



6th-8th Grade

Music-Intermediate Band



CREATING

MSIB.CR.1 Improve, compose, and arrange music within specified guidelines.

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
- c. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.
- d. Refine improvised or composed pieces using student or teacher-created criteria

PERFORMING

MSIB.PR.1 Sing alone or with others.

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.
- c. Sing to reinforce breathing, use of the air stream.

MSIB.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, 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. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

MSIB.PR.3 Read and identify elements of notated music.

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



Responding

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

- 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.
- b. Distinguish characteristics of a specific work based on genre and/or culture.
- c. Tune instrument with a tuner (e.g. electronic device) for the appropriate range of the instrument.

MSIB.RE.2 Respond to music and music performances.

- 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.
- b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement.
- c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer.
- d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

CONNECTING

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

- a. Discuss the relationship between music and other arts.
- b. Discuss the relationship between music and other disciplines.
- c. Discuss genres, styles, and composers within specific time periods.
- d. Discuss the relationship between music and musicians, society, and culture.