

# MUSIC CURRICULUM MAP

## Middle School – Grades 7 & 8 (Band)

	<b>First Trimester</b>	<b>Second Trimester</b>	<b>Third Trimester</b>
<b>Time Frame/Month</b>	September-November	November-February	February-June
<b>Skills Taught</b>	<ul style="list-style-type: none"> <li>Continue reinforcing and building upon previous skills &amp; knowledge</li> <li>More effective use of dynamics</li> <li>Historical/Cultural elements: Haydn’s Symphony #94 “The Surprise Symphony”, Hebrew/Israeli music, Sousa, Nationalist music</li> <li>March style including the school fight song</li> <li>Soli vs. solo</li> <li>Mixed eighth note/eighth rest rhythms</li> <li>Minuet style</li> <li>New notes and fingerings</li> <li>Rock/pop style rhythm &amp; articulation</li> <li>Swing eighth notes</li> <li>Rhythmic and melodic improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Continue reinforcing and building upon previous skills &amp; knowledge</li> <li>New notes and fingerings</li> <li>Mixed meters (4/4 &amp; 3/4)</li> <li>Enharmonic equivalents</li> <li>Historical/Cultural elements: Tchaikovsky, Thomas Edison, Egyptian music, Saint-Saens, Middle Ages, The Feast Of Stephen</li> <li>Chromatic notes</li> <li>Chromatic scale</li> <li>Introduce sheet music for Winter Concert</li> <li>New percussion technique: Tambourine rolls and shakes</li> <li>Brass use of mutes</li> </ul>	<ul style="list-style-type: none"> <li>Continue reinforcing and building upon previous skills &amp; knowledge</li> <li>New notes and fingerings</li> <li>Pentatonic scale</li> <li>Introduce sheet music for Spring Concert</li> <li>Historical/Cultural elements: Beethoven’s deafness, Samuel A. Ward, <i>America The Beautiful</i>, Mexican folk songs, Chinese folk songs, Thai folk songs</li> <li>New percussion rudiments: Flamacue, triple paradiddle</li> <li>New percussion technique: Rim knock</li> <li>Rubank scale and arpeggio studies</li> <li>Forte-piano dynamic (fp)</li> <li>Using instrument and embouchure adjustments to achieve playing in tune</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>Clapping and counting rhythms</li> <li>Teacher modeling &amp; demonstration</li> <li>Games</li> <li>Listening to recordings</li> <li>Using slower tempo</li> <li>Isolating smaller groups of notes</li> <li>Students say note names while fingering</li> <li>Peer mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Clapping and counting rhythms</li> <li>Teacher modeling &amp; demonstration</li> <li>Games</li> <li>Listening to recordings</li> <li>Using slower tempo</li> <li>Isolating smaller groups of notes</li> <li>Students say note names while fingering</li> <li>Peer mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Clapping and counting rhythms</li> <li>Teacher modeling &amp; demonstration</li> <li>Games</li> <li>Listening to recordings</li> <li>Using slower tempo</li> <li>Isolating smaller groups of notes</li> <li>Students say note names while fingering</li> <li>Peer mentoring</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Method book</li> <li>Flash cards</li> <li>A/V materials</li> <li>Sheet music</li> <li>Guest artists/clinicians</li> </ul>	<ul style="list-style-type: none"> <li>Method book</li> <li>Flash cards</li> <li>A/V materials</li> <li>Sheet music</li> <li>Guest artists/clinicians</li> </ul>	<ul style="list-style-type: none"> <li>Method book</li> <li>Flash cards</li> <li>A/V materials</li> <li>Sheet music</li> <li>Guest artists/clinicians</li> </ul>

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<b>Assessments</b>	<ul style="list-style-type: none"> <li>• In-class playing assignments/tests</li> <li>• Monitoring daily &amp; weekly progress</li> </ul>	<ul style="list-style-type: none"> <li>• In-class playing assignments/tests</li> <li>• Monitoring daily &amp; weekly progress</li> <li>• Winter Concert</li> </ul>	<ul style="list-style-type: none"> <li>• In-class playing assignments/tests</li> <li>• Monitoring daily &amp; weekly progress</li> <li>• Spring Concert</li> </ul>
<b>Music Standards</b>			
<b>1. Expression of Music</b>	<ul style="list-style-type: none"> <li>• Perform music in three or more parts accurately and expressively at a minimal level of 1 to 2 on the difficulty rating scale</li> <li>• Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member</li> <li>• Demonstrate understanding of modalities</li> </ul>	<ul style="list-style-type: none"> <li>• Perform music in three or more parts accurately and expressively at a minimal level of 1 to 2 on the difficulty rating scale</li> <li>• Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member</li> <li>• Demonstrate understanding of modalities</li> <li>• Demonstrate contrasting modalities through performance</li> </ul>	<ul style="list-style-type: none"> <li>• Perform music in three or more parts accurately and expressively at a minimal level of 2 to 3 on the difficulty rating scale</li> <li>• Perform music accurately and expressively at the minimal difficulty level of 1 to 2 on the difficulty rating scale at the first reading individually and as an ensemble member</li> <li>• Demonstrate understanding of modalities</li> <li>• Demonstrate contrasting modalities through performance</li> </ul>
<b>2. Creation of Music</b>	<ul style="list-style-type: none"> <li>• Sequence four to eight measures of music melodically and rhythmically</li> <li>• Improvise short melodic phrases over accompaniment</li> <li>• Create music using melodic and harmonic sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence four to eight measures of music melodically and rhythmically</li> <li>• Improvise short melodic phrases over accompaniment</li> <li>• Create music using melodic and harmonic sequences</li> <li>• Arrange a simple existing composition</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence four to eight measures of music melodically and rhythmically</li> <li>• Improvise short melodic phrases over accompaniment</li> <li>• Create music using melodic and harmonic sequences</li> <li>• Arrange a simple existing composition</li> <li>• Improvise over simple harmonic progressions</li> </ul>
<b>3. Theory of Music</b>	<ul style="list-style-type: none"> <li>• Identification, and rhythmic demonstration of, multiple and changing meter signatures in music</li> <li>• Notation of level 1 compositions using the appropriate clef for instrument and/or voice</li> <li>• Analysis of musical elements in level 1 composition or performance</li> </ul>	<ul style="list-style-type: none"> <li>• Identification, and rhythmic demonstration of, multiple and changing meter signatures in music</li> <li>• Notation of level 1 to 2 compositions using the appropriate clef for instrument and/or voice</li> <li>• Analysis of musical elements in level 1 composition or performance</li> </ul>	<ul style="list-style-type: none"> <li>• Transcription, and rhythmic demonstration of, multiple and changing meter signatures in music</li> <li>• Notation of level 2 compositions using the appropriate clef for instrument and/or voice</li> <li>• Analysis of musical elements in level 1 composition or performance</li> <li>• Identification of musical elements in a level 2 composition or performance</li> </ul>

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<p>4. Aesthetic Valuation of Music</p>	<ul style="list-style-type: none"> <li>• Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary</li> <li>• Articulation and analysis of individual experiences in music</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis, through compare and contrast, of music performances and compositions using detailed and advanced criteria and vocabulary</li> <li>• Articulation and analysis of individual experiences in music</li> <li>• Articulation of music’s role and cultural tradition in American history and society</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis, through compare and contrast, of music performances and compositions using detailed and advanced criteria and vocabulary</li> <li>• Articulation and analysis of individual experiences in music</li> <li>• Articulation of music’s role and cultural tradition in American history and society</li> </ul>
<p><b>Process Skills</b></p>			
<p>1. Critical Thinking &amp; Reasoning</p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>2. Information on Literacy</p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>3. Collaboration</p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>4. Self-direction</p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p>5. Invention</p>	<p><b>X</b></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p><b>Vocabulary</b></p>	<p>Soli, minuet, adagio, lento, largo, accelerando, legato, staccato, swing, drum fill, symphony, movement, riff, groove, lick, accompaniment, improvisation, nationalism, marcato accent, fight song, octave</p>	<p>Enharmonic equivalent, chromatic, form , modality, cadence, cadential extension, upbeat, syncopation, tenuto, fanfare, rallentando, meter, mute, D.S. al Coda, D.C. al Coda, Coda</p>	<p>Arpeggio, pentatonic, concert pitch, forte-piano, articulation, tonality, tonic, homophony, polyphony, brass &amp; woodwind sixteenth notes, intonation, glissando</p>