

MIDDLE SCHOOL BAND

LENGTH OF TIME: one year, 45 minutes every other day

GRADE LEVEL: 6-8

COURSE STANDARDS:

Students will:

1. Develop advanced note-reading skills. (NMCS2,4,5,6) (PA Std 9.1 a, b, c; 9.3 a, c; 9.4 a)
2. Develop an understanding of advanced rhythm patterns and meters. (NMCS 2,4,5,6) (PA Std 9.1 a, b, c; 9.3 a, c; 9.4 a)
3. Continue development of playing skills: breath control, posture, embouchure, articulation. (NMCS 2,7) (PA Std 9.1 a, b, c, d, h; 9.4 a, c)
4. Develop both an awareness and an understanding of correct intonation. (NMCS 2,6,7) (PA Std 9.1 a, b, d, g; 9.4 c)
5. Define symbols and terminology encountered in instrumental music. (NMCS 5,8,9) (PA Std 9.1 a, b, c; 9.2 f)
6. Develop musicianship. (NMCS 2,6,7,8,9) (PA Std 9.1 a, b, c, f, g; 9.2 c, f; 9.3 c; 9.4 c)
7. Continue development of physical skills: hand position, technique, stick control. (NMCS 2,7) (PA Std 9.1 a, b, c, h)
8. Develop an understanding of sight reading. (NMCS 2,5,6) (PA Std 9.1 a, b, c; 9.3 c)
9. Continue to develop ensemble skills through public performance. (NMCS 2,3,6,7) (PA Std 9.1 a, b, c, e, f, g; 9.3 c; 9.4 a, c)
10. Participate in group activities. (NMCS 2) (PA Std 9.1 b, d, g, i)
11. Analyze performance as a group effort geared towards improvement. (NMCS 6,7) (PA Std 9.1 c; 9.3 a; 9.4 c)
12. Develop a sense of music appreciation as it applies to history, society, and other disciplines. (NMCS 7,8,9) (PA Std 9.2 a, b, c, i; 9.3 a; 9.4 c, d)

NATIONAL MUSIC CONTENT/ACHIEVEMENT STANDARDS (5-8)

1. Singing, alone and with others, a varied repertoire of music
Students
 - a. sing, alone and in small groups, with accuracy and breath control throughout range
 - b. sing with correct expression and technical accuracy (Level 2 Literature)
 - c. sing music representing different cultures with appropriate expression
 - d. sing music in 2 to 3 parts
 - e. sing in choral ensemble with correct expression and technical accuracy (Level 3 Literature)
2. Performing on instruments, alone and with others, a varied repertoire of music
Students
 - a. perform, alone and in small groups, with attention to correct playing position and breath/stick/bow control
 - b. perform with correct expression and technical accuracy (Level 2 Literature)

- c. perform music representing different cultures with appropriate expression
 - d. play simple melodies/accompaniments by ear
 - e. perform in instrumental ensemble with correct expression and technical accuracy
(Level 3 Literature)
3. Improvising melodies, variations, and accompaniments
- Students
- a. improvise simple harmonic accompaniments
 - b. improvise rhythmic/melodic variations/embellishments on pentatonic and melodies in major keys
 - c. improvise short melodies with and without rhythmic accompaniment
4. Composing and arranging music within specified guidelines
- Students
- a. compose short pieces with specified guidelines demonstrating unity and variety; tension and release; balance
 - b. arrange simple piece for a different instrument or vocal part
 - c. compose using variety of traditional and non-traditional sound sources and electronic media
5. Reading and notating music
- Students
- a. read whole, half, quarter, eighth, sixteenth, and dotted notes/rests in common, compound, and cut time
 - b. sight-read simple melodies (treble and bass clef)
 - c. identify and define standard notation for pitch, rhythm, dynamics, tempo, articulation, and expression
 - d. use standard notation to record their own and others' music ideas
 - e. sight-read in instrumental ensemble with correct expression and technical accuracy (Level 2 Literature)
6. Listening to, analyzing, and describing music
- Students
- a. use appropriate terminology to describe specific musical events (presented aurally)
 - b. analyze uses of elements of music in music of different genres and cultures (presented aurally)
 - c. demonstrate knowledge of basic principles of music in analyses of music
7. Evaluating music and music performances
- Students
- a. develop criteria for evaluating quality/effectiveness of performances and compositions, then apply criteria to personal listening and performing
 - b. apply specific criteria to evaluate quality/effectiveness of their own and others' musical events, then offer constructive suggestions for improvement
8. Understanding relationships between music, the other arts, and disciplines outside the arts
- Students
- a. in 2 or more arts, compare the ways in which similar ideas, emotions, events are transformed into a work of art
 - b. describe the ways in which principles and subject matter of other disciplines are interrelated to those of music
9. Understanding music in relation to history and culture

Students

- a. describe distinguishing characteristics of music genres/styles in music of other cultures
- b. using a varied body of exemplary musical works, classify by genre, style, historical period, composer, title; explain characteristics that cause work to be considered exemplary
- c. compare the function of music, role of musicians, and performance conditions in different cultures

RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre & Visual Arts
 - A. Elements and principles in each Art Form
 - B. Demonstration of Dance, Music, Theatre and Visual Arts
 - C. Vocabulary Within each Art Form
 - D. Styles in Production, Performance and Exhibition
 - E. Themes in Art Forms
 - F. Historical and Cultural Production, Performance and Exhibition
 - G. Function and Analysis of Rehearsals and Practice Sessions
 - H. Safety Issues in the Arts
 - I. Community Performances and Exhibitions
- 9.2 Historical and Cultural Contexts
 - C. Styles and Genre in the Arts
 - F. Vocabulary for Historical and Cultural Context
- 9.3 Critical Response
 - A. Critical Processes
 - C. Classifications
- 9.4 Aesthetic Response
 - A. Philosophical Studies
 - C. Environmental Influences
 - D. Artistic Choices

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Teacher observation of individual and group progress on a weekly basis. (Course Standard 1, 2, 3, 4, 5, 7, 8)
2. Teacher observation and student evaluation of group and individual performance. (Course Standard 4, 6, 9, 10, 11)
3. Participating in all group events. (Course Standard 9, 10, 11)
4. Successful public performance on selected music of various musical styles. (Course Standard 1, 2, 3, 4, 6, 9, 10, 11)
5. Teacher observation of student responses to worksheets, projects, and classroom discussion. (Course Standard 5, 12)

DESCRIPTION OF COURSE:

Middle School Band is an elective for students who began lessons on a band instrument in elementary school. Large group class instruction emphasizes development of intermediate to advanced musical and technical skills. Large ensemble rehearsals

emphasize exposure to music of different styles, and the development of ensemble skills. Performances include Winter and Spring concerts and other special community events.

TITLES OF UNITS – these units are all on-going

1. Theory: Note-reading concepts

Grade 6

- basic note-reading review
- accidentals
- key signatures
- major scales: C,F,G

Grade 7

- the keyboard
- clef signs/leger lines/grand staff
- accidentals
- enharmonics
- Chromatic scale
 - major scales: Bb,D
 - review of previous note-reading concepts

Grade 8

- key signatures
- whole/half steps
- octaves
- intervals
- chords: major
 - major scales: A,Eb,E,Ab
 - composing a melody
 - review of previous note-reading concepts

2. Theory: Rhythm concepts

Grade 6

- basic rhythm review
- time signature (top number)
- eighth notes
- eighth rests
- dotted notes

Grade 7

- sixteenth note patterns
- syncopation
- triplets
- rhythm composition
- review of previous rhythmic concepts

Grade 8

- time signature (bottom number)
- slow compound time
- cut time
- sixteenth rests
- sixteenth notes: advanced patterns

3. Sound quality/Playing skills

Grade 6

- intonation
- posture/breath support
- steady tempo
- articulation
- embouchure/stick control
- high register
- basic rudiments

Grade 7

- phrasing
- advanced articulation
- advanced rudiments
- high register chromatics
- continued development of intonation, posture/breath support, tempo, embouchure/stick control

Grade 8

- trills/grace notes
- double bounce
- low register chromatics
- improvising
- continued development of intonation, posture/breath support, tempo, embouchure/stick control

4. Expression/Musicianship

Grade 6

- music vocabulary: define terms and concepts

Grade 7/8

- apply music vocabulary to performance

5. Technique

Grade 6

- major scales (C, G, F) in quarter notes (one octave)
- basic drum rudiments (slow tempo)

Grade 7

- major scales (Bb, D, Chromatic) in quarter notes (one octave)
- major scales (C, G, F) in eighth notes (two octaves)
- basic drum rudiments (fast tempo)
- advanced drum rudiments (slow tempo)

Grade 8

- major scales (Eb, A, Ab, E) in quarter notes (one octave)
- major scales (Bb, D) in eighth notes (two octaves)
- alternate fingerings
- advanced drum rudiments (fast tempo)
- basic drum rudiments (double bounce)

6. Ensemble skills

Grade 6

- intonation
- balance
- blend
- dynamics
- articulation

Grade 7/8

- phrasing
- continued application and refinement of previous skills: intonation, balance, blend, dynamics, articulation

7. Music Appreciation/History

Grade 6

Medieval period
Renaissance period
Multi-cultural music
Musical theater
Baroque period

Grade 7

- Classical period
- Romantic period
- Multi-cultural music

Grade 8

- 20th Century
- Jazz/Pop Music
- Multi-cultural music

8. Percussion (see sample strategies #7)

Grade 6

basic rudiments

intro to drum set (basic beat/fill)
intro to auxiliary percussion instruments
bells - C major scale/Bb major scale
Timpani - 2-note part

Grade 7/8

- advanced rudiments
- continued development on drum set (advanced beat patterns/fills)
- develop double bounce technique
- continued development on auxiliary instruments
- bells - perform melody
- timpani - part with pitch changes

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Note-Reading
 - play songs, exercises, and ensemble literature using different key signature
 - learn one to two octaves of major scales with up to 4 sharps and 4 flats, as well as, the chromatic scale
 - play songs and exercises which extend instrument range
2. Rhythm
 - count and play advanced rhythm patterns
 - play songs and exercises in common time, cut time, and compound time
3. Sound Quality/Playing Skills
 - use of long tones to encourage correct breath control and reinforce correct embouchure
 - brass players will work with lip slurs to develop appropriate embouchure for register change
 - woodwinds will work with exercises stressing different ranges for embouchure development
 - encounter music with a variety of articulation markings
4. Expression/Musicianship
 - practice exercises which focus on intonation, blend, balance, dynamics, style
5. Technique
 - practice major scales in 8th notes or 16th notes
 - play songs and exercises stressing new notes and fingerings, slide positions, sticking patterns
6. Ensemble Skills/Music Appreciation
 - work on music from different style and historical periods
 - read articles on different periods in music history and composers throughout music history
7. Percussion
 - encounter exercises which focus on rhythm reading
 - learn advanced rudiments
 - encounter different percussion instruments
 - develop drum set playing skills

MATERIALS:

1. References/texts:

Theory Worksheets for Beginning Bands; Denise Gagne, J. Weston Walch, Portland, Maine, 1988

Music: A.D. 450 - 1995; Mark Ammons, Mark Twain Media/Carson - Dellosa Publishing Co., Inc., 1995

American Popular Music; Mark Ammons, Mark Twain Media/Carson - Dellosa Publishing Co., Inc., 1996

Ed Sueta Band Method, Book 2; Ed Sueta, Macie Publishing Co., Dallas, TX, 1977

Standard of Excellence, Book 2; Bruce Pearson, Neil A. Kjos Music Co., 1993

Standard of Excellence, Book 3; Bruce Pearson, Neil A. Kjos Music Co., 1996

Alfred's Drum Method, Book 1; Sandy Feldstein and Dave Black, Alfred Publishing Co., Inc., 1987

2. Teacher developed scale/rudiment sheets

3. Teacher developed/compiled theory workbook: Grade 6, 7, 8

4. Teacher developed/compiled music history workbook: Grade 6, 7, 8

5. Teacher selected solo/duet literature

6. Teacher selected band literature

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Class rehearsals

2. Sectional rehearsals

3. Full ensemble rehearsals

4. Public performances at special events

5. Concerts

6. Guest artists

7. Exposure to jazz music

8. Peer tutoring: PALMS and PHS band students

9. After school/resource period teacher assistance

PORTFOLIO DEVELOPMENT:

1. Students maintain a folder of worksheets, song titles, and music encountered in lessons and rehearsals.

2. Student reflection on concert performances

3. Teacher reflection on solo/scale/rudiment performances

4. Tape recordings of performances

METHODS OF EVALUATION:

1. Correctly identifying and fingering notes while playing.

2. Counting and playing advanced rhythm patterns correctly.

3. Breathing correctly and in appropriate places.

4. Playing with correct embouchure adjustments for range changes.

5. Interpreting articulation marks correctly while playing

6. Attempting to play with good intonation in an ensemble.

7. Performing music in extreme ranges.

8. Interpreting music symbols and terminology correctly while playing.

9. Displaying correct posture and hand position while playing

10. Participating successfully in an ensemble.

11. Completion of music theory and music history workbooks
12. Concert rubric - student self-evaluation
13. Solo and scale/rudiments rubrics with tape recorded performance - teacher evaluation

INTEGRATED ACTIVITIES:

1. Problem Solving
 - identify and demonstrate correct playing skills
 - rehearsal and performance techniques
2. Communication Tools and Techniques
 - interpretation of various musical styles
 - expressing themselves through music
3. Information Tools and Techniques
 - music reading
 - instrumental technique
 - responsibility for practice and portfolio maintenance
 - listening skills
4. Learning and Self-Management Tools and Techniques
 - sight-reading skills
 - performance skills
5. Tools and Techniques for Working With Others
 - ensemble practice
 - blending and balancing performance within the group