6th-8th Grade
Music-Intermediate Band
CREATING

**MSIB.CR.1 Improvise, 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.