

Music, Middle School 3 - Band

TEKS Strand	Expectations
Foundations: Music Literacy	Students continue technical studies as they work on performance literature. Through selected literature, exercises, and warm-ups, they expand ranges, refine articulations, develop and sustain breath control to support tone, work on precision in rhythmic patterns, and clarify intonation. Students learn to tune to one pitch, then learn to tune harmonically within a chord with other members of an ensemble. Focused listening skills are refined and combined with skills that enable students to make adjustments in pitch. Focused student listening builds the foundation for performance achievement.
Creative Expression	Literature includes more difficult, more complex selections, including elements such as expanded ranges in parts, keys up to four flats and three sharps, syncopated rhythms, faster tempo, increased independence in rhythmic and melodic lines, and occasional solo passages. With increased technical proficiency, students successfully play more difficult music and perform selections that reflect a broader representation of styles, forms, cultures, and historical periods.
Historical and Cultural Relevance	Live performances and selected recordings introduce students to music representing diverse heritages. Students identify characteristics of particular time periods, styles, cultures, and/or individual composers and apply their knowledge to authentic performance. Having students prepare study guides of performance music can help students connect music with its heritage.
Critical Evaluation and Response	Listening, analyzing, and making adjustments in exercises and in performance literature is a continual process of growth. Reflection on one's own and others' performances and application of thoughts to practice are keys to success. By sharing the process of evaluation and commentary, teachers guide students in the development of individual evaluation processes. Teachers demonstrate exemplary technique, helping students learn the characteristics of exemplary performance. Students evaluate specific performances and learn to make constructive criticism based on musical concepts. Students may keep journals documenting growth that include recordings of performances. Appropriate rehearsal and performance etiquette is developed over time.
<p>Example:</p> <p>Beth Skoggins and her colleagues at DuBois Junior High School use music written with specific warm-up guidelines and exercises that address specific learning issues in their eighth-grade band, choir, and orchestra classes. Among other things, these activities help prepare students for future rhythmic and melodic dictation. DuBois music students also arrange musical selections within guidelines set by their teachers. Teacher guidelines include the following:</p> <ul style="list-style-type: none"> • Use the same melodic sequence, rearranging rhythmic patterns. Retain rhythmic pattern, but alter melodic line to include other notes in the chordal triad designated for each measure. • Arrange an accompaniment to a melodic phrase using notes from the chord sequence. 	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	