

MMS 7th & 8th Grade Concert Band

School: Fairview High School

Grade level: Grades 7, 8

Instructor: Pete Cibulskas

Contact Information: pcibulskas@fairview.k12.oh.us

Course Description

The middle school band program consists of the 6th grade band and the 7th & 8th grade concert band. Emphasis is placed upon the performance of quality literature at the highest level possible. Performance attendance is mandatory for all enrolled.

Program Philosophy

Music education in the Fairview Park City Schools seeks to provide experiences so the individual student may develop into a complete person capable of feeling and/or expressing emotion through music.

These experiences should enable the learner to distinguish between various quality levels of musical encounters, learn the necessary ingredients of both individual effort and teamwork, and begin a worthwhile life skill that can contribute to society in a responsible manner.

The Fairview Park Students will be creating, innovating, investigating, collaborating, communicating, problem solving, leading, reflecting, and serving through music in alignment with the district's vision and mission, The Fairview Advantage.

Program Goals

- Develop instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g. chord symbols in jazz).
- Articulate a personal philosophy of music including personal valuing, musical preferences and involvement.
- Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.
- Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture.

- Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society.
- Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles.

Learning Targets	Performance Tasks
1. Describe basic similarities and differences within a musical selection or between musical selections; identify forms of AB, ABA, round, canon, theme and variations.	a. Identify form through viewing, listening and/or playing a piece of music. b. Compare and contrast compositions from different cultures and historical periods as to form, structure and musical characteristics.
1. Understand and identify the elements of music from various genres and cultures that are readily discernible i.e. folk songs, fiddle tunes, jazz, rock, and classical music.	a. Play or listen to examples of music from diverse genres and cultures and identify elements that distinguish one from another.
1. Identify key signatures.	a. Order of sharps and flats. b. Identify how to name key signatures. c. Apply to major scales.
1. Describe a varied repertoire of music.	a. Form: AB, ABA, round, canon, theme and variations. b. Style: fast/slow, legato/staccato. c. Key signatures. d. Meter: 2/4, 3/4, 4/4, 6/8, 3/8, 2/2. e. Dynamics: forte, piano.
1. Identify various careers for musicians, both performing and non-performing.	a. Discuss possible careers for musicians. b. Research and share careers in music. c. Compare and contrast performance careers vs.

	technical.
<ol style="list-style-type: none"> 1. Perform with accurate dynamics. 2. Perform with appropriate tempo. 3. Perform with appropriate articulation. 	<ol style="list-style-type: none"> a. Perform simple songs from a method book or concert music using accurate dynamics. a. Perform concert songs with appropriate tempos. Observe tempo changes in the music (rit, rall, accel, fermata, cesura). a. Perform articulation with clear attack and slurs, especially focus on types of accents.
<ol style="list-style-type: none"> 1. Perform with good posture. 2. Perform with good tone quality. 	<ol style="list-style-type: none"> a. Perform with correct posture, sitting or standing straight for optimal breath support. b. Perform with correct instrument/body position. 1. Perform with proper posture for optimal breath support.
<ol style="list-style-type: none"> 2. Improvise an accompaniment based on tonic and dominant tones given while another student, group, or teacher plays a melody. 3. Understand how to mix and improvise given notes and rhythms in a steady tempo using a combination of the following: <ol style="list-style-type: none"> a. Quarter note and rest b. Eighth note and rest c. Sixteenth note and rest d. Half note and rest e. Whole note and rest f. Syncopated rhythms with 	<ol style="list-style-type: none"> a. Determine where chord changes occur while improvising an accompaniment to a simple melody and make proper chord changes using a rhythmic pattern of choice. b. Improvise rhythmic variations on a previously learned exercise in the method book. a. Understand how to mix known notes and rhythms in a steady tempo with or without accompaniment.

<p style="text-align: center;">eighth notes and quarter notes.</p> <p>4. Compose</p> <p>5. Arrange</p>	<p>a. Create simple rhythms for theory lessons.</p> <p>b. Write short melodic patterns using do, mi, sol, la or 1,3,5,6 scale degrees.</p> <p>a. Change a previously written melody.</p>
<p>a. Read rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>b. Write rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>c. Perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p>	<p>d. Count rhythms or sizzle.</p> <p>e. Sing note names and use fingering patterns (BandO).</p> <p>a. Create measures with appropriate number of beats.</p> <p>b. Melodic dictation.</p> <p>a. Perform music patterns for warm-up, both rhythmic and melodic.</p>
<p>1. Notate concert pitch major scales.</p>	<p>a. Create major scales using music alphabet.</p> <p>b. Add whole steps and half steps.</p> <p>c. Adjust accidentals to match the step pattern.</p>
<p>1. Read melodies.</p> <p>2. Notate melodies.</p>	<p>a. Name notes on the staff.</p> <p>b. Sing notes and finger along.</p> <p>a. Write notes on the staff.</p>
<p>1. Apply criteria to evaluate the quality and effectiveness of music performances.</p> <p>2. Apply criteria to evaluate compositions of their own.</p>	<p>a. Discuss music performance using musical vocabulary.</p> <p>b. Write concert critique on student concert performances.</p> <p>a. Identify elements of a composition.</p> <p>b. Discuss compositions using the identified element.</p>

<p>1. Observe, compare and contrast live and/or video performances of the same piece of music.</p>	<p>a. Reflect on the effectiveness of the dynamics for each performance group.</p> <p>b. Reflect on visual stage presence of each group. How does it add to the music or does it cause a distraction?</p> <p>c. Discuss the balance of the ensemble between sections of each performance.</p>
<p>1. Develop criteria to evaluate the quality and effectiveness of music performances.</p> <p>2. Develop criteria to evaluate compositions of their own.</p>	<p>a. Discuss music performance using musical vocabulary.</p> <p>b. Write concert critique on student concert performances.</p> <p>a. Identify elements of a composition.</p> <p>b. Discuss compositions using the identified element.</p>

Evaluation

Assessment will be balanced with different types of assessment for various purposes to ensure that the written, taught and tested curricula are aligned. Diagnostic assessment will occur prior to instruction and will be used to determine students' strengths and weaknesses in a particular area in order to place them into appropriate levels of instruction and/or to differentiate instruction accordingly. Formative assessment will occur during the learning process and will be used to monitor students' progress toward meeting instructional objectives and goals. These formative assessment results will aid teachers in making instructional decisions for intervention, enrichment and lesson improvements. Summative assessment will occur after an instructional sequence to determine the extent to which students have met their instructional goals or objectives. These assessments will also enable teachers to communicate results and level of mastery to students, parents and other members of the school community. These results will also be used to evaluate and improve the effectiveness of instructional activities and assessment measures as well as the overall curriculum.

These multiple means of assessment might include paper-and-pencil tests, portfolios, open-ended questions, performance-based assessments, individual and group projects, extended reading and writing experiences that include rough drafts and revisions, teacher observations, self- and peer-assessment and conferencing.

Assessments will be based on clearly stated expectations, criteria and standards for rating.

Specific forms of evaluation may include, but are not limited to:

- Formal and informal observation
- Quizzes and Tests
- Performance rubrics
- Written products
- Visual Displays
- Public performance
- Digital portfolio

Grading Policy

Playing grades will be made from the following three categories: (1) tone quality and breath control, (2) correct notes, rhythms and articulation, and (3) playing position (instrument position and posture).

Written grades will be made up from material discussed in class such as rhythm sheets, theory, or composer biographies. Late assignments will result in lower grades or zeros. Quizzes or tests will be selected from material discussed in class or on homework assignments.

Grades will be based on performance of music, playing grade, written grade, cooperation, and especially attendance at all performances.

Course Resources

- Foundations for Superior Performance - Jeffery King, Richard Williams
- Rhythm and Scale Chunks - Richard Canter
- Various compositions selected based on skills being mastered by differentiating styles, composers, and publishers.