# Curriculum Map: Grade 7/8 Band

Course: 7/8 Band Sub-topic: Band

## Grade(s): 7 to 8

# **Course Description:** This is an instrumental ensemble for interested students in grades 7 and 8 These students will be provided the opportunity to play in a large group situation in which proper instrumental technique and rehearsal skills are emphasized. Prior and current instruction in a band instrument is a required prerequisite of this course for the student to perform successfully. Students are directed towards achieving continuing proficiency in the mechanics of playing their instrument, and to gain an appreciation for musical interpretation with the ultimate goal of public performance.

#### Essential Questions:

- How do I play with proper technique?
- How do I play with good intonation?
- How do I create a good tone?
- How do I follow my part in band score?
- How does my part relate to the rest of the ensemble?
- How do I play with good balance and blend with other sections?
- How does instrumental music relate to the world around me?
- How do I make musical choices within an ensemble setting?
- How does the ensemble use rehearsals to prepare for public performances?

Course Textbooks, Workbooks, Materials Citations:

- Instrumental music of varying genres and styles
- Necessary concert percussion and band instruments
- Recordings
- Smart board / dry erase board
- Pencils
- Band Risers

- Music Stands
- Computer
- Video Presentations
- Audio and Video Recording Equipment
- Folders
- Lesson Books
- instrument supplies

## **Resources:**

- Existing music from Conneaut School District music libraries.
- New music purchased from various music publishing companies.
- Articles from Music Educator Journals and/or websites on various topics related to singing, performance, etc.
- Other online music resources including listening, notation, theory, etc.

## Course Interdisciplinary Math Connections:

• Students will learn about simple and compound and how note values are subdivided.

History/Geography

- Students will be introduced to various eras and styles of music and how they relate to the historical periods around them.
- Students will be introduced to music from various regions in the world.

## Science

- Students will learn about the mechanics and physics of instruments.
- Students will learn how to analyze different sections of music and create a plan (hypothesis) to successfully perform.

- Students will learn the lyrics to pieces and the meaning of them
- Students will learn to read beyond the notes and describe emotions within the music.
- Students will learn new vocabulary based on musical terms in different languages.

## **Course Notes:**

This class goes through a large variety of music to introduce students to different genres of music. Examples of these styles include:

- Popular music
- Broadway and Show tunes
- Classical

ELA

- Spirituals
- Jazz & Big Band
- March
- Movie Soundtrack
- Patriotic
- Festival
- Holiday
- etc.

# **Unit: Fall Semester 1**

Timeline: Week 1 to 16

## Unit

**Description:** Students will prepare for a public concert with music emphasizing holiday/winter themed music.

Music selected will be chosen by the director

Unit 1 will culminate in a Winter Concert public performance.

#### Unit Essential Ouestions:

- How do I play individually?
- How do I play in an ensemble?
- How do I care for my instrument?
- How do I effectively practice to be successful in large ensembles?
- How do I utilize the resources available to me to work on more difficult music?
- How do I use my lesson and practice times to maximize my contribution to band rehearsals?
- How do I remember to come to my weekly lesson?

## **Unit Big Ideas:**

- Playing in a large ensemble
- How to practice at home
- Instrumental technique
- Care of instruments
- Embouchure and tone quality
- Balance and blend
- Listening across ensemble
- Playing individually in a weekly lesson
- Playing in a group setting in daily rehearsals
- Tuning individually, as a section and as an ensemble

## **Unit Materials:**

- Instrumental music from Conneaut music library and various music publishers
- Folders
- Concert percussion and band instruments
- Fingering Charts
- Music stands
- Recordings

- Pencils
- Instrument incidentals
- Lesson Book
- Instrument Repair Kit

## Unit

Assignments: Students will perform:

- Three to four individual ensemble pieces at the Winter Concert
- Playing exercises in the lesson book
- Playing test at end of semester

Pieces will vary yearly dependent on instrumentation, student numbers, and abilities.

#### Unit Key Terminology & Definitions :

- 8 Note scales in Concert Bb, Eb, F and Ab, Chromatic
- Key Signatures
- Time Signatures
- Articulations
- Dynamics spectrum of dynamics
- Tempos
- Rhythms simple and compound, syncopation, sixteenth note combinations
- Breath Support
- Tone
- Balance & Blend
- Musical Road Map

## **Resources:**

- Conneaut Instrumental Music Library
- Lesson book
- Various music publishers
- Varying music recording websites and listening resources

#### **Unit Notes:**

- All music for this unit will be selected from holiday and winter pieces.
- All students are required as part of their grade to attend the concert.
- All students are required as part of their grade to attend weekly instrumental lessons to aid in improving their playing and to prepare music for the concert.
- Students are required to have a lesson book.
- Students will need appropriate concert clothes.

## STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.8.A Know and use the elements and principles of each art form to create (Intermediate) works in the arts and humanities.

• Elements ?? Dance: • energy/force • space • time ?? Music: • duration • intensity • pitch • timbre ?? Theatre: • scenario • script/text • set design ?? Visual Arts: • color • form/shape • line • space • texture • value • Principles ?? Dance: • choreography • form • genre • improvisation • style • technique ?? Music: • composition • form • genre • harmony • rhythm • texture ?? Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ?? Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/ harmony 9.1.8.C Identify and use comprehensive vocabulary within each of the arts (Intermediate) forms. 9.1.8.E Communicate a unifying theme or point of view through the production & https://www.communicate.com/communicate/communi (Intermediate) of works in the arts. 9.1.8.G Explain the function and benefits of rehearsal and practice sessions. (Intermediate) 9.1.8.H Demonstrate and maintain materials, equipment and tools safely at 

(Intermediate) work and performance spaces.

 Analyze the use of materials.
 Explain issues of cleanliness related to the arts.
 Explain the use of mechanical/electrical equipment.
 Demonstrate how to work in selected physical space/environment.
 Demonstrate the selection of safe props/stage equipment.
 Demonstrate methods for storing materials in the arts.

9.1.8.I Know where arts events, performances and exhibitions occur and how (Intermediate) to gain admission.

9.1.8.J Incorporate specific uses of traditional and contemporary technologies (Intermediate) within the design for producing, performing and exhibiting works in the arts or the works of others.

Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).
 Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/ sound equipment, board-mixer, video equipment, computerized lighting design)

9.2.8.A Explain the historical, cultural and social context of an individual work & nbsp; (Intermediate) in the arts.

9.2.8.B Relate works in the arts chronologically to historical events (e.g., (Intermediate) 10,000 B.C. to present).

9.2.8.C Relate works in the arts to varying styles and genre and to the periods (Intermediate) in which they were created (e.g., Bronze Age, Ming Dynasty,

Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

9.2.8.K Identify, explain and analyze traditions as they relate to works in the (Intermediate) arts (e.g., story telling – plays, oral histories- poetry, work songs- blue

grass).

9.2.8.L Identify, explain and analyze common themes, forms and techniques & nbsp; (Intermediate) from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

9.3.8.A Know and use the critical process of the examination of works in the (Intermediate) arts and humanities.

• Compare and contrast • Analyze • Interpret • Form and test

hypotheses • Evaluate/form judgments
9.3.8.B Analyze and interpret specific characteristics of works in the arts within 
(Intermediate) each art form (e.g., pentatonic scales in Korean and Indonesian music).
9.3.8.D Evaluate works in the arts and humanities using a complex vocabulary 
(Intermediate) of critical response.
9.4.8.C Describe how the attributes of the audience's environment influence 
(Intermediate) aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's Cats).

**Topic:** 

## **Unit: Spring Semester**

Timeline: Week 17 to 52

Unit

**Description:** Students will prepare for two public concerts: Combined Concert and Spring Concert emphasis on concert band music

Music selected will be chosen by the director with student input

Unit 2 will culminate in two public performances: Combined Concert and Spring Concert

#### Unit Essential Questions:

- How do I play individually?
  - How do I play in an ensemble?
  - How do I care for my instrument?
  - How do I effectively practice to be successful in large ensembles?
  - How do I utilize the resources available to me to work on more difficult music?
  - How do I use my lesson and practice times to maximize my contribution to band

rehearsals?

• How do I remember to come to my weekly lesson?

## **Unit Big Ideas:**

- Playing in a large ensemble
- How to practice at home
- Instrumental technique
- Care of instruments
- Embouchure and tone quality
- Balance and blend
- Listening across ensemble
- Playing individually in a weekly lesson
- Playing in a group setting in daily rehearsals
- Tuning individually, as a section and as an ensemble

## **Unit Materials:**

- Instrumental music from Conneaut music library and various music publishers
- Folders
- Concert percussion and band instruments
- Fingering Charts
- Music stands
- Recordings
- Pencils
- Instrument incidentals
- Lesson Book
- Instrument Repair Kit

# Unit

Assignments: Students will perform:

- Four to five ensemble pieces
- Playing exercises in the lesson book
- Playing test at end of semester

Pieces will vary yearly dependent on instrumentation, student numbers, and abilities.

## Unit Key Terminology & Definitions :

- 8 Note scales in Concert Bb, Eb, F and Ab, Chromatic
- Key Signatures
- Time Signatures
- Articulations
- Dynamics spectrum of dynamics
- Tempos
- Rhythms simple and compound, syncopation, sixteenth note combinations
- Breath Support
- Tone
- Balance & Blend
- Musical Road Map

## **Resources:**

- Conneaut Instrumental Music Library
- Lesson book
- Various music publishers
- Varying music recording websites and listening resources

## **Unit Notes:**

- All music for this unit will be selected from concert band music.
- All students are required as part of their grade to attend the concert.
- All students are required as part of their grade to attend weekly instrumental lessons to aid in improving their playing and to prepare music for the concert.
- Students are required to have a lesson book.
- Students will need appropriate concert clothes.

# STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.8.A Know and use the elements and principles of each art form to create

(Reinforced) works in the arts and humanities.

• Elements ?? Dance: • energy/force • space • time ?? Music: • duration • intensity • pitch • timbre ?? Theatre: • scenario • script/text • set design ?? Visual Arts: • color • form/shape • line • space • texture • value • Principles ?? Dance: • choreography • form • genre • improvisation • style • technique ?? Music: • composition • form • genre • harmony • rhythm • texture ?? Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ?? Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/ harmonv 9.1.8.B Recognize, know, use and demonstrate a variety of appropriate arts (Advanced) elements and principles to produce, review and revise original works in the arts • Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print design for environment, communication, multi-media Identify and use comprehensive vocabulary within each of the arts 9.1.8.C (Reinforced) forms. 9.1.8.D Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works. (Advanced) 9.1.8.E Communicate a unifying theme or point of view through the production & https://www.communicate.com/communicate/communi of works in the arts. (Reinforced) 9.1.8.F Explain works of others within each art form through performance or exhibition. (Advanced) 9.1.8.G Explain the function and benefits of rehearsal and practice sessions. (Reinforced) 9.1.8.H Demonstrate and maintain materials, equipment and tools safely at (Reinforced) work and performance spaces.

• Analyze the use of materials. • Explain issues of cleanliness related to

9.1.8.I (Reinforced) 9.1.8.J (Reinforced)	the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. Know where arts events, performances and exhibitions occur and how to gain admission. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.	
	• Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). • Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/ sound equipment, board-mixer, video equipment, computerized lighting design)	
9.1.8.K (Advanced)	Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	
9.2.8.K (Reinforced)	Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).	
9.2.8.L (Reinforced)	Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).	
9.3.8.D (Reinforced)	Evaluate works in the arts and humanities using a complex vocabulary of critical response.	
9.4.8.A (Reinforced)	Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).	
9.4.8.C (Reinforced)	Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's Cats).	

This Curriculum Map Unit has no Topics to display