

7th Grade Band Curriculum



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Last Updated: June 2019

COURSE OUTLINE

Unit One	<i>Aesthetics of Music</i>	<i>Year-long, Concurrent units</i>
Unit Two	<i>Rehearsal Techniques</i>	<i>Year-long, Concurrent units</i>
Unit Three	<i>Note & Rhythm Reading</i>	<i>Year-long, Concurrent units</i>

School-wide Academic Expectations Taught In This Course

- Literacy*
- Analysis
- Communication
- Collaboration

School-wide Social and Civic Expectations Taught in This Course

- Resiliency
- Responsibility
- Respect

Content Standards Taught in This Course

MU:Pr4.2.E	Analyze the structure and context of varied musical works and their implications for performance.
MU:Pr4.3.E	Develop personal interpretations that consider creators' intent.
MU:Pr5.3.E	Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
MU:Pr6.1.E	Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
MU:Re7.2.E	Analyze how the structure and context of varied musical works inform the response.
MU:Re8.1.E	Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.
MU:Re9.1.E	Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
MU:Cn10.0	Synthesize and relate knowledge and personal experiences to make music.

Unit 1: Aesthetics of Music

Introduction and Established Goals:

Successful interpretation and musical understanding of new and existing works of music generates meaningful connections with performers and their audiences.

Desired Outcome(s):

Students will be able to produce a quality sound on their instrument.

Students will be able to match their tone quality with other musicians to create a blended and balanced sound within an ensemble.

Students will be able to hear and adjust pitch to play in tune.

Students will be able to interpret a conductor's intent.

National Core Arts Standards:

MU:Pr4.2.E Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr4.3.E Develop personal interpretations that consider creators' intent.

MU:Pr5.3.E Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr6.1.E Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Re7.2.E Analyze how the structure and context of varied musical works inform the response.

MU:Re8.1.E Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

MU:Re9.1.E Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make music.

Essential Question(s):

How does the interpretation and application of aesthetic musical concepts create a meaningful connection to the music being performed?

Key Terms/Concepts:

Students will understand how to produce a quality sound on their instrument.

Students will understand the concept of a balanced sound and blended tone with other musicians within an ensemble.

Students will understand the concept of intonation and how to adjust their pitch to play in tune with themselves and/or others.

Students will understand how to interpret the composer's written intent by reading the articulation, dynamic, and expressive content of a piece of music.

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
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MU:Pr5.3.E MU:Pr6.1.E MU:Re7.2.E MU:Cn10.0	Balance & Blend Recognition	Ensemble Rehearsal <ul style="list-style-type: none"> ● Directive Feedback ● Peer Feedback ● Performance Repetitions Sectional Rehearsal <ul style="list-style-type: none"> ● Peer Feedback ● Performance Repetitions ● Individualized Practice Listening to/analyzing recordings	Festival Judges' Feedback
MU:Pr5.3.E MU:Re9.1.E MU:Cn10.0	Tone Quality	Ensemble Rehearsal <ul style="list-style-type: none"> ● Directive Feedback ● Peer Feedback ● Teacher Modeling ● Performance Repetitions Sectional Rehearsal <ul style="list-style-type: none"> ● Peer Feedback ● Performance Repetitions ● Individualized Practice Listening to/analyzing recordings	Pass-Offs Festival Judges' Feedback
MU:Pr4.2.E MU:Pr4.3.E MU:Re7.2.E MU:Re8.1.E	Composer's Intent	Ensemble Rehearsal <ul style="list-style-type: none"> ● Directive Feedback ● Peer Feedback Listening to/analyzing recordings Exploring composer's program notes Reading aesthetic markings in music	Pass-Offs Festival Judges' Feedback
MU:Pr6.1.E MU:Re7.2.E MU:Re8.1.E MU:Re9.1.E MU:Cn10.0	Dynamic Markings & Articulations	Ensemble Rehearsal <ul style="list-style-type: none"> ● Directive Feedback ● Peer Feedback ● Teacher Modeling ● Performance Repetitions Sectional Rehearsal <ul style="list-style-type: none"> ● Peer Feedback ● Performance Repetitions ● Individualized Practice Listening to/analyzing recordings Reading aesthetic markings in music	Pass-Offs Festival Judges' Feedback

Suggested Resources and Texts:

Essential Elements for Band Books 1 & 2, Band Method

Suggested Technology:

Unit 2: Rehearsal Techniques

Introduction and Established Goals:

Engaging in meaningful rehearsal practices enhances the musical performance of new and existing work for the benefits of the performers and audience alike. Proper rehearsal techniques foster teamwork and self-discipline through collaboration with others towards a common performance goal.

Desired Outcomes:

Students will be able to work in a group setting to perform new and existing works of music.

Students will be able to interpret expressive markings within a group setting to convey a composer's intent towards themselves and to an audience.

Students will be able to implement individual technical skills within an ensemble to enhance the performance of literature.

National Core Arts Standards:

MU:Pr4.2.E Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr4.3.E Develop personal interpretations that consider creators' intent.

MU:Pr5.3.E Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr6.1.E Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Re7.2.E Analyze how the structure and context of varied musical works inform the response.

MU:Re8.1.E Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

MU:Re9.1.E Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make music.

Essential Questions:

What are proper rehearsal practices?

What does it mean to collaborate with others to achieve a common performance goal?

What individual technical skills are needed to appropriately participate in an ensemble?

Key Terms/Concepts:

Students will understand how to behave in a group rehearsal setting.

Students will understand how to collaborate with others to work towards common performance goals.

Students will understand the independent technical skills needed to actively participate in a group setting.

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.2.E MU:Pr4.3.E MU:Pr5.3.E MU:Pr6.1.E MU:Re9.1.E MU:Cn10.0	Preparing for Full Ensemble rehearsal	Aural Observation <ul style="list-style-type: none"> ● Rehearsal ● Sectional ● Concert Self-Assessment Peer-Assessment	Aural Observation <ul style="list-style-type: none"> ● Rehearsal ● Sectional Self-Assessment Peer-Assessment

MU:Pr5.3.E MU:Cn10.0	Collaborate with others for common performance goals	Ensemble Rehearsal <ul style="list-style-type: none"> ● Directive Feedback ● Peer Feedback ● Performance Repetitions Sectional Rehearsal <ul style="list-style-type: none"> ● Peer Feedback ● Performance Repetitions ● Individualized Practice Reading music notation	Aural Observation <ul style="list-style-type: none"> ● Rehearsal ● Sectional ● Concert Self-Assessment Peer-Assessment
MU:Pr6.1.E	Technical Skills needed to actively participate in ensemble setting	Ensemble Rehearsal <ul style="list-style-type: none"> ● Directive Feedback ● Peer Feedback ● Performance Repetitions Sectional Rehearsal <ul style="list-style-type: none"> ● Peer Feedback ● Performance Repetitions ● Individualized Practice Reading Music Notation Lecture	Aural Observation <ul style="list-style-type: none"> ● Rehearsal ● Sectional ● Concert Self-Assessment Peer-Assessment

Suggested Resources and Texts:

Essential Elements for Band Books 1 & 2, Band Method

Suggested Technology:

Unit 3: Note & Rhythm Reading

Introduction and Established Goals:

Reading rhythmic notation accurately enhances the performance of musical works by portraying the composer's melodic and harmonic intent.

Desired Outcomes:

Students will be able to count notated rhythms using standard counting language.

Students will be able to accurately play notated rhythms incorporating notes and rests up to a sixteenth note value within common and cut time.

Students will be able to accurately play notated rhythms in simple and complex compound time.

National Core Arts Standards:

MU:Pr4.2.E Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr4.3.E Develop personal interpretations that consider creators' intent.

MU:Pr5.3.E Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr6.1.E Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Re7.2.E Analyze how the structure and context of varied musical works inform the response.

MU:Re8.1.E Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

MU:Re9.1.E Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make music.

Essential Question(s):

How does reading notated rhythm enhance the performance of a piece of music?

Key Terms/Concepts:

Students will understand how to count, read, and play notated rhythms incorporating sixteenth note value within common and cut time.

Students will be able to count notated rhythms using standard counting language.

Students will be able to accurately play notated rhythms.

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.3.E MU:Pr5.3.E MU:Pr6.1.E	Rhythm Reading	Pass-Offs Rhythm Counting Drills Rhythm Counting Worksheets Repertoire Preparation Lecture Dictation	Pass-Offs Festival Judges' Feedback Daily Rehearsal Concerts Sectionals Worksheets
MU:Pr4.3.E MU:Pr5.3.E MU:Pr6.1.E	Note Reading	Pass-Offs Note Reading Drills Note Reading Worksheets Repertoire Preparation Lecture Fingering Charts Dictation	Pass-Offs Festival Judges' Feedback Daily Rehearsal Concerts Sectionals Worksheets

Suggested Resources and Texts:

Essential Elements for Band Books 1 & 2, Band Method

Suggested Technology:

Metronome

Tuner

SmartMusic

MusicTheory.net