

7th GRADE BAND

7th Grade Band is offered to all students who have completed Fairfield Band Skill Level II and desire training in instrumental, ensemble, and performance techniques, as well as music reading. All band students will receive a small group homogeneous lesson once each week. Lessons will take place during the school day on a rotating pull-out basis with the band director or FPS music teacher specializing in band. Recommended lesson size is no more than six students. Homework for this class includes regular, consistent practice on assigned lesson and ensemble music. Participation in the winter and spring evening curricular concerts is expected and integral for successful completion of this class. 7th Grade Band is a full year class. Students electing Band/Chorus will rehearse for two band ensemble rehearsals per week while students electing Band Only will rehearse for a total of three rehearsals per week.

Course Overview

All students in the Fairfield Band Program progress through an Ensemble Sequence and individual Instrument Skill Levels.

Fairfield's Band Program Ensemble Sequence

<u>Grade/Course</u>	<u>Instrument Skill Level</u>	<u>Ensemble Sequence Marker</u>
5 th Grade Band	I	Novice
6 th Grade Band	II	Novice
7th Grade Band	III	Intermediate
8 th Grade Band	IV	Intermediate
Concert Band	V	Proficient
Symphonic Band	VI	Accomplished
Wind Ensemble	VII	Advanced
Jazz Ensemble	*Extension Course	Advanced

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative, responsive** and **performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make **connections** to other subjects and settings to promote and enhance lifelong learning.

Ensemble Goals

- I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's cues, ensemble

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

balance and blend, and performance etiquette.

- II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.
- III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.
- IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.

Small Group Lesson Goals

- I. Progress through Skill Level III in the Fairfield Public School band program. Students will complete Skill Level III by the end of their 7th grade year.
- II. Develop instrument specific techniques in lessons and apply them to large ensemble rehearsals and performances.
- III. Demonstrate proper care and maintenance of their instrument.
- IV. Develop independent problem solving strategies through appropriate practice techniques.

<p><u>Summary Ensemble Skill Objectives</u> Used in all Summary Objectives for all students regardless of instrument</p> <p>Level III</p> <ul style="list-style-type: none"> • Student can enumerate and perform whole note, half note, quarter note, eighth note, and sixteenth note patterns in simple meter, including corresponding rests. Student can enumerate and perform dotted half note and rest and dotted quarter note and rest. • Play and read 4/4, 2/4, 3/4, 2/2 time signatures. • Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, bass clef, barline, measure, repeat sign, double barline, sharp, flat, natural, crescendo, decrescendo, unison, divisi, solo, soli, tutti, key signature, breath mark. pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, slur, tie, common time fermata, accent, ritardando, tempo, allegro, andante, moderato, phrase, diminuendo, tone, emouchure, intonation, one measure repeat. • Students can identify and perform the following terms and symbols: segno, coda, fine, single-measure repeat, staccato, tenuto, largo, presto, accelerando, breath support, articulation, enharmonic, syncopation, chromatic, accidental, first ending, second ending and pickup. 	<p><u>Summary Small Group Lesson Skill Objectives</u></p> <p>Fairfield Skill Level III Students will:</p> <ul style="list-style-type: none"> • Master range, tone production, articulation, phrasing, major and chromatic scales in accordance with Fairfield Skill Level III. • Evaluate their own performances and compare and contrast them to performances of others, both individually and within a small group lesson. 	<p><u>Assessments</u></p> <p>Ensemble Assessments</p> <ul style="list-style-type: none"> • Ensemble Performances (Winter and Spring Concerts) • Written Concert Evaluation (Winter and Spring) • Written End of the Year assessment <p>Small Group Lesson Assessments</p> <ul style="list-style-type: none"> • End of Year playing assessments • Skill Level III individual checklist
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CREATING

Conceiving and developing new artistic ideas and work.

Enduring Understanding

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Process Components: Plan and Make, Evaluate and Refine

Repertoire

Student composed melodic phrases.

Tasks

Small Group Lesson

- Given a four measure melody in concert Bb major, students will compose (plan and make) four additional measures using a variety of note values to create an eight measure composition that ends on Bb.
- Students will evaluate and refine their compositions.

Assessment

Small Group Lesson

- Self Assessment Composition Checklist
- Composition Rubric
- Peer Assessment

PERFORMING

Realizing artistic ideas and work through interpretation and presentation.

Enduring Understanding

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present

Repertoire

Ensemble

Students will perform grade level appropriate band arrangements representing a variety of genres that include Fairfield's Skill Level III objectives. Latin and Ballad music are focus genres in 7th grade, and cut time is the focus meter. At least one piece in each of the focus areas will be performed during the year.

Small Group Lesson

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level III objectives.

Tasks

Ensemble

Students will:

- Perform Concert Bb, Eb, F, Ab and C Major Scales as a group
- Perform a one octave B flat chromatic scale
- Rehearse as a full ensemble and perform band literature demonstrating appropriate dynamics, balance and blend while interpreting the conductor's non-verbal directions.
 - Analyze & Interpret pitches, rhythms, note values, dynamics, and articulations
 - Evaluate & Refine ensemble balance, blend, intonation and articulation.
- Present band literature in grade level concerts that includes but is not limited to Ballad, Latin music, and a piece in cut time with

Assessment

Ensemble

- Formative assessments on dynamics, balance and blend, articulations, major scales, and following the conductor's gestures.
- Summative Winter and Spring concert performances.

Small Group Lesson

Formative and summative district-wide playing assessments.

- Skill level III checklists

characteristic tone on their instrument and attention to intonation.

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Small Group Lesson

Students will individually perform designated lesson material in accordance with Fairfield Skill Level III with characteristic tone on their instrument and attention to intonation.

RESPONDING

Understanding and evaluating how the arts convey meaning.

Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)

Essential Question

- How do we judge the quality of musical work(s) and performances?

Process Components: Analyze, evaluate

Repertoire

Ensemble

Students will perform grade level appropriate band arrangements representing a variety of genres that include Fairfield's Skill Level III objectives. Latin and Ballad music are focus genres in 7th grade, and cut time is the focus meter.

Small Group Lesson

Students will utilize the grade level appropriate method books currently adopted by FPS music department that include Fairfield's Skill Level III objectives.

Tasks

Ensemble

Students will:

- Analyze and discuss targeted instrumental techniques, ensemble skills and elements of music during rehearsals.
- Evaluate, in writing, the quality of their own performances by describing the uses of elements of music and expressive devices
- Demonstrate knowledge of music vocabulary.
- Demonstrate knowledge of all components of a time signature, understanding bottom number and its impact on note values and enumeration.
- Demonstrates understanding of the dot as it relates to note values and enumeration.
- Make informed, critical evaluations of the quality and effectiveness of ensemble performances

Assessment

Ensemble

- Ensemble improvement on targeted instrumental techniques, ensemble skills and elements of music during rehearsals.
- Written evaluation of performances.
- Written End of Year Assessment.

Small Group Lesson

- Individual improvement on targeted instrumental techniques.
- Group discussion of problem solving strategies during at home practice.

	<ul style="list-style-type: none">• Apply evaluation criteria to individual performance in rehearsals and curricular concerts. <p>Small Group Lesson</p> <p>Students will:</p> <ul style="list-style-type: none">• Make informed, critical evaluations of the quality and effectiveness of their performances.• Through analysis and evaluation, apply problem solving strategies during home practice.	
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CONNECTING

Relating artistic ideas and work with personal meaning and external context

Enduring Understanding

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Process Components: compare and contrast, analyze, interpret, evaluate

Repertoire

Using concert band literature aligned with Fairfield Skill Level III, students will study and perform various styles of repertoire with in- depth study on focus genres: Ballads and Latin music

Tasks

Students will:

- Examine key characteristics of focus genres
- Compare and contrast characteristics of the focus genres with other styles of music performed in current concert band repertoire.

Assessment

- Worksheet answering focus questions for each repertoire genre

Ballad.

- Focus Question 1: What compositional techniques are used in a Ballad to convey the emotional characteristic of the piece? (slow tempo throughout, smooth, connected phrases, dynamic shaping)
- Focus Question 2: The Ballad is an old musical form. What was its original purpose: (Originally, a narrative folk song, it told a story that could be dramatic, funny or romantic.)

Latin

- Focus Question 1: What rhythms and percussion instruments often characterize Latin music? (maracas, claves, guiro, bongos, congas,

		<p>cabasa, timbales, agogo bells, 2-3 and 3-2 clave rhythm, dotted quarter and eighth note ostinato, straight eighth style, and syncopation)</p> <ul style="list-style-type: none">• Focus Question 2: Latin music includes music from which countries and/or areas of the world? (South America, Central America, the Caribbean, Mexico. Spain and Portugal also have strong ties to Latin music)
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