



# Mount Pleasant Central School District

## 7th Grade Band, Performing Arts

*We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.*

How can we work together to create a cohesive and impactful musical performance? In this class, students will work to extend their foundational skills. This will be accomplished by expanding instrument-specific playing technique while focusing on refining tone and articulation. Students will work to improve their aural skills in tuning, balance, and blend. Our main goal is to provide students with a positive and engaging musical experience that fosters musical growth and valuable life skills. We emphasize collaboration, reflection, self-discipline, resilience, responsibility, and critical listening. Assessment will be primarily performance-based, including self and group reflection.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Rhythm	all year	<ul style="list-style-type: none"> <li>- Review and reinforce: whole notes</li> <li>half notes</li> <li>quarter notes</li> <li>eighth notes</li> <li>corresponding rests</li> <li>dotted half</li> <li>dotted quarter, eighth</li> <li>eighth/quarter/eighth</li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>eighth/two sixteenth combinations</li> </ul>	<ul style="list-style-type: none"> <li>- eighth/two sixteenth combinations</li> </ul>	<p>Performing/Presenting /Producing:</p> <p>Anchor Standard #4: Analyze, interpret, and select artistic work for presentation</p> <ul style="list-style-type: none"> <li>- MU:Pr4.2.H.5.b Use aural skills and standard notation when analyzing selected music</li> </ul> <p>Anchor Standard #5: Develop and Refine Artistic Work for Presentation</p> <ul style="list-style-type: none"> <li>-MU:Pr5.1.H.5.b Implement rehearsal strategies to address challenges, refine technical accuracy and elements of music</li> </ul>	<ul style="list-style-type: none"> <li>- Identify rhythms:               <ul style="list-style-type: none"> <li>*visually</li> <li>*aurally</li> <li>*accurate counting</li> <li>*accurate clapping</li> <li>*accurate performance on instruments</li> </ul> </li> <li>discriminate between on and off beats</li> </ul>	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.	Performance-Based: self and group assessments: accurate rhythmic treatment in rehearsal and performance settings

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				(such as form and harmony), and show improvement over time.			
Pitch	all year	<p>- RANGE: Flute: low E-flat to high F Clarinet: Low E-top line F Saxophone: Low D-B-flat above the staff Trumpet: Low A-fourth line D Horn: Low G- top line F Low Brass: Low G-D above the staff</p> <p>SCALES:</p>	- eighth/two sixteenth combinations	<p>Performing/Presenting /Producing: Anchor Standard #4: Analyze, interpret, and select artistic work for presentation - MU:Pr4.2.H.5.b Use aural skills and standard notation when analyzing selected music Anchor Standard #5: Develop and Refine Artistic Work for Presentation -MU:Pr5.1.H.5.b Implement rehearsal</p>	<p>- Identify rhythms: *visually *aurally *accurate counting *accurate clapping *accurate performance on instruments</p> <p>discriminate between on and off beats</p>	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.	Performance-Based: self and group assessments: accurate pitch treatment in rehearsal and performance settings

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		Review: Concert B-flat Concert E-Flat Concert A-Flat  Introduce: Chromatic  RUDIMENTS: Review and Reinforce: Flam, Flam Tap, Drag, Paradiddle, 5 and 9 stroke roll Introduce: 7, 13 and 17 stroke roll, single drag tap, flam accent		strategies to address challenges, refine technical accuracy and elements of music (such as form and harmony), and show improvement over time.			
Dynamics	all year	- Review and reinforce: piano	- pianissimo subito piano	Novice - 6th MU:Pr4.3.E.5	- - Tone production - Articulation	Analyzing creators' context and how they	Performance-Based: self and group assessments:

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		mezzo forte forte crescendo decrescendo mezzo piano  Introduce: pianissimo subito piano subito forte	subito forte	a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.	- Breath support - Responding to visual cues	manipulate elements of music provides insight into their intent and informs performance.	accurate dynamic treatment in rehearsal and performance settings
Articulation	Year Long	tonguing ties slurs accent staccato legato marcato sforzando	sforzando	MU:Pr6.1.E.5  a. Demonstrate attention to technical accuracy in prepared and/or improvised performances.	- identify articulations: *visually *aurally *perform with accuracy	Is music articulation and language related?	Performance-Based: self and group assessments: accurate dynamic treatment in rehearsal and performance settings



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Cultural Connections	Year Long	- History of the march and march form	- strain trio dal segno al fine dal segno al coda	MU:Cn11.1.E.5  a. Perform and listen to music from various times and cultures and describe how that music reflects those times and cultures.  b. Identify ways in which music is used to represent and reflect group identity	- - Active listening - Describe how music reflects a culture - Compare/Contrast with our own culture	Performance-Based: self and group assessments: accurate rhythmic treatment in rehearsal and performance settings of music.	Performance-Based: self and group assessments
Musicianship	all year	- rehearsal etiquette balance practice techniques	- lyrical cadence taper	MU:Pr5.1.E.5  a. Use teacher-provided	- -understanding your role in the ensemble	Performers make interpretive decisions based on their	Performance-Based: self and group assessments: appropriate

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		critical listening-self/group		feedback and strategies to refine individual and ensemble performances  a. Use teacher-provided feedback and strategies to refine individual and ensemble performances	- understanding how the persistence and efforts of one person contribute to a better sounding group	understanding of context and intent.	musicianship in rehearsal and performance settings
<b>Creating</b>	all year	- improvising rhythm on eight note scale  arranging vs composing	- arranger	Intermediate - MU:Cr1.1.E.8 a. Generate melodic, rhythmic, and timbral ideas, based on characteristic(s) of	- -composing -improvising -arranging -notating in Noteflight	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Performance-Based, self and group assessment; creation of melodies/rhythms in rehearsal/concert setting

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				<p>music or text(s) studied in rehearsal.</p> <p>Intermediate MU:Cr2.1.E.8 b. Preserve drafts of creative work through standard notation and/or recording technology.</p> <p>a. Share created patterns that demonstrate particular melodic and rhythmic content of music or texts studied in rehearsal, individually or</p>		<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	

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				as an ensemble.			
<b>Tone Production</b>	all year	- breathing embouchure aural model of quality tone production on each instrument	- leading tone	Intermediate - 6th MU:Pr6.1.E.8  a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances.	- - good posture - correct embouchure - practice breathing techniques	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.	Performance-Based, self and group assessment; quality tone production in rehearsal/concert setting
<b>Pulse/Tempo</b>	all year	- Reinforce: pulse: listening and maintaining accelerando ritardando	-	MU: Pr5.1.E.5  a. Use teacher provided feedback and strategies to refine individual and ensemble performances.	- - pulse remains steady through transitions in music -switch from demonstrating steady		Performance-Based, self and group assessment; accurate pulse/tempo in rehearsal/concert setting

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				b. Respond appropriately to specific aural and visual cues.	beat to various rhythms and back again		
		-	-		-		
		-	-		-		