



**NIVA INTERNATIONAL SCHOOL**  
**Department of Music**

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<b>Course Title:</b>	Band 2
<b>Level:</b>	Grade 8
<b>Contact Hours:</b>	1 period (45-50 mins.)/week
<b>Credit:</b>	0.5

**Course Description:**

This course is an extension of Band 1 program. It allows students to continue music learning through the study of band performance repertoire. Class learns music pieces with a level of difficulty of 2: on a scale of 1-6. In addition to learning new notes; interpretation and musicianship will be emphasized too. Student progress is often determined by repertoire selection, individual instruction and accomplishment of stated progress requirements.

**Course Organization:** Each quarter is focused on four essential questions which the students are directed to attain through theory and practice. Questions are not only geared towards musical abilities but also its relevance in one's life.

Quarter 1: How have instrumental ensemble evolve?

Quarter 2: How do different cultures use music as a universal means of expression?

Quarter 3: How does music learning develop self values?

Quarter 4: What is the purpose of music in different celebrations?

**Course Content:**

Meter signature

-4/4, 3/4

-Scale Bb:

-Tie

-Dotted notes

Study of composer

Dynamic marks

Tempo marks

Accidentals: flat and natural

Composition

1<sup>st</sup> and 2<sup>nd</sup> ending repeat mark

New selected repertoire according to the progress of the students

Work out for tones and techniques

Theme and Variation

-e.g. "Variation of Familiar Theme

D.C. al Fine

Accidental: sharp

Slur

...and other new selected repertoire according to the progress of the students

**Course Objectives:**

-read, count and play notes with acceptable tones

-write or notate scales being studied

-explain the function of tie

-count and play dotted notes

-appreciate different works of the composer being studied

-evaluate one's own performance and as well as group performance

-play songs with accurate pitch and acceptable tones

-play songs following tempo marks

-play songs following dynamic marks

-explain the concept of flat and natural

-explain the function of 1<sup>st</sup> and 2<sup>nd</sup> ending repeat mark

-play songs responding to the cue of the conductor

-compose rhythmic patterns and melodic lines following specified guidelines

-demonstrate some daily work out for tones and techniques

-explain the concept of theme and variation

-explain the function of D.C. al fine

-explain the concept of sharp

- interpret slurred notes
- play songs with accurate pitch, rhythm and appropriate tempo and acceptable tones
- play songs of different styles or genre
- explain the function of one measure repeat symbol
- improvise simple melodic lines
- explain the concept of music phrase

### Course requirements:

- 2 periods (45 mins.) attendance each week
- Participate in all music performances
- Attend at least one concert (with reflection/evaluation)
- Gain a pass in all form of assessments and quarterly projects.

### Learning Process/ Methods of Instruction:

- Lectures in basic concepts and skills
- Reading Information
- Audio-Visual Presentation
- Class and group discussion/work
- Skill-building exercises
- Practices: Independent and Guided Skill Practice
- Demonstration
- Written assessment
- Project/s
- Observation
- Performance

### Evaluation/Assessments:

Grading in this course is based on the following components:

- **Attendance includes the regular music periods, practice and performance time**  

<u>Classroom Attendance Points:</u>	<u>Attendance Bonus Points: (excluding excused sick leaves)</u>
4=on time	5=on time and present in all lessons
3=excused late	4=2 excused absences/2 lates
2=unexcused late	3=3 absences/lates (excused or unexcused)
1=absent	2=4 absences/lates (excused or unexcused)
	1=5 absences/lates (excused or unexcused)
- **Preparedness includes bringing required materials/equipment to class like for example: music notebook/folder or portfolio and instrument)**  
Classroom Preparedness Points:
  - 4 = brings required materials/equipment
  - 3 = missed to bring one of the required materials/equipment
  - 2 = brings some of the required materials/equipment
  - 1 = does not bring required materials/equipment
- **Engage Classroom Participation**  
**(Includes: Class works: Individual, Pair and Group, Home works, Quizzes, Written Tests and Practical Tests)**  
 Students experience working in teams, answer written worksheets/practice exercises on the language of music including notation, symbols, terms and ear training.
- **Practical Tests includes individual, pair or small group ensemble, aural and sight-reading**  
Individual, Pair or Small Group Ensemble assessments evaluate the students' ability to do the following:
  - sing independently, on pitch and in rhythm, with appropriate timbre, diction, posture and maintain a steady tempo
  - sing expressively, with appropriate dynamics, phrasing and interpretation
  - sing in groups, blending vocal timbres, matching dynamics levels, and responding to the cues of a conductor.Sight-reading Tests  
 -are tests designed to develop students' mastery in reading notes and rhythmic pattern. These are tests that students' will be asked to sing unknown melodic lines or music directly from the score.  
Aural Tests  
 -are designed to develop students' abilities in the fields of musical perception, discrimination, memory, understanding, analysis and response. The tests are carefully graded from basic skills to more advance.

- **Participation/Progressive Work/Practice Time**

Students are expected to attend at least 1 period of practice time per week and make positive contributions to the group.

Classroom participation points:

- 5 = Participates in all activities and always attentive
- 4 = Participates in most activities and is usually attentive
- 3 = Participates in some exercises and is generally attentive
- 2 = Participates in few exercises and lacking in attentiveness
- 1 = Participates rarely and little attentiveness

Progressive Work/Practice Time points (see the attached rubric)

- **Project:**

There will be one required project and additional will be added according to teachers' discretion. Students are expected to submit given projects in a specified time.

- **Portfolio (Includes: Compilation and Reflection of student's work and activities)**

Rubric is used by the teacher to evaluate student portfolios. Students are expected to submit and present their portfolio in a specified time.

- **Examinations (Includes: Written Theory Exams and Practical Exams)**

The classroom experience will include quarterly written examinations on the language of music including notation, symbols, terms and aural test.

Students will be asked to perform music they are working on in pairs or groups.

Bonus Points: see rubric for individual contribution

CATEGORIES/WEIGHTING	G5-G12
Attendance & Preparedness	5
School-wide English Speaking Grade	10
Classroom English Speaking Grade (formal oral presentation, participate in classroom discussion and usage of English at all times during peer conversation)	10
Test: Written: CW, HW, T, Q	10
Practical Tests	15
Participation/Progressive Work/Practice Time	5
Project	10
Portfolio	5
Examination: Theory	15
Examination: Practical	15
<b>TOTAL</b>	<b>100</b>



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**Progressive Work/Practice Time Rubric**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Class: \_\_\_\_\_  
Teacher: \_\_\_\_\_

Individual practice (outside of the regular music class periods)

The student...

- 10- Always practices at least 120 minutes per week
- 8- Usually practices at least 100 minutes per week
- 6- Sometimes practices at least 80 minutes per week
- 4- Sometimes practices but less than 80 minutes per week
- 2- Never practices

On time to rehearsals/practice time required by the music department (1 period/week)

The student is seated and ready to sing or play at the start of rehearsals.

- 4- Always
- 3- No more than two tardiness
- 2- Three tardiness
- 1- Four or more tardiness

Proper playing posture in rehearsals, concerts and parades

The student sits straight with feet on the floor in rehearsals and concerts.

- 4- Always
- 3- Oftentimes- one or two reminders
- 2- Usually- three to four reminders
- 1- Have had frequent reminders

Listens in rehearsals when teacher or other students talk

The student listens without talking, concentrates, and is focused in rehearsals/practice time

- 4- Always
- 3- Oftentimes
- 2- Usually
- 1- Sometimes

Respects school property

The student treats school equipment, music scores, and school instruments with care in order to maintain present condition.

- 4- Always
- 3- Oftentimes
- 2- Usually
- 1- Sometimes

**NIVA INTERNATIONAL SCHOOL  
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Song evaluation: \_\_\_\_\_Score: \_\_\_\_\_  
Date: \_\_\_\_\_**Tone:**

- 5 \_\_\_\_\_ is full rich, & characteristic of the tone quality of the instrument in all ranges & registers.  
4 \_\_\_\_\_ is of a characteristic tone quality in most ranges, but distorts occasionally in some passages.  
3 \_\_\_\_\_ exhibits some flaws in production  
2 \_\_\_\_\_ has several major flaws in basic production  
1 \_\_\_\_\_ is not a tone quality characteristic of the instrument.

**Note Accuracy:**

- 5 \_\_\_\_\_ no note errors, overall accurate performance.  
4 \_\_\_\_\_ a few wrong notes that did not detract from the overall performance.  
3 \_\_\_\_\_ some wrong notes that detracted, at times, from the overall performance.  
2 \_\_\_\_\_ many wrong notes that substantially detracted from the overall performance. Student was unable to complete passages.  
1 \_\_\_\_\_ significant number of note errors, whole sections incorrect.

**Intonation:**

- 5 \_\_\_\_\_ is accurate throughout, in all ranges and registers.  
4 \_\_\_\_\_ is accurate, but student fails to adjust on isolated pitches, yet demonstrates minimal intonation difficulties.  
3 \_\_\_\_\_ is mostly accurate, but includes out of tune notes. The student does not adjust problem pitches to an acceptable standard of intonation.  
2 \_\_\_\_\_ exhibits a basic sense of intonation, yet has significant problems, student makes no apparent attempt at adjustment of problem pitches.  
1 \_\_\_\_\_ is not accurate. Student's performance is continuously out of tune.

**Rhythmic Accuracy:**

- 5 \_\_\_\_\_ no rhythm errors, overall accurate performance  
4 \_\_\_\_\_ a few wrong rhythm figures, included short continuous sections of imprecision.  
3 \_\_\_\_\_ some wrong rhythm figures, included short continuous sections of imprecision  
2 \_\_\_\_\_ many wrong rhythm figures that detracted from overall performance. Student was unable to complete passage(s).  
1 \_\_\_\_\_ significant number of rhythm errors, whole sections incorrectly performed.

**Tempo:**

- 5 \_\_\_\_\_ is accurate and consistent with the printed tempo markings  
4 \_\_\_\_\_ approaches the printed tempo markings, yet the performed tempo does not detract significantly from the performance.  
3 \_\_\_\_\_ is different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.  
2 \_\_\_\_\_ is inconsistent, (i.e. rushing, dragging, inaccurate tempo changes).  
1 \_\_\_\_\_ is not accurate or consistent.

**Style and Over-all Performance**Check all that APPLY - - - worth 1 point each

- \_\_\_\_\_ Tempo is consistent with tempo indicators  
\_\_\_\_\_ Performs the intended dynamic contrast.  
\_\_\_\_\_ Performs the desired articulations.  
\_\_\_\_\_ Performs with an understanding of historical/cultural context.  
\_\_\_\_\_ Uses expressive elements (dynamics, articulation, tempo) to create phrases (tensions and release).