

# Music, Middle School 2 - Band

TEKS Strand	Expectations
<b>Foundations: Music Literacy</b>	Students demonstrate characteristic timbres in the ranges of their instruments. Warm-up exercises involving melodic, harmonic, and rhythmic passages relevant to selected literature allow students to isolate problematic passages and concepts. Students may create warm-ups within specified guidelines, addressing a single section or segment. Students improve their notation and reading skills by regularly reading new material. Approaching musical problems from more than one perspective clarifies student knowledge and skills.
<b>Creative Expression</b>	Students continue to work with scales and arpeggios, melodic and rhythmic patterns, expansion of range, meter signatures, and keys. Musical compositions have fewer sections composed of block rhythms, while parts begin to move in two and sometimes three distinct ways. Students demonstrate melodic independence. Solo lines and accompaniment lines become distinct. Students play dotted rhythms, expanded meters including 6/8 and cut time, and keys up to three flats and one sharp. Students participating in ensemble groups demonstrate effective use of rehearsal time, follow the conductor, and practice attaining precision, blend, and balance.
<b>Historical and Cultural Relevance</b>	Selections incorporate attributes and styles of past composers. Students perform samples that contemporary composers wrote in particular styles and selections arranged for young groups. They may communicate with members of the community who pursue music vocationally and avocationally. Awareness of a musician's place beyond the classroom helps establish role models for aspiring musicians.
<b>Critical Evaluation and Response</b>	Assisting students in identifying basic music concepts increases their independence, helps them establish evaluation criteria, and develops their musical insight. Student interest and focus are heightened when corrections made in one area of learning are related to other areas.
<p><b>Example:</b></p> <p>In order to assess student analysis of specific uses of elements of music, Jo Anne Richardson prepares aural examples representing diverse genres and cultures.</p> <p>Ms. Richardson selects short works of music that contain readily discernible musical features. The excerpts she chooses may be, for example, a theme-and-variations movement from a symphony, a call-and-response African work song, and a 1920s or 30s blues song.</p> <p>Ms. Richardson asks her students to identify the form of the selection and to describe how pitch, rhythm, dynamics, timbre, and harmony or texture are used. She gives the class a worksheet listing these elements to help structure what they are listening for in the excerpts.</p> <p>To allow ample opportunity for students to hear and describe the defining elements and characteristics of the selection, each piece is played four times, with a brief interval of time between listenings (approximately one minute) provided for students to take notes.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	