

# Calendar-Based Curriculum Map: Music

## 7<sup>th</sup> Grade Band

Fall Semester

	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What concepts and skills should a band member develop and master during his or her third year of playing?</li> <li>• How does a musician prepare for an audition?</li> </ul>	<ul style="list-style-type: none"> <li>• What is an acceptable range for a third year player on my instrument and how do I develop my range?</li> <li>• What types of more advanced warm-ups will help me develop my tone and technique?</li> <li>• What is a melodic minor scale and what is its purpose in music?</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Review all concepts from previous years</li> <li>• Continue developing awareness of balance, blend, posture, breathing, assembly, care &amp; maintenance, carriage, embouchure, articulation</li> <li>• Grade II and III tonal, rhythmic, formal, and expressive elements not already encountered</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate daily warm-ups that include range, flexibility, articulation, and technique studies</li> <li>• Melodic minors</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Review all skills from previous years</li> <li>• Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance:               <ul style="list-style-type: none"> <li>➢ The chromatic range of two octaves for brass and three octaves for woodwinds, ascending and descending</li> <li>➢ The ability to play all concert major and natural minor scales, two octaves if possible</li> <li>➢ The ability to play all harmonic minors</li> <li>➢ The ability to read at sight the Grade II elements learned so far</li> <li>➢ The ability to perform Grade II or higher band music with ample preparation time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance:               <ul style="list-style-type: none"> <li>➢ All daily studies learned so far</li> <li>➢ The chromatic range of up to two octaves for brass and up to three octaves for woodwinds, ascending and descending in MM=100 eighth notes</li> <li>➢ The ability to play all concert major scales and their relative natural minors</li> <li>➢ The ability to play harmonic minors in b, e, a, d, g, c, f, bb, and eb</li> <li>➢ Percussionists demonstrate PAS rudiments 1, 2, 3, 4, 6, 7, 9, 16, 17, 20, 21, 22, 31, 32, 34.</li> <li>➢ The ability to read at sight the Grade II elements learned so far</li> <li>➢ The ability to perform Grade II or higher band music with ample preparation time</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Informal evaluation of daily individual, section, and tutti (whole band) playing</li> <li>• Formal evaluation of weekly individual playing</li> <li>• Periodic worksheets over concepts and skills learned in class</li> <li>• Occasional written quizzes and tests over concepts and skills learned in class</li> <li>• Attendance and participation in fall performance event(s) (e.g. help with marching band, play at a pep band event, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Informal evaluation of daily individual, section, and tutti (whole band) playing</li> <li>• Formal evaluation of weekly individual playing</li> <li>• Periodic worksheets over concepts and skills learned in class</li> <li>• Occasional written quizzes and tests over concepts and skills learned in class</li> <li>• Attendance and participation in winter concert in December</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PHR6 Music Website: <a href="http://www.freewebs.com/phpiratesmusic">www.freewebs.com/phpiratesmusic</a></li> <li>• Instrument and supplies (e.g. reeds, oils, etc.) (student provided)</li> <li>• Band binder with notebook paper (student provided)</li> <li>• Pencil (student provided)</li> <li>• Handouts for band binder</li> </ul>	<ul style="list-style-type: none"> <li>• PHR6 Music Website: <a href="http://www.freewebs.com/phpiratesmusic">www.freewebs.com/phpiratesmusic</a></li> <li>• Instrument and supplies (e.g. reeds, oils, etc.) (student provided)</li> <li>• Band binder with notebook paper (student provided)</li> <li>• Pencil (student provided)</li> <li>• Handouts for band binder</li> </ul>

# Calendar-Based Curriculum Map: Music

## 7<sup>th</sup> Grade Band

Spring Semester

	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why are there different forms of the minor scale?</li> <li>• What process do composers use when creating music?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some other forms used in musical composition and what are some examples from band literature?</li> <li>• Who are some of the more famous band composers?</li> <li>• What strategies can be used when sight reading a piece of music?</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• History of Western music, common practice period, functional harmony</li> <li>• Relationship between major and minor modes</li> <li>• Form in music and other arts and how form is used to develop artistic ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Rondo, sonata forms</li> <li>• Wind ensemble, Frederick Fennell, Revelli</li> <li>• Holst, Grainger</li> <li>• Sight reading procedure for individuals v. ensembles</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance:               <ul style="list-style-type: none"> <li>➤ All daily studies learned so far</li> <li>➤ The chromatic range of up to two octaves for brass and up to three octaves for woodwinds, ascending and descending in MM=120 eighth notes</li> <li>➤ The ability to play all concert major scales and their relative natural minors</li> <li>➤ The ability to play all harmonic minors</li> <li>➤ The ability to read at sight the Grade II elements learned so far</li> <li>➤ The ability to perform Grade II or higher band music with ample preparation time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance:               <ul style="list-style-type: none"> <li>➤ All daily studies learned so far</li> <li>➤ The chromatic range of up to two octaves for brass and up to three octaves for woodwinds, ascending and descending in MM=100 sixteenth notes</li> <li>➤ The ability to play all concert major scales and their relative natural and harmonic minors</li> <li>➤ The ability to read at sight the Grade II elements learned so far</li> <li>➤ The ability to perform Grade II and III band music with ample preparation time</li> </ul> </li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Informal evaluation of daily individual, section, and tutti (whole band) playing</li> <li>• Formal evaluation of weekly individual playing</li> <li>• Periodic worksheets over concepts and skills learned in class</li> <li>• Occasional written quizzes and tests over concepts and skills learned in class</li> <li>• Attendance and participation in solo festival in March</li> </ul>	<ul style="list-style-type: none"> <li>• Informal evaluation of daily individual, section, and tutti (whole band) playing</li> <li>• Formal evaluation of weekly individual playing</li> <li>• Periodic worksheets over concepts and skills learned in class</li> <li>• Occasional written quizzes and tests over concepts and skills learned in class</li> <li>• Attendance and participation in spring festival and concert In April/May</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PHR6 Music Website: <a href="http://www.freewebs.com/phpiratesmusic">www.freewebs.com/phpiratesmusic</a></li> <li>• Instrument and supplies (e.g. reeds, oils, etc.) (student provided)</li> <li>• Band binder with notebook paper (student provided)</li> <li>• Pencil (student provided)</li> <li>• Handouts for band binder</li> <li>• Method book</li> <li>• Sheet music (in preparation for spring festival and concert)</li> </ul>	<ul style="list-style-type: none"> <li>• PHR6 Music Website: <a href="http://www.freewebs.com/phpiratesmusic">www.freewebs.com/phpiratesmusic</a></li> <li>• Instrument and supplies (e.g. reeds, oils, etc.) (student provided)</li> <li>• Band binder with notebook paper (student provided)</li> <li>• Pencil (student provided)</li> <li>• Handouts for band binder</li> <li>• Method book</li> <li>• Sheet music</li> </ul>