

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Music

Course Length: Full Year

Grade: 7th-8th Band

Date Last Approved: March 15, 2017; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

Seventh and Eighth grade band classes allow students to expand on the foundation taught in fifth and sixth grade band. Students will continue to explore more complicated musical compositions to expand their techniques.. Middle School band members will also prepare for the skills necessary to be a successful participant in high school band. The goal of the Swallow Band program is for students to not only become proficient performing musicians but collaborative thinkers and team-members. Students will display their proficiencies in evening concerts.

Enduring Understanding(s):

1. Creating art forms fosters problem solving skills and the conception of new ideas.
2. By performing and presenting within the fine arts students synthesize, describe, and generate an artist's process.
3. When responding in the fine arts students interact with and reflect on artistic work and performances to develop understanding.
4. When participating in the fine arts students will connect artistic ideas and processes with personal meanings and relate with their world, community and other disciplines.

Essential Question(s):

1. What describes a characteristic tone on your instrument?
2. What do you need to do in order to create a characteristic tone on your instrument?
3. How do printed music symbols translate to music that people listen to?
4. How does my part in a composition relate to other parts in the room?
5. What makes a performance significant?
6. How does the human experience enhance our ability to create and perform works of music – some of which are hundreds of years old?

Learning Targets:

- 1. PERFORM:** Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
- 2. CREATE:** Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)
- 3. RESPOND/CONNECT:** Students will respond and connect to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
- 4. REHEARSE:** Students will rehearse with proper rehearsal decorum, social skills and audience etiquette appropriate for the context and venue. (Skill)

Stage 2: Learning Plan

1. Playing Mechanics / Tone Production

Standards:

MAS 5: Develop and refine artistic techniques and work for

- (MAS 5)**
 A. Posture
 B. Hand Position
 C. Care and maintenance of instrument

Tone Production

- A. Supported Air stream
 B. Embouchure formation
 C. Posture
 D. Intonation

presentation.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Key Resources Used:

- Essential Elements
- Level Appropriate band music

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> • Classroom walkthroughs
Formative	Product	<ul style="list-style-type: none"> • Demonstration of individual techniques.
Summative	Skill / Product	<ul style="list-style-type: none"> • Performance including all elements of playing mechanics. • Student demonstrates and teaches concepts to other students

2. Rhythmic / Melodic Literacy

- A. Counting using sub-division
 B. Rhythmic literacy – counting, clapping, etc.
 C. Sixteenth notes, dotted eighth/16th note patterns, syncopation,
 D. Maintain steady tempo, both solo and with others.
 E. Proficient range specific to instrument.
 All students will perform Bb, Eb F, C and chromatic scales
 F. Determine technical changes within specific ranges on the Instrument.
 G. Apply how changes in contour of melody impact process of performing

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Key Resources Used:

- Essential Elements
- Level Appropriate band music

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	Classroom Discussion
Formative	Knowledge	Verbalize Musical Vocabulary

Summative	Product, Skill	Performance contains correct musical elements.
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3. Responding to Performances.

MAS 7, MAS 8, MAS 9

- A. Independent Critique
- B. Evaluate performances.
- C. Comparing and Contrasting various performances.

Standards:

MAS 7: Perceive and analyze artistic work.
 MAS 8: Interpret intent and meaning in artistic work.
 MAS 9: Apply criteria to evaluate artistic work.

Learning Targets Addressed:

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Key Resources Used:

- Essential Elements
- Level Appropriate band music

Assessment Map:

Type	Level	Assessment Detail
Practice	Reasoning/ Knowledge	<ul style="list-style-type: none"> • Class Discussion on specific performance elements.
Formative	Reasoning/ Knowledge	<ul style="list-style-type: none"> • Performance Evaluation • Comparing multiple compositions using a set of criteria
Summative	Product	<ul style="list-style-type: none"> • Performance Evaluation includes an action plan for future performances.

4. Creative Process.

MAS 1, MAS 2, MAS 5, MAS 6, MAS 8

- A. Compose melodies and rhythms using a set of criteria.
- B. Respond to various compositions with their own interpretations and variations.
- C. Participate and be a stakeholder in performances, rehearsals, and the ensemble experience.

Standards:

MAS 1: Generate and conceptualize artistic ideas and work.
 MAS 2: Organize and develop artistic ideas and work.
 MAS 5: Develop and refine artistic techniques and work for presentation.
 MAS 6: Convey meaning through the presentation of artistic work.
 MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
 Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product)
 Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
 Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Key Resources Used:

- Essential Elements
- Level Appropriate band music

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill/ Knowledge/ Reasoning	Whole group composition
Formative	Product	Group Compositions
Summative	Product	Individual Compositions