

**BCCS**  
**7<sup>th</sup> Grade BAND Curriculum Map**  
 (No revision date as of 5-21-09)

Month	<b>Content</b> What topic(s) is being covered what what is the important vocabulary? What do students need to know?		<b>Skills</b> What do students have to be able to do connected to the Content?	<b>Essential Questions</b> What are fundamental, enduring questions that will guide study and instruction?	<b>Standards / Benchmarks</b> What benchmarks are met through this topic?	<b>Instruction</b> What activities are used to develop the skills and knowledge?	<b>Resources</b> What materials, texts, videos, internet, software, or human resources support instruction?	<b>Assessment</b> What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
September	Topic:  Tone and Intonation	Vocabulary:  <ul style="list-style-type: none"> <li>▪ Embouchure</li> <li>▪ Air Support</li> <li>▪ Reed Strength</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will start, sustain and release a tone demonstrating proper posture, embouchure, and air support on both long tones and rhythmic figures</li> </ul>	<ul style="list-style-type: none"> <li>▪ How will this attention to detail improve the sound of my instrument?</li> </ul>	<ul style="list-style-type: none"> <li>▪ III-4M</li> <li>▪ III-3M</li> <li>▪ I-3M</li> </ul>	<ul style="list-style-type: none"> <li>▪ In class discussion, demonstrations by both teacher and students outlining the skills needed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yamaha Band Method</li> <li>▪ Beginning Band Techniques (R. Hale)</li> <li>▪ Electronic tuner</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual, graded tests demonstrating the skills needed.</li> </ul>
October	Topic:  Rhythms and Scales	Vocabulary:  <ul style="list-style-type: none"> <li>▪ Subdivision of the beat</li> <li>▪ Concert</li> <li>▪ Pitch</li> <li>▪ Whole and half step relationships within major scales</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will learn the theory behind major scales</li> <li>▪ Students will learn to perform the concert Bb, Eb, and Ab scales</li> <li>▪ Students will learn the correct, full length of rhythms one count and longer</li> <li>▪ Students will subdivide the beats of eighth note and eighth rest rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do scales and key signatures work together?</li> <li>▪ How does the subdivision of counts within a measure produce mathematical, rhythmic accuracy?</li> </ul>	<ul style="list-style-type: none"> <li>▪ I-8M</li> <li>▪ I-1M</li> <li>▪ III-1M</li> <li>▪ I-5M</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will write out major scales (Bb, Eb, Ab)</li> <li>▪ Students will perform these scales</li> <li>▪ Students will perform rhythmic patterns utilizing quarter, half, dotted half, whole, and eighth notes along with their corresponding rests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff Paper</li> <li>▪ 101 Rhythmic Rest Patterns (Grover Yaus)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual, graded tests on scales</li> <li>▪ Individual, graded tests on rhythms</li> </ul>

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November	Topic:  Literature and Concert Etiquette	Vocabulary: <ul style="list-style-type: none"> <li>▪ Allegro</li> <li>▪ Adagio</li> <li>▪ Piano</li> <li>▪ Forte</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will put to use the concepts learned thus far (tone, intonation, scales, rhythms) to use by reading and preparing simple musical literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do the topic we covered apply to musical literature?</li> </ul>	<ul style="list-style-type: none"> <li>▪ III-5M</li> <li>▪ I-5M</li> <li>▪ I-1M</li> <li>▪ III-3M</li> </ul>	<ul style="list-style-type: none"> <li>▪ Literature is "sight-read"</li> <li>▪ Literature is rehearsed and prepared</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade level one wind ensemble literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ Public performances are given to local elementary schools demonstrating the skills the students have learned thus far.</li> <li>▪ They demonstrate musical skills and social (concert etiquette skills)</li> </ul>
December	Topic: <ul style="list-style-type: none"> <li>▪ Formal Concert</li> <li>▪ Sightreading techniques</li> </ul>	Vocabulary: <ul style="list-style-type: none"> <li>▪ Auditorium etiquette</li> </ul> In addition to the above terms <ul style="list-style-type: none"> <li>▪ Mezzo piano</li> <li>▪ Mezzo forte</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will apply their skill and knowledge to more advanced literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ How is my individual skill as a musician developing as a result of following these steps?</li> </ul>	<ul style="list-style-type: none"> <li>▪ I-1M</li> <li>▪ I-2M</li> <li>▪ I-5M</li> <li>▪ I-8M</li> <li>▪ I-9M</li> <li>▪ II-7M</li> <li>▪ III-1M</li> <li>▪ III-2M</li> <li>▪ III-3M</li> <li>▪ III-5M</li> <li>▪ IV-1M</li> <li>▪ IV-2M</li> <li>▪ IV-3M</li> </ul>	<ul style="list-style-type: none"> <li>▪ More advanced literature is sightread and prepared using more key and meter changes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade level 2 wind ensemble literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal, public performance in an auditorium</li> </ul>

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January	Topic: Advanced literature	Vocabulary: <ul style="list-style-type: none"> <li>▪ Dal Signo</li> <li>▪ Coda</li> <li>▪ Fine</li> <li>▪ Pianissimo</li> <li>▪ Fortissimo</li> <li>▪ Dotted Eighth notes</li> <li>▪ Sixteenth notes</li> <li>▪ Triplets and their corresponding rests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will study more advanced rhythmic patterns (see vocabulary) and apply these to more advanced and challenging literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ How does the addition of musical concepts change the level and intensity of the literature</li> <li>▪ How does this literature compare with the literature of November?</li> </ul>	<ul style="list-style-type: none"> <li>▪ I-2M</li> <li>▪ I-1M</li> <li>▪ I-5M</li> <li>▪ I-7M</li> <li>▪ I-8M</li> <li>▪ I-9M</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work on rhythmic patterns utilizing (in addition to the previous patterns) dotted eighth, sixteenth triplets and corresponding rests</li> </ul>	<ul style="list-style-type: none"> <li>▪ 101 rhythmic rest patterns</li> <li>▪ Grade level 3 literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal, public performance</li> </ul>
February	Topic: Refinement of musical skills	Vocabulary: <ul style="list-style-type: none"> <li>▪ Tone</li> <li>▪ Intonation</li> <li>▪ Rhythm</li> <li>▪ Technique</li> <li>▪ Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Perform musically on their instruments demonstrating good, characteristic tone qualities and rhythmic precision within a variety of styles</li> </ul>	<ul style="list-style-type: none"> <li>▪ How will correct tone, intonation, rhythm, technique, and interpretation ensure a good musical experience for me?</li> <li>▪ How the professionals use these same qualities?</li> </ul>	<ul style="list-style-type: none"> <li>▪ III-3M</li> <li>▪ III-4M</li> <li>▪ III-5M</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will study literature of contrasting styles.</li> <li>▪ They will apply the knowledge and skills they have learned over the year to a "polished" musical experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade level 2 and 3 literature in a variety of styles</li> </ul>	<ul style="list-style-type: none"> <li>▪ A winter concert will be presented to the public</li> </ul>

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March	Topic:  Sightreading techniques and Advanced scales and Advanced rhythmic patterns	Vocabulary: <ul style="list-style-type: none"> <li>▪ Singing</li> <li>▪ Silent rehearsal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will be able to read and musically interpret new literature "at sight:"</li> </ul>	<ul style="list-style-type: none"> <li>▪ How can I put musical knowledge and skill together to instantly produce and interpret music?</li> </ul>	<ul style="list-style-type: none"> <li>▪ I-4M</li> <li>▪ I-5M</li> <li>▪ I-9M</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will recite the key and time signatures of music to be "sightread"</li> <li>▪ They will sing the rhythms while operating the keys, slides, and mallets</li> <li>▪ They will sign in the correct style and dynamic range</li> <li>▪ They will then perform the music on their instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ "Sightreading Techniques for Band"</li> <li>▪ "101 Rhythmic Rest Patterns"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional evaluation by a teacher specifically trained to do so through an MSBOA sponsored festival</li> </ul>

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April	Topic: <ul style="list-style-type: none"> <li>▪ Individual Solos and Ensembles</li> <li>▪ Study of more advanced literature</li> </ul>	Vocabulary: <ul style="list-style-type: none"> <li>▪ Chamber music</li> <li>▪ Tone (beauty control, balance, ensemble)</li> <li>▪ Intonation (melodic line, chords, individuals, accompaniment)</li> <li>▪ Rhythm (accents, metre, precision, interpretations of rhythmic figures)</li> <li>▪ General technique (fluency, articulation, breath support)</li> <li>▪ Interpretations (Phrasing, expression, tempo, dynamics, style, tradition)</li> <li>▪ Musical value</li> <li>▪ Artistry</li> </ul>	<ul style="list-style-type: none"> <li>▪ On an individual basis or in small ensembles, read and produce musical literature, the quality of which is determined by how many of the vocabulary words are learned and understood</li> </ul>	<ul style="list-style-type: none"> <li>▪ How can I personally use skills learned in the group?</li> </ul>	<ul style="list-style-type: none"> <li>▪ I-5M</li> <li>▪ IV-1M</li> <li>▪ IV-3M</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will work on solos and ensembles. Soloists will work with an accompanist</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade level 1 and 2 solos and ensembles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will be professionally assessed by teachers who have been specially trained to do so at MSBOA Sponsored Solo and Ensemble Festivals</li> </ul>

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May	Topic: <ul style="list-style-type: none"> <li>▪ Formal concert</li> <li>▪ Techniques and concepts or marching band</li> </ul>	Vocabulary: <ul style="list-style-type: none"> <li>▪ Company fronts</li> <li>▪ Cadence</li> <li>▪ Mark Time</li> <li>▪ Forward March</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal Concert: Demonstrate to the public the skills they worked on throughout the year.</li> <li>▪ Marching: Keeping the pulse of the music in a “marking time” fashion. Also moving forward to the pulse of the music</li> </ul>	<ul style="list-style-type: none"> <li>▪ How will marching help internalize the pulse of the music?</li> </ul>	<ul style="list-style-type: none"> <li>▪ I-1M</li> <li>▪ I-2M</li> <li>▪ I-5M</li> <li>▪ I-8M</li> <li>▪ I-9M</li> <li>▪ II-7M</li> <li>▪ III-1M</li> <li>▪ III-5M</li> <li>▪ III-2M</li> <li>▪ III-3M</li> </ul>	<ul style="list-style-type: none"> <li>▪ Percussion section memorizes a set of 5 short cadences, all used together</li> <li>▪ Band memorizes the “red and White” (C.T. Whitmore)</li> <li>▪ All students learn to march to the pulse of the drum cadence and the “Red and White”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Printed copies of the cadences and the “Red and White”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students will demonstrate their skills marching on the track at the school and later, in a July Parade in Beulah</li> </ul>
June	Topic:  Marching band techniques (as time permits)	Vocabulary: <ul style="list-style-type: none"> <li>▪ Company</li> <li>▪ Fronts</li> <li>▪ Cadence</li> <li>▪ Turns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Marking time and moving the block forward to the pulse and the cadence of the music</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review as time permits</li> </ul>	<ul style="list-style-type: none"> <li>▪ III-3M</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review as time permits</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review as time permits</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review as time permits</li> </ul>