

BCCS
7th Grade Band – INSTRUMENTAL MUSIC
 (Revised 5-5-09) (September is page 8 and so on)

Month	Content		Skills	Essential Questions	Standards/Benchmarks	Instruction	Resources	Assessment
	<i>What topic(s) is being covered and what is the important vocabulary? What do students need to know?</i>		<i>What do students have to be able to do connected to the Content?</i>	<i>What are fundamental, enduring questions that will guide study and instruction?</i>	<i>What benchmarks are met through this topic?</i>	<i>What activities are used to develop the skills and knowledge?</i>	<i>What materials, texts, videos, internet, software, or human resources support instruction?</i>	<i>What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?</i>
December	Topic: Formal Concert Sightreading Techniques	Vocabulary: Auditorium etiquette (In addition to the above terms) Mezzo piano Mezzo forte	Students will apply their skill and knowledge to more advanced literature.	How is my individual skill as a musician developing as a result of following these steps?	I-1M IV-2M I-2M IV-3M I-5M I-8M I-9M II-7M III-1M III-2M III-3M III-5M IV-1M	More advanced literature is sight read and prepared using more key and meter changes.	Grade level 2 wind ensemble literature	Formal, Public performance in an auditorium

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January	Topic: Advanced Literature	Vocabulary: Dal Signo, Coda, Fine, Pianissimo, fortissimo Dotted eighth notes, sixteenth notes, triplets and their corresponding rests.	Students will study more advanced rhythmic patterns (see vocabulary) and apply these to more advanced and challenging literature.	How does the addition of musical concepts change the level and intensity of the literature? How does this literature compare with the literature of November?	I-2M I-1M I-5M I-7M I-8M I-9M	Work on rhythmic patterns utilizing (in addition to the previous patterns) dotted eighth, sixteenth, triplets and corresponding rests	101 rhythmic rest patterns Grade level 3 literature	Formal, public performance

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February	Topic: Refinement of musical skills	Vocabulary: Tone Intonation Rhythm Technique Interpretation	Perform musically on their instruments demonstrating good, characteristic tone qualities and rhythmic precision within a variety of styles.	How will correct tone, intonation, rhythm, technique, and interpretation ensure a good musical experience for me? How the the professionals use these same qualities?	III-3M III-4M III-5M	Students will study literature of contrasting styles. They will apply the knowledge and skills they have learned over the year to a “polished” musical experience	Grade level 2 and 3 literature in a variety of styles.	A winter concert will be presented to the public.

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March	Topic: Sight-reading techniques Advanced Scales Advanced Rhythmic patterns	Vocabulary: Singing Silent rehearsal	Students will be able to read and musically interpret new literature “at sight”	How can I put musical knowledge and skill together to instantly produce and interpret music?	I-4M I-5M I-9M	Students will recite the key and time signatures of music to be “sight read”. They will sing the rhythms while operating the keys, slides, and mallets. They will sing in the correct style and dynamic range. They will then perform the music on their instruments	“Sight Reading Techniques for Band” “101 Rhythmic Rest Patterns”	Professional evaluation by a teacher specifically trained to do so through an MSBOA sponsored festival

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April	Topic: Individual Solos and ensembles Study of more advanced literature	Vocabulary: Chamber Music Tone (beauty control, balance, ensemble) Intonation (melodic line, chords, individuals, accompaniment) Rhythm (accents, metre, precision, interpretation of rhythmic figures) General Technique (fluency, articulation, Breath support) Interpretation (Phrasing, Expression, Tempo, Dynamics, Style, Tradition) Musical Value, Artistry	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.	How can I personally use skills learned in the group?	I-5M IV-1M IV-3M	Students will work on solos and ensembles. Soloists will work with an accompanist	Grade level 1 and 2 solos and ensembles	Students will be professionally assessed by teachers who have been specially trained to do so at MSBOA Sponsored Solo and Ensemble Festivals

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May	Topic: Formal Concert Techniques and concepts of marching band	Vocabulary: Company Fronts Cadence Mark Time Forward march	Formal Concert: Demonstrate to the public the skills they worked on throughout the year. Marching: Keeping the pulse of the music in a “marking time” fashion. Also moving forward to the pulse of the music.	How will marching help internalize the pulse of music?	I-1M I-2M I-5M I-8M I-9M II-7M III-1M III-5M III-2M III-3M	Percussion section memorizes a set of 5 short cadences, all used together. Band memorizes the “Red and White” (C.T. Whitmore) All students learn to march to the pulse of the drum cadence and the “Red and White”	Printed copies of the cadences and the Red and White	Students will demonstrate their skills marching on the track at the school and later, in a July Parade in Beulah

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June	Topic: Marching band techniques (as time permits)	Vocabulary: Company Fronts Cadence Turns	Marking time and moving the block forward to the pulse and the cadence of the music	Review as time permits	III-3M	Review as time permits	Review as time permits	Review as time permits

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September	Topic: Tone and Intonation	Vocabulary: Embochure Air Support Reed Strength	Students will start, sustain and release a tone demonstrating proper posture, embochure, and air support on both long tones and rhythmic figures.	How will this attention to detail improve the sound of my instrument?	III-4M III-3M I-3M	In class discussion, demonstrations by both teacher and students outlining the skills needed.	Yamaha Band Method, Beginning Band Techniques (R. Hale), electronic tuner.	Individual, graded tests demonstrating the skills needed.

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October	Topic: Rhythms and Scales	Vocabulary: Subdivision of the beat Concert Pitch Whole and half step relationships within major scales	Students will learn the theory behind major scales. Students will learn to perform the concert Bb, Eb and Ab Scales. Students will learn the correct, full length of rhythms one count and longer. Students will subdivide the beats of eighth note and eighth rest rhythmic patterns.	How do scales and key signatures work together? How does the subdivision of counts within a measure produce mathematical, rhythmic accuracy?	I-8M I-1M III-1M I-5M	Students will write out major scales (Bb,Eb,Ab) Students will perform these scales Students will perform rhythmic patterns utilizing quarter, half, dotted half, whole, and eighth notes along with their corresponding rests.	Staff Paper 101 Rhythmic Rest Patterns (Grover Yaus)	Individual, graded tests on scales Individual, graded tests on rhythms

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November	Topic: Literature Concert Etiquette	Vocabulary: Allegro Adagio Piano Forte	Students will put to use the concepts learned thus far (Tone, Intonation, Scales, Rhythms) to use by reading and preparing simple musical literature.	How do the topics we covered apply to musical literature?	III-5M I-5M I-1M III-3M	Literature is "sight-read" Literature is rehearsed and prepared	Grade level one wind ensemble literature	Public performances are given to local elementary schools demonstrating the skills the students have learned thus far. They demonstrate musical skills and social (concert etiquette skills)