

Section Band - 7th Grade

Rationale: Music is an essential expression of human culture. Each child has the right to learn and experience music through participation in a balanced, comprehensive, and sequential program of study. By building a relationship with music, an individual develops a sense of satisfaction, joy and self-worth. Performing, creating, and responding to music are the fundamental music processes in which our students will engage. Music helps to develop discrimination, experimentation, creativity, evaluation, social skills, teamwork, and fosters aesthetic sensitivity. Music is an art form that unites the cognitive, affective, and psychomotor domains as no other subject can.

Course Description: This course provides instrumental instruction in the areas of foundational technique, musical expression, ensemble skills, theory and composition, culture and history, along with performance expectations.

Strand I: Foundational Technique

Learning Goal 1: The Instrument

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|--|--|--|
| | Demonstrate basic procedures for keeping the instrument in good playing condition. | | |
| | Single reed players will experiment with reed/ligature/mouthpiece set-ups to enhance individual needs and skills. | | |
| Trumpet players acquire metal mutes; percussionists acquire timpani mallets; flutists have opportunity to check-out piccolos. | | | |

Learning Goal 2: Tone Production

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|--|--|--|
| | Perform with proper playing position (total body, arm, hand, wrist, and fingers). | | |

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|--|--|--|
| | Continue to develop embouchure facility through expanded lips slurs, octaves and arpeggios. | | |
| | Extend breath support to produce an even, sustained tone while playing single long tones. | | |
| | Produce a characteristic tone across the range included in the second year method book. | | |
| | Demonstrate lip slurs on consecutive harmonics (brass). | | |
| | Demonstrate production of even, sustained sounds while rolling long notes; produce appropriate tone quality for each instrument studied; demonstrate proper technique when playing all percussion instruments including bongos, cowbell and triangle; define and demonstrate let vibrate; play shake rolls on tambourine (percussion). | | |
| | Flutes and saxophones begin study of vibrato. | | |

Learning Goal 3: Breathing

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|--|--|--|
| | Perform with the posture that enables a full breath. | | |

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|---|--|--|
| | Learn to control the speed of inhalation and exhalation. | | |
| | Demonstrate a preparatory breath in tempo both individually and in the large ensemble. | | |
| | Demonstrate the ability to breathe in indicated places in the music. | | |
| | Demonstrate a four bar phrase. | | |

Learning Goal 4: Articulation

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|--|--|--|
| Understand the correct placement of the tongue while playing. | | | |
| | Perform a variety of attacks with clarity (accent, marcato, staccato, tenuto, legato, slurs, forte piano, sforzando). | | |
| | Release notes correctly without using the tongue or closing the throat. | | |
| | Learn and perform a variety of standard articulation patterns. | | |
| | Continue to develop legato tonguing and slide slurs (trombones). | | |
| | Begin study of double-tonguing (winds). | | |

Learning Goal 5: Rhythm

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|---|---|--|--|
| | Use a systematic counting method to “sizzle,” clap and count aloud various rhythms. | | |
| | Recognize, count and perform rhythm patterns combining various notes and rests of the following values in 2/4, 3/4, 4/4, and cut time (whole, half, quarter, eighth, sixteenth, eighth/sixteenth combinations, dotted half, dotted quarter, dotted eighth, dotted eighth/sixteenth combinations, triplets, and syncopation. | | |
| | Create a rhythm tree from whole notes through sixteenths and play at quarter note = 88. | | |
| Understand simple and compound meters; begin to understand 6/8 time, pulsed both in 6 and in 2 beats per measure. | | | |
| | Understand and perform the rhythmic implications of fermata, rallentando, ritardando, accelerando, ties, pick-up notes, cesura, syncopation. | | |
| | Replicate the one-beat, two-beat, three-beat, four-beat and six-beat conducting patterns. | | |
| | Develop the skill of a steady foot tap to the pulse of the music while playing. | | |
| Understand the difference between melodic rhythm and pulse. | | | |

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|---|--|--|
| | Demonstrate the ability to perform simple rhythmic patterns with a metronome at various tempi, such as quarter note = 60 80, and 100. | | |
| | Perform or write dictated rhythmic patterns. | | |
| | Perform syncopated nine stroke roll, single and double paradiddle, drag, single drag tap, flamacue, flam, clam tap, flam accent, flam paradiddle, five/seven/nine/seventeen stroke rolls, rim shots, on the rim, snares off (percussion). | | |

Learning Goal 6: Pitch

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|---|--|--|
| | Perform fluently in the range prescribed in the fingering chart of the second year method book (extend range as able). | | |
| | Perform with technical proficiency, by memory, one octave of the Major scales in the concert keys of F, B flat, E flat, A flat, C selected minors and the chromatic scale in the prescribed range of the second year method book at quarter note = 120. | | |
| | In addition to scales, learn and perform double stops and double stop rolls on mallets (percussion). | | |

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|---|--|--|---|
| | | Demonstrate the preferred fingerings for the instruments, including basic alternate and trill fingerings, making independent decisions about the use of alternate fingerings. | |
| | Recognize and play at sight, tonal patterns as they occur in an instrumental line within the prescribed range, including accidentals. | | |
| Demonstrate an understanding of enharmonics, accidentals and key change. | | | |
| Demonstrate recognition of major and minor tonalities. | | | |
| | Demonstrate the ability to change a chord from major to minor. | | |
| | | | Perform, write and sing dictated intervals within an octave range. |
| | Transpose any note to concert pitch on his/her instrument. | | |
| | Play a familiar tune by ear. | | |

Learning Goal 7: Intonation

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|---|---|--|--|
| | Demonstrate increasing ability to adjust the instrument to a given pitch. | | |
| | Understand and demonstrate control of pitch without making mechanical adjustments to the instrument (experiment with the speed and angle of the airstream while looking at a tuner). | | |
| | Make appropriate adjustments to notes that are inherently out of tune. | | |
| | Tune timpani to various pitches (percussion). | | |
| | Sing a tuning note and sing melodic intervals and patterns using solfege, note names or numbers. | | |
| Develop an awareness of any variation in ones' own intonation while playing, including how an instrument's pitch is affected by temperature. | | | |

Strand II: Musical Expression

Learning Goal 1: Interpretation

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|---|--|--|
| Demonstrate an understanding of dynamic contrast, balance, blend, articulation, and tempo changes and the variety and expression each creates in music. | | | |
| | Recognize and interpret expressive style markings. | | |

Learning Goal 2: Tempo

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|---|--|--|
| | Recognize and interpret tempo markings to include andantino, allegretto, presto, vivace. | | |

Learning Goal 3: Phrasing

Measurable Learner Objectives:

| Recall Level 1 (Basic Knowledge) | Application Level 2 (Skills) | Strategic Thinking Level 3 (Reasoning) | Extended Thinking Level 4 (Products/Performance) |
|--|---|--|--|
| | Create logical phrasing with appropriate breathing. | | |
| | Identify and play phrasing showing an awareness of meter and form. | | |