# 6th-8th Grade

# Music-Advanced Band

## CREATING

**MSAB.CR.1 Improvise, compose, and arrange music within specified guidelines.**
    a. Improvise, compose, and perform rhythmic patterns (e.g. clapping, singing, playing an instrument).
    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.
    c. Refine improvised or composed pieces using student-created criteria.

## PERFORMING

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

**MSAB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.**
    a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, vibrato <when appropriate>, appropriate percussion technique).
    b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises).
    c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette).
    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.
    e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
    f. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

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

# Responding

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

**MSAB.RE.2 Respond to music and music performances.**
    a. Assess musical elements (e.g. tone, intonation, blend, balance, melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied.
    b. Distinguish the factors which are used to evaluate the effectiveness of a performance.
    c. Analyze and evaluate specific musical works and styles heard through recorded or live performance using appropriate terminology.
    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. ⌞SEP⌟

# CONNECTING

**MSAB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.**
    a. Analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
    b. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, or styles at the highest level of music performance.