

# **Middle School Intermediate Band**

## **Course Rationale**

The Intermediate Band enables students to progress in technical and expressive skills and show maturity in musicianship. Students demonstrate a variety of articulations, positions, alternate fingerings, and vibrato while playing the required scales, arpeggios, and rudiments in more complex rhythmic patterns. Percussion students become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Students create, through playing and writing, rhythmic, melodic and expressive variations. Students perform individually and as a group according to the appropriate grade levels for music set by the Michigan School Band and Orchestra Association (MSBOA). Students discuss and evaluate characteristics of their own works of music and the works of others. Students are provided with opportunities to participate in local, district, and regional events.

**Grades:** 7th    **Duration:** 3 Trimesters    **Prerequisites:** Completion of standards in Beginning Band

**Grade Level: 7th**

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary*	Performance Tasks & Activities	Suggested Assessments	Required Resources
<p><b>STANDARD 1 - PERFORM:</b> <i>Apply skills and knowledge to perform in the arts.</i>                      ART.M.I.7.1 Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally-appropriate levels. Perform at least one selection from memory.                      ART.M.I.7.2 Sing a melody in a small group.                      ART.M.I.7.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.                      ART.M.I.7.4 Use technology in a variety of ways in musical performance.                      ART.M.I.7.5 Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple meter.</p> <p><b>STANDARD 2 - CREATE:</b> <i>Apply skills and knowledge to create in the arts.</i>                      ART.M.II.7.1 Improvise tonic and dominant accompaniments.                      ART.M.II.7.2 Improvise basic rhythmic and melodic variations..                      ART.M.II.7.3 Improvise short melodies over given rhythmic accompaniments, each in a consistent style, meter, and tonality.                      ART.M.II.7.4 Compose short pieces to communicate ideas and/or stories, within defined parameters.</p> <p><b>STANDARD 3 - ANALYZE:</b> <i>Analyze, describe, and evaluate works of art.</i>                      ART.M.III.7.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.                      ART.M.III.7.2 Identify elements of music used in music of increasingly diverse genres and styles.                      ART.M.III.7.3 Demonstrate knowledge of the basic principles of tonality, major chords, and I-IV-V harmonic progressions in major keys.                      ART.M.III.7.4 Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self-evaluation when performing and creating.                      ART.M.III.7.5 Evaluate the quality and effectiveness of one’s own and others’ musical performances and creations by applying specific and appropriate criteria, and</p>	<p><b>EQ: “What can I do to improve my playing everyday? Why is important to practice scales and sightreading? What is gained from memorizing musical selections? How do our skills enhance and limit our expression?”</b></p> <ul style="list-style-type: none"> <li>I can create and maintain proper embouchure, hand position, posture and employ appropriate breathing skills to produce the best possible tone and technique on my instrument.</li> <li>I can apply effective practice habits to learn new material.</li> <li>I can develop goals to prepare my music for performance.</li> <li>I can perform at least four major scales and the chromatic scale in one octave from memory.</li> <li>I can log my individual pitch tendencies on my instrument to improve intonation.</li> <li>I can evaluate a new band piece for specific musical elements when sight reading, predict what areas will be most difficult and select the proper steps to perform it accurately the first time.</li> </ul> <p><b>EQ: “What is improvisation and where will the ideas from my composition come?”</b></p> <ul style="list-style-type: none"> <li>I can use my knowledge of musical elements, developing performance skills, and understanding of instrument range to compose and improvise short melodies.</li> <li>I can repeat simple melodies and rhythmic patterns in a call and response setting and choose ways in which to vary them slightly.</li> </ul> <p><b>EQ: “How is music communicated with one another in the ensemble, with the director and to the audience?”</b></p> <ul style="list-style-type: none"> <li>I can identify the notes written in my book and sheet music and play them on my instrument.</li> <li>I can read, sing, and perform accurately with correct rhythms and notes alone, in small groups and in an ensemble setting.</li> <li>I can identify and perform key vocabulary terms, abbreviations and symbols for musical expression.</li> <li>I can identify, describe, and perform musical elements and terminology specific to the pieces we are studying in class.</li> <li>I can perform my music in front of an audience with the ensemble.</li> <li>I can interpret and follow a conductor’s beat pattern.</li> <li>I can describe proper concert etiquette and demonstrate my skills during performances.</li> </ul>	<p>Review: All vocabulary from beginning band</p> <p>New:                      Range                      Grand Staff                      Metronome                      Marking                      Measure Numbers                      Repeat Measure                      Molto                      Semplice                      Poco a poco                      Subito                      Rubato                      Espressivo                      Sostenuto                      Sempre                      Simile                      Rallentando                      Sforzando                      Fortepiano                      Diminuendo                      Accelerando                      Scherzando                      Scherzo                      Religioso                      Allegretto                      Animato                      Furioso                      Grandioso                      Grave                      Lento                      Maestoso                      Pesante                      Andantino                      Marcato                      Cantabile                      Dolce                      Presto                      Prestissimo                      Tranquillo                      Vivo                      Vivace                      Arioso                      Con brio                      Tempo I                      a Tempo                      Tenuto                      Mutes                      Trill                      Divisi                      8va/8vb                      loco                      Major                      Minor</p>	<p>-Successfully perform all of EE 2000 Book 1 and most of Book 2                      -Write and record goals for the year                      -Complete a list of pre-determined objectives through a Band Karate Belt System for Book 2                      -Perform alone and in small groups in class                      -Compose short and simple melodies                      -Have students write a “How to Guide” for playing their instrument.                      -Play “Name That Tune” using excerpts from book                      -Encourage students to lead and conduct ensemble on occasion                      -Use piano, voice, or other instrument to model tone, rhythm, style and call and response exercises.                      -Sing and play scales, warm-ups, and excerpts from repertoire by memory.                      -Sing and play chorales                      -Perform solo and ensembles.                      -Listen to professional recordings our the literature being studied.                      -Provide pull-out sectional instruction as often as possible.                      -Invite guest directors and college musicians to visit and clinic students.                      -Practice sight reading on a daily basis.                      -Gain feedback through adjudication sheets from band festival and solo and ensemble festival and make a plan to improve.                      -Write a letter to a 5th grader about why they should join band.                      -Create a Word of the Week Wall or WOW Wall for all terms learned in each class.                      -Log pitch tendencies on an intonation chart.</p>	<p>-Teacher feedback                      -Peer feedback                      -In class performance                      -Written quizzes to test knowledge on instrument assembly and care, note names, fingerings, and key vocabulary, &amp; notation                      -Writing reflections about progress and performances                      -Playing tests in class and submitted through video recordings graded using performance-based rubrics                      -Public performance at four concerts per year                      -Student created electronic portfolios</p>	<p>-Posture chairs                      -Music stands                      -Instruments                      -Instrument Supplies ie. reeds, valve oil, slide grease, sticks, mallets, etc.                      -Beginning Band Book 2 (Essential Elements 2000)                      -Bach and Beyond Chorales                      -Sheet Music (Grade 1-1.5)                      - Solo and Ensemble Music                      -Piano                      -Sound System                      -Digital recording device                      -Chromebooks                      -Notation software and other applications for tuning, recording, editing, mixing, sound analysis, &amp; composing                      -Classroom set of Tuner/Metronomes                      -Classroom set of clip-on pick-up microphones                      -Sound Amplification system for instructing large groups efficiently                      -DVD’s about composers, music history time periods, and various styles of music                      -CD recordings of professional musicians and ensembles                      -Projector, screen, and sound equipment for display                      -Whiteboard &amp; Markers                      -Pencils, paper, &amp; staff paper                      -Uniform binders and/or folders for music storage                      -Classroom posters and bulletin boards for educational and motivational purposes</p>

<p>offering constructive suggestions for improvement.</p> <p><b>STANDARD 4 - ANALYZE IN CONTEXT:</b>  <i>Understand, analyze, and describe the arts in their historical, social, and cultural contexts.</i>  ART.M.IV.7.1 Describe distinguishing characteristics of a repertoire of music from diverse cultures.  ART.M.IV.7.2 Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works.  ART.M.IV.7.3 Compare, in several cultures of the world, the function music serves and the roles of musicians.  ART.M.IV.7.4 Describe the relationship between technology in music.</p> <p><b>STANDARD 5 - ANALYZE AND MAKE CONNECTIONS:</b>  Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts &amp; everyday life.  ART.M.V.7.1 Describe and compare the relationships between the art forms and their characteristic materials.  ART.M.V.7.2 Describe ways in which music is related to the subject matter of at least two other disciplines.  ART.M.V.7.3 Identify multiple artistic applications of current technology in music.</p>	<p><b>EQ: “What function does music serve in our lives and various parts of the world? How is music in other parts of the world similar &amp; different to the music of our culture”?</b></p> <ul style="list-style-type: none"> <li>• I can perform music from a variety of genres, cultures, and time periods.</li> <li>• I can identify, classify, and compare music from different genres, diverse cultures, and various time periods.</li> <li>• I can examine what functions music serves in our everyday lives.</li> </ul> <p><b>EQ: “What makes a great performance for the audience? What makes a musical experience special for the performer? How will my performance affect the audience? How will my performance affect my performance? What about my performance do I like and what would I like to change if given the chance”?</b></p> <ul style="list-style-type: none"> <li>• I can perform music from a variety of genres, cultures, and time periods.</li> <li>• I can identify, classify, and compare music from different genres, diverse cultures, and various time periods.</li> <li>• I can examine what functions music serves in our everyday lives.</li> </ul> <p><b>EQ: “What function does technology serve in music”?</b></p> <ul style="list-style-type: none"> <li>• I can use technology (Metronomes, tuners, recording devices, etc.) as a practice tool to assess my progress and plan adjustments to improve.</li> <li>• I can use technology to evaluate my own performances as well as the ensembles.</li> <li>• I can identify ways in which professional artists create and perform music using technology.</li> </ul> <p><b>EQ: “How is music similar to other fine arts; and what are the connections between music and math, science, social studies and language arts”?</b></p> <ul style="list-style-type: none"> <li>• I can identify and connect several musical elements to other fine arts subjects.</li> <li>• I can describe connections between music and math, science, social studies &amp; language arts.</li> </ul>	<p>Introduction  Refrain/Chorus  Break Strain  Trio(March)  Timbre  Vibrato  Chromatic Scale  Enharmonic  Simple Meter  Compound Meter  Alla Breve  Cut Time  Triplets  6/8  Polyphony  Minuet  Rondo  Sonata  Symphony  Syncopation  Cadence  Expression  Timbre  Jazz  Baroque  Classical  Renaissance  Medieval  Romantic  Tonic  Dominant  Third  Fifth  Fourth  Triad  SATB  Soprano  Alto  Tenor  Bass</p> <p>*Please note that many terms listed have a correlating abbreviation and/or symbol that should also be taught simultaneously.</p>			
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## Band Core Units

**Course Title:** Intermediate Band

**Unit Title:** Composition

**Length of Unit:** 2 weeks & contiguous during the year.

**Grade Level:** 7th

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<p><b>STANDARD 2 - CREATE:</b> <i>Apply skills and knowledge to create in the arts.</i></p> <p>ART.M.II.7.1 Improvise tonic and dominant accompaniments.</p> <p>ART.M.II.7.2 Improvise basic rhythmic and melodic variations..</p> <p>ART.M.II.7.3 Improvise short melodies over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p> <p>ART.M.II.7.4 Compose short pieces to communicate ideas and/or stories, within defined parameters.</p> <p>ART.M.II.7.5 Arrange simple pieces for student’s classroom instrument or voice.</p> <p>ART.M.II.7.6 Use a variety of traditional and non-traditional sound sources when composing, arranging, and improvising.</p> <p><b>STANDARD 3 - ANALYZE:</b> <i>Analyze, describe, and evaluate works of art.</i></p> <p>ART.M.III.7.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.</p> <p>ART.M.III.7.2 Identify elements of music used in music of increasingly diverse genres and styles.</p> <p>ART.M.III.7.3 Demonstrate knowledge of the basic principles of tonality, major chords, and I-IV-V harmonic progressions in major keys.</p> <p>ART.M.III.7.4 Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self-evaluation when performing and creating.</p> <p>ART.M.III.7.5 Evaluate the quality and effectiveness of one’s own and others’ musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.</p> <p><b>STANDARD 5 - ANALYZE AND MAKE CONNECTIONS:</b> Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts &amp; everyday life.</p> <p>ART.M.V.7.1 Describe and compare the relationships between the art forms and their characteristic materials.</p> <p>ART.M.V.7.2 Describe ways in which music is related to the subject matter of at least two other disciplines.</p> <p>ART.M.V.7.3 Identify multiple artistic applications of current technology in music.</p>	<p><b><i>EQ: “How is our culture and are our life experiences reflected in our music making? Where will the ideas from my composition come”? How will my composition affect the listener? How will my composition affect the performer? How can composing music make me a better musician? How can composing music make me a better student”?</i></b></p> <ul style="list-style-type: none"> <li>● I can use my knowledge of musical elements, developing performance skills, and understanding of instrument range to compose and improvise short melodies.</li> <li>● I can repeat simple melodies and rhythmic patterns in a call and response setting and choose ways in which to vary them slightly.</li> <li>● I can compose and arrange music using a combination of traditional, non-traditional, and electronic sounds.</li> <li>● I can organize my thoughts to communicate ideas through composition.</li> <li>● I can use technology and manual notation to create and manipulate my compositions.</li> </ul> <p><b><i>EQ: “What makes a great piece of music literature? How will my composition affect the listener? How will my composition affect the performer? How can composing music make me a better musician? How can composing music make me a better student”?</i></b></p> <ul style="list-style-type: none"> <li>● I can develop criteria about what makes a quality piece of music and evaluate my own composition as well as others.</li> <li>● I can reflect on how music making enhances our lives and the lives of others.</li> </ul> <p><b><i>EQ: “How is composing music similar creating a work in the visual arts, dance and theater”?</i></b></p> <ul style="list-style-type: none"> <li>● I can compare and contrast how composing music is similar to creating works of art in other disciplines.</li> </ul>	<p>Range Note Stems Grand Staff Improvisation Composition Transposition Arrangement Melody Harmony Accompaniment Ostinato Dissonance Texture Balance Articulation Style Dynamics Tempo Metronome Marking Measure Numbers Interval Octave Key Signature Accidentals Form Introduction Refrain</p>	<p>-Develop a plan for a composition and/or an arrangement.</p> <p>-Compose short and simple melodies within the parameters of the grade level.</p> <p>-Perform or encourage a friend to perform the piece in class or via a recording.</p> <p>-Gain feedback through criteria based rubrics and make a plan to improve your piece.</p> <p>-Write a short description of your piece.</p> <p>-Write a reflection about the composition experience.</p> <p>-Add the composition to student-created electronic portfolios</p>	<p>-Teacher feedback -Peer feedback -In class performance -Writing reflections about progress and performances -Evaluation of compositions using criteria based rubrics</p>	<p>-Posture chairs -Music stands -Instruments -Instrument Supplies ie. reeds, valve oil, slide grease, sticks, mallets, etc. -Piano -Sound System -Digital recording device -Chromebooks -Notation software and other applications for tuning, recording, editing, mixing, sound analysis, &amp; composing -Sound Amplification system for instructing large groups efficiently -Projector, screen, and sound equipment for display -Whiteboard &amp; Markers -Pencils, paper, &amp; staff paper</p>
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