



Music | Grade 7 Band



ORGANIZING THEME/ TOPIC	FOCUS STANDARDS	FOCUS SKILLS
<p>UNIT 1: Getting Started in 7th Grade Band: Fundamental Band Skills This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 1-9</p>	<p>STANDARD 2 – PERFORMING</p> <p>(Pr.1.N) - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p>	<p>PERFORMING SKILLS.</p> <ul style="list-style-type: none"> • Use metronome to reinforce performance of steady beat. • Demonstrate the use of additional articulation skills: accent, staccato • Percussion: demonstrate single stroke, flams. Differentiate in or out of tune. • Count and perform rhythms in 2/4, 3/4, and 4/4 time signatures. • Sight read a piece of music demonstrating attention to key signature, time signature, and rhythm values. <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and perform pitches in B-flat concert key signature. • Read and perform music that includes whole, half, quarter and eighth note rhythms with corresponding rests. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Perform a two bar phrase. <p>RESPONDING SKILLS</p> <ul style="list-style-type: none"> • Describe group performance using musical terms.
<p>UNIT 2: Introducing 7th Grade Band Skills</p>	<p>STANDARD 1 – CREATE</p> <p>(Cr.1.N) Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>PERFORMING SKILLS.</p> <ul style="list-style-type: none"> • Use metronome to reinforce performance of steady beat. • Demonstrate the use of additional articulation skills: accent, staccato

<p>This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Suggested Time Frame: Approximately Week 10 - 18</p> <p>UNIT 2: Introduce New Skills(Cont.)</p>	<p>STANDARD 2 - PERFORM</p> <p>(Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<ul style="list-style-type: none"> • Percussion: demonstrate single stroke, flams. Differentiate in or out of tune. • Count and perform rhythms in 2/4, 3/4, and 4/4 time signatures. • Sight read a piece of music demonstrating attention to key signature, time signature, and rhythm values. <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and perform pitches in B-flat concert key signature. • Read and perform music that includes whole, half, quarter and eighth note rhythms with corresponding rests. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Perform a two bar phrase. <p>RESPONDING SKILLS</p> <ul style="list-style-type: none"> • Describe group performance using musical terms.
<p>UNIT 3: Refining our 7th Grade Band Skills This unit consists of the rehearsal and performance of musical selections that build on</p>	<p>STANDARD 1 – CREATE (Cr.2.N) Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Improvise a melody using “do-so” • Improvise rhythms using half, quarter, and eighth note pairs

<p>previous skills. Time Frame: Approximately Week 19-27</p>	<p>standard notation and audio recording.</p> <p>STANDARD 2 - PERFORM (Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> • Winds: Demonstrate developmentally appropriate vibrato for flute, saxophone and double reeds. • Demonstrate correct chromatic fingerings and positions for a <i>minimum of two</i> octaves for their instrument • Demonstrate the use of additional articulation skills: portato • Percussion: Demonstrate drags and ruffs. • Understand basic instrument tendencies and appropriate tuning adjustments • Adjust intonation during performance. <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and perform rhythms in $\frac{3}{4}$, $\frac{6}{8}$, • Identify and perform in key signatures for concert C, and A-flat • Identify and perform a 2 octave Concert F Chromatic Scale (Horns and Tenors, Concert C Chromatic • Correctly identify and perform trills, grace notes, and cue notes as determined by performance literature. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score according to contextual interpretation from conductor and/or class collaboration • Demonstrate ability to shape a phrase dependent on contour of musical line. Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo • Demonstrate appropriate audience etiquette <p>RESPONDING SKILLS</p> <ul style="list-style-type: none"> • Describe music and musical performance using musical terminology • Provide constructive suggestions for improvement • Evaluate self as a solo and ensemble performer
<p>UNIT 4: 7th Grade Band Musicianship and Performance</p> <p>This unit consists of the</p>	<p>STANDARD 1 - CREATE (Cr.3.N) Evaluate and refine draft compositions and improvisations based on knowledge skills and teacher provided criteria.</p>	<p>CREATING SKILLS</p> <ul style="list-style-type: none"> • Improvise a melody using “do-so” • Improvise rhythms using half, quarter, and eighth note pairs

Comment [BJG1]:

<p>rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately Week 28-36</p> <p>UNIT 4: Synthesize New Skills (Cont.)</p>	<p>(Cr.4.N) Share personally developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate an understanding of characteristic(s) of music or text(s) student in rehearsal.</p> <p>STANDARD 2 - PERFORM</p> <p>(Pr.1.N) Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>(Pr.2.N) - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances</p> <p>(Pr.3.N) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>(Pr.4.N) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>(Pr.5.N.a) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>(Pr.5.N.b) Demonstrate the awareness of the context of the music through prepared and improvised performances</p> <p>STANDARD 3 - RESPONDING</p> <p>(Re.1.N) Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>(Re.2.N) Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p>	<p>PERFORMING SKILLS</p> <ul style="list-style-type: none"> • Winds: Demonstrate developmentally appropriate vibrato for flute, saxophone and double reeds. • Demonstrate correct chromatic fingerings and positions for a <i>minimum of two</i> octaves for their instrument • Demonstrate the use of additional articulation skills: portato • Percussion: Demonstrate drags and ruffs. • Understand basic instrument tendencies and appropriate tuning adjustments • Adjust intonation during performance. <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and perform rhythms in $\frac{3}{4}$, $\frac{6}{8}$, • Identify and perform in key signatures for concert C, and A-flat • Identify and perform a 2 octave Concert F Chromatic Scale (Horns and Tenors, Concert C Chromatic • Correctly identify and perform trills, grace notes, and cue notes as determined by performance literature. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score according to contextual interpretation from conductor and/or class collaboration • Demonstrate ability to shape a phrase dependent on contour of musical line. Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo • Demonstrate appropriate audience etiquette <p>RESPONDING SKILLS</p> <ul style="list-style-type: none"> • Describe music and musical performance using musical terminology • Provide constructive suggestions for improvement • Evaluate self as a solo and ensemble performer
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