

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

7th and 8th Grade Concert Band

Curriculum writing committee: Richard Bullock & Ryan Curchoe

Grade Level: 7th and 8th

Date of Board Approval: _____2021_____

Course Weighting:

Playing Tests	35%
Preparation and Participation	10%
Lessons	30%
Concerts and Post Concert Review	25%
Total	100%

Curriculum Map

Overview:

Band is an educational experience in which students develop musical skills through rehearsal and performance. This course is a continuation of instrumental music education at the grade 6 level. It will allow students to develop and demonstrate fundamental skills and knowledge at a higher level and will utilize more complex music that requires more sophisticated responses. Band will help refine general music and citizen skills. Such skills include technique, expression, and musical knowledge as well as teamwork, coordination, discipline, and responsibility. It will provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on specific subject matter. Students will have the opportunity to express their skills and talents through numerous performances both in and outside of school. Students will also be exposed to and experience a varied repertoire, including past and present periods of music, traditional to contemporary. They will develop the ability to work together as an ensemble to create a quality musical product.

Goals:

1. Students will vocalize alone and with others using varied band repertoire as well as scales. Vocalization will include singing/humming of intervals with proper articulation and expression.
2. Students will perform on instruments, alone and with others a varied repertoire of music. Students will use method book(s), solo literature, and both small and large ensemble compositions.
3. Proper posture and breathing techniques should be exhibited by the students at all times. Rhythmic accuracy, proper articulation, dynamics, and phrasing are elements of music that will be modeled, demonstrated, and evaluated.
4. Students will learn and demonstrate the art of improvisation as they experiment with rhythm and harmony. Summative evaluations will be done by the students, peers, and teacher.
5. Students will experiment with composing and arranging music within specified parameters, demonstrating their knowledge of the elements of music. Students will record and perform their original compositions.
6. Students will demonstrate their knowledge of reading and notating music. Pitch, meter, dynamics, articulation, phrasing, key signatures, note values, and other musical elements will be modeled and demonstrated in an ongoing process.
7. Students will demonstrate their ability to listen, analyze, and describe music using proper music terminology.
8. Students will critique and evaluate music and music performance by listening to live and recorded performances. Students will compare and contrast component parts of the ensemble and discuss the elements of music within the context of the selected repertoire.
9. Students will demonstrate an understanding of the relationship between music, the other arts, and disciplines outside of the arts.
10. Students will demonstrate their understanding of the relationship between music, history, and culture.

Big Ideas:

1. Students will continue to build a pedagogical understanding of good tone on their specific instrument.
2. Students will continue to build specific techniques that pertain to their instrument.
3. Students will use numerous major and minor scales to develop improvisational and key related skills.
4. Students will use various rhythms to develop improvisational and time signature/counting skills.
5. Students will compose melodies based on a specific scale mode.
6. Students will compose based on specific rhythm patterns.
7. Students will compose using basic harmonic understanding.
8. Students will continue to develop their music reading skills.
9. Students will continue to develop their music notation skills.
10. Students will listen to different repertoire.
11. Students will analyze and describe music.
12. Students will assess the quality of music performances.
13. Students will compare a piece of music to other art forms such as visual art, dance, or poetry.

14. Students will describe how music and other art forms are interrelated.
15. Students will correlate music in relation with historical events and cultures.

Textbook and Supplemental Resources:

There are no required texts; however, it is recommended that a proven and well planned series method book be used with instrumental band students. Advantages to using more recent methods are easier to read fingering charts and CD/online accompaniments. The newest versions include CD's, DVD's and online resources that allow the student to determine the practice tempo and include helpful videos. There are also several methods with supplemental music theory and history books. Method books will be chosen and utilized at the discretion of the director.

SUPPLEMENTAL METHOD BOOK RESOURCES

Clark, Andy (1992). 5 Minutes a Day (12 warm-up chorales, technique studies, and tuning routines). Oskaloosa, IA: C.L. Barnhouse Company.

Pearson, Bruce. Standard of Excellence (Books 1-3). San Diego, CA: Kjos Music Company.

Rubank Intermediate and Advanced Methods. Milwaukee, WI: Hal Leonard.

Smith, Leonard B. (1952; Renewed 1980). Treasury of Scales. CPP/Belwin, Inc.

Williams, Richard and King, Jeff (1998). Foundations for a Superior Performance. San Diego, CA: Neil A. Kjos Music Company.

SUPPLEMENTAL RESOURCES (All Reproducible)

Adair, Audrey J. (1987). Basic Music Theory (Unit 1). West Nyack, NY: Parker Publishing Company.

Adair, Audrey J. (1987). Reading and Writing Music (Unit 2). West Nyack, NY: Parker Publishing Company.

Adair, Audrey J. (1987). Types of Musical Form and Composition (Unit 3). West Nyack, NY: Parker Publishing Company.

Althouse, Jay and Judy O'Reilly (2001). Accent on Composers (includes history of 22 composers and CD). Los Angeles, CA: Alfred Publishing Company.

Ericksen, Connie M. (1998). Band Director's Curriculum Resource (Ready-To-Use Lessons & Worksheets). West Nyack, NY: Parker Publishing Company.

Gagne, Denise (1988). Theory Worksheets for Beginner Bands. Portland, ME: Weston Walch Publishing Company.

Wimer, Tim (1994). Ten Lessons in Rudiments & Rhythms. Roanoke, VA: Rhythm Street Publications.

Wimer, Tim (1999). The Ultimate Rhythm Resource (for all instruments). Cloverdale, VA: Unique Percussion Concepts.

SUPPLEMENTAL WEBSITE RESOURCES

Music Websites (notation, chords, etc.):

www.musictheory.net

www.musictheory.com

www.sightreadingfactory.com

Curriculum Plan

Unit 1: Performing on instruments alone and with others

Time/Days 5 days a week/one lesson a week/ongoing

- **Standards (by number):**

PA Academic Standards for Arts and Humanities
Standards Addressed: 9.1; 9.3; 9.4

- **Anchors:**

NAFME National Standards
Standards Addressed: MU:Pr4.1.E.1a; MU:Pr4.2.E.1a; MU:Pr4.3.E.1a; MU:Pr5.3.E.1a;
MU:Pr6.1.E.1a; MU:Pr6.1.E.1b

- **Eligible Content:**

1. Continual development and application of proper tone production.
2. Application of proper instrumental technique on the student's specific instrument.
3. Rhythmic aptitude: understanding and application of rhythm patterns from whole notes through to triplet 16th note rhythms; verbalizing, clapping and playing.

Objectives:

1. Students perform on their specific instrument accurately and independently, alone and in various sized ensembles. Student will use with proper posture, correct playing position with appropriate breath or stick control.
2. Students perform music representing diverse genres and cultures with expression appropriate for the work being performed.
3. Students can play simple melodies by ear on a melodic instrument and simple accompaniments on a harmonic instrument.
4. Students perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 2+ to 4.5, on a scale of 1 to 6, including solos performed from memory.

Core Activities and Corresponding Instructional Methods:

1. Explain and model correct posture and playing position to each student.
2. Breathing exercises for breath control – inhale/exhale at a variety of tempos; work on holding breath for the length of a phrase, approximately four measures, at a moderate tempo, before breathing again.
3. Students will play major scales (up to and including 4 #s and 4bs), the three forms of minor scales (natural, harmonic, and melodic), full range chromatic scales, and major arpeggios using a variety of articulations and rhythms; 7th grade 1 octave, 8th grade 2+
4. Percussionists will begin working on the 26 American Standard rudiments in closed and open positions 7th grade #1-13; 8th grade #14-26.

5. Students will continue working with simple chord structure (I, IV, V) and be introduced to more complex chords.
6. Students will experiment with and identify musical elements that produce expression and technique.
7. Students will develop expression and technique through individual and group rehearsal of band repertoire.
8. Students will play assigned parts of scores individually and together in small and large ensembles.
9. Direct instruction
10. Peer coaching
11. Guided practice
12. Ensemble rehearsals – sectional, small group, band
13. Cooperative learning
14. Reciprocal learning strategies
15. Teacher modeling

Assessments:

- **Diagnostic:** Teacher evaluation of musical elements, expression, and technique.
- **Formative:** Music element worksheets, written and oral quizzes, and performance responses.
- **Summative:** Continual evaluations throughout the school year in group lessons, band rehearsals, and performances.

Unit 2: Improvising melodies, variations, and accompaniments

Time/Days 5 days a week/one lesson a week/ongoing

- **Standards (by number):**

PA Academic Standards for Arts and Humanities

Standards Addressed: 9.1; 9.2; 9.3; 9.4

- **Anchors:**

NAFME National Standards

Standards Addressed: MU:Cr1.1.E.1a; MU:Cr2.1.E.1a; MU:Cr2.1.E.1a; MU:Cr3.1.E.1a; MU:Cr3.2.E.1a

- **Eligible Content:**

1. Students will improvise using basic sets of guidelines.
2. Students will improvise using various major and minor scales.
3. Students will improvise across different genres of music.

Objectives:

1. Students perform on their specific instrument accurately and independently, alone and in various sized ensembles. Student will use with proper posture, correct playing positions with appropriate breath or stick control.
2. Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
3. Students can play simple melodies by ear on a melodic instrument and simple accompaniments on a harmonic instrument.
4. Students perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 2+ to 4.5, on a scale of 1 to 6, including some solos performed from memory.

Core Activities and Corresponding Instructional Methods:

1. Students will play a pentatonic scale on their specific instrument.
 - a. Percussion must play on a keyboard instrument.
2. Students will notate and perform pentatonic melodies.
3. Students will improvise pentatonic melodies and harmonies, adding rhythm.
4. Students will experiment with rhythm and harmony individually and in ensemble settings.
5. Students will refine scale skills by playing various scale modes on their instrument; further development and understanding will occur with the addition of scale and key signature worksheets.
6. Students will develop improvisational skills as scale technique improves.
7. Students will further develop improvisational skills through the introduction and use of imitation and embellishment.
8. If opportunity presents itself – students may attend live performances to hear tonality,

accompaniments, rhythms, style, and other elements of music.

9. Direct instruction
10. Peer coaching
11. Teacher modeling
12. Small group practice
13. Discussion
14. Guided practice
15. Independent practice
16. Discovery learning
17. Questioning
18. Analyzing
19. Performing
20. Rehearsing

Assessments:

- **Diagnostic:** Teacher evaluation of fundamental and improvisational skills.
- **Formative:** Students will record themselves improvising melodies and harmonies using defined parameters; individualized practice.
- **Summative:** Student, peer, and teacher analysis of improvisational techniques.

Unit 3: Composing and arranging music within specified guidelines.

Time/Days 5 days a week/one lesson a week/ongoing

- **Standards (by number):**
PA Academic Standards for Arts and Humanities
Standards Addressed: 9.1; 9.2; 9.3; 9.4
- **Anchors:**
NAFME National Standards
Standards Addressed: MU:Cr1.1.E.1a; MU:Cr2.1.E.1a; MU:Cr2.1.E.1a; MU:Cr3.1.E.1a;
MU:Cr3.2.E.1a; MU:Re8.1.E.1a; MU:Re9.1.E.1a
- **Eligible Content:**
 1. Students will compose music using basic sets of guidelines.
 2. Students will compose music using different major and minor scales.
 3. Students will compose music using different rhythm patterns.

Objectives:

1. Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity, variety, tension, release, and balance.
2. Students arrange melodies and simple harmonies for voices or instruments other than those for which the pieces were written.
3. Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Core Activities and Corresponding Instructional Methods:

1. Students will experiment with and identify elements of music from their band music.
2. Students will verbally explain the elements of music.
3. Students will listen to recordings to determine elements of variety, tension, resolution, and balance.
4. Students will experiment with transposing their music a major 2nd higher and lower at sight.
5. Using the melody of a contemporary piece of music, students will transcribe it for their instrumentation. Students will write their own 16 measure original composition, with teacher defined parameters, that include their discovery of the elements in music.
6. Students will use manuscript paper and/or the computer to notate their compositions.
7. Direct instruction
8. Peer coaching
9. Teacher modeling
10. Small group practice
11. Discussion
12. Guided practice
13. Independent practice
14. Discovery learning
15. Questioning
16. Sectional rehearsals/group lessons
17. Band rehearsal

Assessments:

- **Diagnostic:** Detailed discussion of elements needed to satisfy requirements will be based on student knowledge of compositional and musical fundamentals.
- **Formative:** Regular review by student and teacher of student examples: student, peer, and teacher evaluation.
- **Summative:** Students will record and perform their original compositions according to the parameters set forth: student, peer, and teacher evaluation.

Unit 4: Reading and notating music

Time/Days 5 days a week/one lesson a week/ongoing

- **Standards (by number):**
PA Academic Standards for Arts and Humanities
Standards Addressed: 9.1; 9.2; 9.3; 9.4

- **Anchors:**
NAFME National Standards
Standards Addressed: MU:Pr4.1.E.I; MU:Pr4.2.E.Ia; MU:Pr4.3.E.Ia; MU:Pr6.1.E.Ia

- **Eligible Content:**
 1. Students will read and notate quarter, eighth, and sixteenth note rhythms.
 2. Students will identify and play in the correct key based on key signature.
 3. Students will read and notate music in 2/4, 3/4, 4/4, 3/8, and 6/8
 4. Students will be able to read and perform triplet patterns.

Objectives:

1. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
2. Students read at sight simple melodies in both the treble and bass clefs.
3. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
4. Students use standard notation to record their musical ideas and the musical ideas of others.
5. Students who participate in an instrumental ensemble will accurately and expressively sight-read music with a difficulty level of at least 2, on a scale of 1 to 6.

Core Activities and Corresponding Instructional Methods:

1. Students will demonstrate, develop, and reinforce knowledge of notation and fingerings through the use of worksheets, computer software notation programs, and/or websites (example: musictheory.net).
2. Discuss rhythm, meter, notation, and notation symbols
3. In addition to standard meter, students will develop an understanding of uncommon meter and the conducting patterns for each: 5/4, 6/4, 7/4, 7/8, 9/8, 12/8 and fast 3. Students will sight-read a variety of music of at least grade 2 in small and large ensembles.
4. Students will study, explore, and investigate musical markings found in band music.
5. Students will explain the significance of musical elements (dynamics, articulation, phrasing, key signatures, meter signatures, note values, etc.).

6. Students will demonstrate knowledge of the significance of musical elements on their instrument.
7. Direct instruction
8. Peer coaching
9. Teacher modeling
10. Small group practice
11. Discussion
12. Guided practice
13. Independent practice
14. Discovery learning
15. Questioning
16. Role learning
17. Sectional rehearsals/group lessons
18. Band rehearsal

Assessments:

- **Diagnostic:** Written and verbal evaluation.
- **Formative:** Music theory worksheets, software notation programs (technology skills) or websites, independent practice, instrumental rehearsals.
- **Summative:** Written quizzes, playing tests, group lessons, and band rehearsals.

Unit 5: Listening to, analyzing, and describing music.

Time/Days 5 days a week/one lesson a week/ongoing

- **Standards (by number):**

PA Academic Standards for Arts and Humanities

Standards Addressed: 9.2, 9.3, 9.4

- **Anchors:**

NAFME National Standards

Standards Addressed: MU:Re7.1.E.1a; MU:Re7.2.E.1a; MU:Re8.1.E.1a; MU:Re9.1.E.1a

- **Eligible Content:**

1. Students will identify music genre
2. Students will identify tonality
3. Students will identify different instruments in a piece of music

Objectives:

1. Students describe specific music events in a given aural example, using appropriate terminology.
2. Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.
3. Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

Core Activities and Corresponding Instructional Methods:

1. Discussions of style and characteristics of assigned band repertoire.
2. Guided rehearsal of assigned band repertoire.
3. Compare and contrast band repertoire in group lessons.
4. Discuss musical markings within assigned band repertoire.
5. Discuss music representing various genre included in the band repertoire.
6. Direct instruction
7. Peer coaching
8. Teacher modeling
9. Small group practice
10. Discussion
11. Guided practice
12. Independent practice
13. Discovery learning
14. Questioning
15. Rote learning
16. Sectional rehearsals/group lessons
17. Band rehearsals

Assessments:

- **Diagnostic:** Teacher evaluation
- **Formative:** Regular review by student and teacher of musical examples and terminology descriptors.
- **Summative:** Written and verbal analysis of one selection within the band repertoire chosen by the director

Unit 6: Evaluating music and music performance.

Time/Days 5 days a week/one lesson a week/ongoing

- **Standards (by number):**

PA Academic Standards for Arts and Humanities

Standards Addressed: 9.2, 9.3, 9.4

- **Anchors:**

- NAFME National Standards

- Standards Addressed: MU:Re7.1.E.1a; MU:Re7.2.E.1a; MU:Re8.1.E.1a; MU:Re9.1.E.1a

- **Eligible Content:**

1. Student will create criteria to evaluate music performance.
2. Students will use that criteria to evaluate music performance.

Objectives:

1. Students will develop criteria for evaluating the quality of music performances and compositions and will apply the criteria in their personal listening and performance.
2. Students evaluate the quality and effectiveness of their own musical performances, compositions, arrangements, and improvisations by applying criteria suitable for the style of music and offer constructive suggestions for improvement.

Core Activities and Corresponding Instructional Methods:

1. Play an assigned section of band repertoire and listen to similar parts in the ensemble.
2. Listen to various parts of the ensemble and compare and contrast the component parts.
3. Self-critique performance of band repertoire that is recorded and played back via digital recorder or other recording device
4. Critique performances by peers.
5. Listen to and critique performances of a variety of band music including professional recordings of college and military organizations (examples - The United States Marine Band, The Army Brass Band, The Air Force Falconaires, North Texas State Wind Ensemble, etc.)
6. Listen to and critique solo performance recordings (James Galway, Wynton Marsalis, etc.)
7. Discuss the elements of music in selected repertoire.
8. Direct Instruction
9. Demonstration
10. Peer coaching
11. Teacher modeling
12. Small group practice
13. Discussion
14. Guided practice
15. Independent practice
16. Discovery learning
17. Questioning
18. Rote learning

19. Rehearsal

Assessments:

- **Diagnostic:** Teacher evaluation of fundamental and improvisational skills.
- **Formative:** Students will record themselves improvising melodies and harmonies using defined parameters; individualized practice.
- **Summative:** Student, peer, and teacher analysis of improvisational techniques.

Unit 7: Understanding relationships between music, the arts and disciplines out of the arts.

Time/Days 5 days a week/one lesson a week/ongoing

- **Standards (by number):**

PA Academic Standards for Arts and Humanities

Standards Addressed: 9.2, 9.3, 9.4

- **Anchors:**

NAFME National Standards

Standards Addressed: MU:Re7.1.E.1a; MU:Re7.2.E.1a; MU:Re8.1.E.1a; MU:Re9.1.E.1a;

MU:Cn10.0.H.1a; MU:Cn11.0.T.1a

- **Eligible Content:**

1. Student will find commonalities between music and the other art forms.
2. Students will find commonalities between music and disciplines out of the arts.

Objectives:

1. Students compare the characteristic materials of each art form (that is, sound in music, visual stimuli in visual arts, movement in dance, and human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.
2. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Core Activities and Corresponding Instructional Methods:

1. Discussions of style and characteristics of band repertoire as related to the other arts.
2. Students research comparisons of art and music in the band repertoire.
3. Based on band repertoire, class discussions comparing styles of music to art (example – If minor tonality is used, Van Gogh’s “Starry Night” may be compared. If modern music is included, Picasso’s “Three Musicians” or other 20th century artwork may be compared).
4. Historical discussions of band repertoire reflecting a particular event or a culture (examples – “Lincoln Celebration Overture”, “The Civil War”, “The Emerald Isle”). Discussions of meter, math, and rhythm.
5. Students will discuss and develop knowledge of music vocabulary and how it relates to language.
6. Discuss music history as it relates to American and world history.
7. Discuss acoustics and science.
8. Direct instruction
9. Peer coaching
10. Teacher modeling
11. Group lessons
12. Discussion

13. Guided practice
14. Independent practice
15. Discovery learning
16. Questioning

Assessments:

- **Diagnostic:** Teacher evaluation.
- **Formative:** Oral and/or written quizzes based on independent research and discussions; music performances.
- **Summative:** Written and Performance evaluation.

Unit 8: Understanding music in relation to history and culture.

Time/Days 5 days a week/one lesson a week/ongoing

- **Standards (by number):**

PA Academic Standards for Arts and Humanities

Standards Addressed: 9.2, 9.3, 9.4

- **Anchors:**

NAFME National Standards

Standards Addressed: MU:Re7.1.E.1a; MU:Re7.2.E.1a; MU:Re8.1.E.1a; MU:Re9.1.E.1a;

- **Eligible Content:**

1. Student will practice at home at least 150 minutes each week to reinforce all learned materials from each lesson/class period.
2. Students may refer to the method book at home for reinforcement.
3. Students may use the internet to further research and compare the music to the other disciplines and art forms.

Objectives:

1. Students describe distinguished characteristics of representative music genres and styles from a variety of cultures.
2. Students classify a varied bodies of exemplary musical works by genre and style, explaining the characteristics that cause each work to be considered exemplary.
3. Students compare functions the music serves, roles of the musicians and conditions under which music is typically performed in several cultures from around the world.

Core Activities and Corresponding Instructional Methods:

1. Teacher-lead discussions of style and characteristics of band repertoire as related to other cultures of the world.
2. Students research comparisons of music in the band repertoire to history and other cultures and present their findings (include technology skills – some internet research).
3. Discussions of history of band repertoire which may have been composed to reflect an event in history or a culture (example – “Lincoln Celebration Overture”, “Shenandoah”, etc.).
4. Based on band repertoire, class discussions comparing and contrasting styles of music to events in history, explaining how elements of music portray historical events.
Include the playing of various cultural and historic pieces in the band repertoire.
5. Direct instruction
6. Peer coaching
7. Teacher modeling
8. Discussions
9. Guided practice
10. Independent practice
11. Discovery learning

12. Questioning
13. Sectional rehearsals/group lessons
14. Band rehearsals

Assessments:

- **Diagnostic:** Teacher evaluation.
- **Formative:** Oral and/or written quizzes based on independent research and discussions; music performances.
- **Summative:** Music Performance.

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- _____ The primary textbook form(s).

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name: John Staub

Second Reader/Reviewer Signature: *John Staub*

Date: 7/1/21

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>