

Music, Middle School 1 - Band

TEKS Strand	Expectations
Foundations: Music Literacy	All students read music in the treble clef, and students playing bass clef instruments learn implications of the bass clef. Literature is limited to the use of quarter, half, whole, eighth, and sixteenth notes, and the corresponding rests, in addition to dotted quarters and dotted half notes. Students understand altered tones and the significance of both key and meter signatures. They can sing a major scale and recognize melodic and rhythmic patterns. Most often, students read music utilizing key signatures up to two flats.
Creative Expression	Students begin putting their instruments together to produce sounds, fingering notes or finding correct slide positions on the trombone. They develop embouchure and learn correct breathing for supporting tone. Percussion students learn how to hold sticks or mallets, develop a technique for both pitched and non-pitched instruments, maintain a steady beat, and accurately replicate rhythmic notation. Many drum students also learn pitched instruments to expand their playing options in intermediate and advanced ensemble groups. Students sing difficult parts in order to address pitch and rhythm problems separate from the coordination problems that come with learning new instruments. Additionally, the class learns to play as a group by learning to work with their director and by practicing acceptable rehearsal etiquette.
Historical and Cultural Relevance	Musical literature is based on folk and traditional material. The songs are generally short with limited range, melodic and rhythmic repetitive phrases, and a simplicity of style. The historical and cultural contexts of songs are studied. Students identify composers, listen to exemplary musicians, and identify characteristic timbres. These exercises inform the development of both personal and group goals.
Critical Evaluation and Response	Students reflect on personal and group work, which provides reasoning for practice and change. Clear objectives and evaluation criteria for each lesson stimulate the process of response and evaluation. Student participation in developing evaluation criteria encourages their independence in learning. Their ability to evaluate their own skills is particularly important for productive practice outside of class.
Example:	
<p>Pete Milton believes in the long-term value of memorizing scales. In their first year of band, his sixth graders memorize three to four scales. Once his students know enough notes, they practice one scale a day for a few weeks; then he tests his students' memory. Students have repeated opportunities to perform the scale until they are successful. A new scale is introduced when the class has memorized their previous scales, and it is played daily in addition to the familiar scales.</p> <p>Testing is time-consuming, but Mr. Milton is certain the results are worth it. His students read better and have better technique because of their disciplined scale work.</p>	
<u>Differentiation Strategies for Students with Special Needs</u>	