

# 8<sup>th</sup> Grade Band Lesson Planner: Quarter 2 – Symphonic Band

**Cardinal Heights Upper Middle School Band**

Name \_\_\_\_\_

## Lesson Assignments:

- Lesson 1 (Nov. 4 - 8)**  
Concert C Major Scale & Arpeggio  
Rhythm 9a - 9f  
Solo Goal #1  
*Songs of the Whalemens , ms. 1 - 40*  
SM #1
- Lesson 2 (Nov. 11 - 15)**  
Concert F Major Scale & Arpeggio  
Rhythm 9g - 9l  
Solo Goal #2  
*Dances from Terpsichore - Ballet*  
SM #2
- Lesson 3 (Nov. 18 - 22)**  
Concert Bb Major Scale & Arpeggio  
Rhythm 8a - 8f  
Solo Goal #3  
*Dances from Terpsichore - Volta*  
SM #3
- ❖ **Nov. 24 & 26**  
\*Make Up Only
- Lesson 4 (Dec. 2 - 6)**  
Concert Eb Major Scale & Arpeggio  
Rhythm 8g - 8l  
Solo Goal #4  
*Songs of the Whalemens , ms. 40 - end*
- Lesson 5 (Dec. 9 - 13)**  
Concert Ab Major Scale & Arpeggio  
Rhythm 16a - 16f  
Solo Goal #5  
*Make-Up/Improve Concert Music*

## Concert: Monday 12/16 @ SPHS

- ❖ **(Dec. 16 - 20)**  
Make-Up only by appointment
- Lesson 6 (Jan.6 - Jan. 10)**  
Concert Db Major Scale & Arpeggio  
Rhythm 16g - 16l  
Solo - Play All
- Lesson 7 (Jan. 13 - 17)**  
Concert Gb Major Scale & Arpeggio  
Record Entire Solo - Self Reflection

## Major Scales – 10 Points

Below scales played in eighth notes at tempo 92.

**Major Scales Preparation**-Play each scale three times consecutively without error before moving to the next tempo. All scales are performed from memory.

|           |    |    |    |    |    |    | Completed |
|-----------|----|----|----|----|----|----|-----------|
| <b>C</b>  | 52 | 60 | 72 | 80 | 88 | 92 |           |
| <b>F</b>  | 52 | 60 | 72 | 80 | 88 | 92 |           |
| <b>Bb</b> | 52 | 60 | 72 | 80 | 88 | 92 |           |
| <b>Eb</b> | 52 | 60 | 72 | 80 | 88 | 92 |           |
| <b>Ab</b> | 52 | 60 | 72 | 80 | 88 | 92 |           |
| <b>Db</b> | 52 | 60 | 72 | 80 | 88 | 92 |           |
| <b>Gb</b> | 52 | 60 | 72 | 80 | 88 | 92 |           |

## Concert Music – 100 points each

- \_\_\_ *Songs of the Whalemens , ms. 1 - 40* Due Nov. 4 - 8
- \_\_\_ *Dances from Terpsichore - Ballet* Due: Nov. 11 - 15
- \_\_\_ *Dances from Terpsichore - Volta* Due: Nov. 18 - 22
- \_\_\_ *Songs of the Whalemens , ms. 4- end* Due: Dec. 2 - 6

## Rhythm Assignments – 10 points

- \_\_\_ 9A-9F      \_\_\_ 8A-8F      \_\_\_ 16A-16F
- \_\_\_ 9G-9L      \_\_\_ 8G-8L      \_\_\_ 16G-16L

## Smartmusic – 10 Points Each

## Solo Project – 50 Points

- Solo Goal #1 \_\_\_\_\_
- Solo Goal #2 \_\_\_\_\_
- Solo Goal #3 \_\_\_\_\_
- Solo Goal #4 \_\_\_\_\_
- Solo Goal #5 \_\_\_\_\_

## Other Assignments:

- \_\_\_ Concert Performance - (100 points) 12/16/19 @ SPHS

**To earn full credit for concert performance you must be seated on time for warm-up, dressed appropriately, display appropriate behavior and concert etiquette throughout the concert, and complete your teardown assignment.**

# Rubrics

## Scale Rubric:

|                      | 10 pts.  | 9 pts.   | 8 pts.  | 7 pts.   | 6 pts.  | 5 pts.   | 4 & below  |
|----------------------|--|--|---|--|---|--|--|
| <b>Note Accuracy</b> | 100% accuracy  | 100% accuracy. Clarity of articulation in need of improvement.   | Performed accurately after starting over.   | Performed accurately after 2 re-starts.  | Need to keep practicing and try again when more prepared  | Need to keep practicing and try again when more prepared   | Need to keep practicing and try again when more prepared   |
| <b>Tone</b>          | Tone is full, warm, and smooth leading to sustained resonance. | Tone is generally full, warm, and smooth, but affected by range. | Tone is lacking in one area of fullness, warmth, or smoothness. Evaluate air support or embouchure formation. | Tone is lacking in two areas of fullness, warmth, or smoothness. Evaluate air support or embouchure formation. | Tone is lacking in two areas of fullness, warmth, or smoothness. Evaluate air support and embouchure. | Tone has occasional moments of fullness, warmth, or smoothness. Evaluate air support and embouchure. | Tone is lacking any sense of fullness, warmth, or smoothness. Evaluate air support and embouchure. |

## Rhythm Rubric:

|                             | 10 pts.   | 9 pts.   | 8 pts.   | 7 pts.   | 6 pts.  | 5 pts.   | 4 & below                                 |
|-----------------------------|---|--|--|--|---|--|---|
| <b>Written Accuracy</b>     | Rhythms are written in before lesson and no mistakes. | Rhythms are written in before lesson and 1-2 mistakes. | Rhythms are almost all written in before lessons and 3-4 mistakes. | Rhythms are mostly written in before lessons and 5 - 6 mistakes. | Some rhythms are written in before lesson and 7-8 mistakes. | A few rhythms are written in before lesson and mostly incorrect. | No rhythms are written in before lesson.  |
| <b>Performance Accuracy</b> | No mistakes or hesitations.                           | 1 - 2 mistakes or hesitations.                         | 3 -4 mistakes or hesitations.                                      | 5 -6 mistakes or hesitations.                                    | 7 - 8 mistakes or hesitations.                              | 9 - 10 mistakes and very hesitant.                               | Less than 50% accuracy and lack of pulse. |

# November 2019

| Sunday | Monday | Tuesday | Wednesday              | Thursday   | Friday  | Saturday   |
|--------|--------|---------|------------------------|--|---|--|
| 3      | 4      | 5       | 6                      | 7  | 8   | 9  |
| 10     | 11     | 12      | 13                     | 14<br>Parent-Teacher<br>Conferences, 4-8pm             | 15<br><b>NO SCHOOL</b><br>Parent-Teacher<br>Conferences | 16<br>Sun Prairie<br>Honors Band @<br>Cardinal Heights |
| 17     | 18     | 19      | 20                     | 21<br>Boys & Girls Club<br>Arts Showcase<br>7pm @ SPHS | 22  | 23   |
| 24     | 25     | 26      | 27<br><b>NO SCHOOL</b> | 28<br><b>NO SCHOOL</b>                                 | 29<br><b>NO SCHOOL</b>                                  | 30   |

# December 2019

|    |  |    |  |    |    |  |
|----|--|----|--|----|----|--|
| 1  | 2  | 3  | 4  | 5  | 6  | 7<br>Jazz - Big Band<br>Dance<br>7:30pm @<br>Angell Park |
| 8  | 9  | 10 | 11   | 12 | 13 | 14   |
| 15 | 16<br>CHUM & SPHS<br>Winter Band<br>Concert<br>8th Gr - 6:30pm<br>9th Gr - 8pm | 17 | 18<br>Hikarighaoka<br>Girls High School<br>Concert<br>7pm @ SPHS | 19 | 20 | 21   |

# January 2020

|   |                                   |    |                       |                       |   |    |
|---|-----------------------------------|----|-----------------------|-----------------------|---|----|
|   |                                   |    | 1<br><b>NO SCHOOL</b> | 2<br><b>NO SCHOOL</b> | 3<br><b>NO SCHOOL</b>                           | 4  |
| 5<br>Sound of Sun<br>Prairie Open<br>Rehearsal @<br>CHUMS | 6                                 | 7  | 8                     | 9                     | 10<br>Band Booster<br>Fish Fry @<br>Round Table | 11 |
| 12  | 13                                | 14 | 15                    | 16                    | 17  | 18 |
| 19  | 20<br><b>NO SCHOOL</b><br>MLK Day | 21 | 22                    | 23<br>End 2nd Qtr     | 24  | 25 |
| <b>Semester 1 Final Exams</b>                             |                                   |    |                       |                       |   |    |

# Costa's Levels of Questioning (learning) – Music

**Level 1** (the lowest level) requires one to gather information – the mechanics of music

**Level 2** (the middle level) requires one to process the information – developing music & ensemble

**Level 3** (the highest level) requires one to apply the information – creating music

## 3 – Applying

- Moving from analytical to artistic/holistic
- Connecting to the creative process & potential
- Thinking both convergently & divergently (simultaneously)  
Find a broad spectrum of possibilities in simple items or situations
- Artistry = The exercise of all one's faculties (intellect, emotion, technique, intuition) in a concerted effort to bring into being something that wasn't there before

|                                |                                    |                              |
|--------------------------------|------------------------------------|------------------------------|
| Creativity                     | Imagery                            | Interplay fuels creation     |
| Artistry                       | Communicating                      | Creating within the moment   |
| Visualization                  | Embrace changeability/adaptability | "if...then..."               |
| Engaging an informed intuition | Emotional engagement               | Connecting yourself to music |

## 2 – Processing

- Directed listening & adjusting
- Critical listening
- Discover composer's intent
- Discovery of other parts
- Search for implied meaning
- Interactive

|               |                                    |                            |
|---------------|------------------------------------|----------------------------|
| Harmony       | Unity (concepts, message)          | Horizontal sound structure |
| Texture       | Developed                          | Vertical sound structure   |
| Form          | Ensemble Interpretation            | Intonation                 |
| Collaboration | Group Timbre/color                 | Balance & blend of sounds  |
| Synthesis     | Engage in music as a listening art | Reflection & analyses      |

## 1 – Gathering

- Technical
- Developing skills/craft
- Build muscle & musical memory
- Develop consistency
- Preparing your contribution to the ensemble
- Gathering information & developing a plan for success
- Practicing on your own
- Repetition – slow & controlled
- Solve individual problems

|                                   |              |                       |
|-----------------------------------|--------------|-----------------------|
| Rhythmic values (sound & silence) | Dynamics     | Melody/phrasing       |
| Key Signatures/Tonality           | Range        | Historical Influences |
| Notes/Fingerings/Stickings        | Subdivisions | Cultural Influences   |
| Articulation                      | Timbre/color | Performance Practice  |
| Intonation                        |              |                       |