.D**
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Connecting

1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. **MSIB.CN.1**

- a Discuss the relationship between music and other arts. **MSIB.CN.1.A**
- b Discuss the relationship between music and other disciplines. **MSIB.CN.1.B**
- c Discuss genres, styles, and composers within specific time periods. **MSIB.CN.1.C**
- d Discuss the relationship between music and musicians, society, and culture. **MSIB.CN.1.D**