

Independent School District of Boise City

Band 2 - Grade 7

District Course #1012

Content:

Students will continue to progress as musicians and consumers of music. They will learn grade level appropriate music theory, vocabulary, and be able to play alone and as a group through sequenced learning activities preparing them for successful participation in band at the high school level. Students will also prepare and perform in concerts and festival, and will be given the opportunity to perform in the district solo and ensemble festival.

Philosophy:

“Scientists looking at the effects of studying music have found that it can mean a higher IQ, a better grasp of mathematics, science and languages. It can also result in better reasoning power.”

Paul Gallagher

Monday, 17th June 2002

The Scotsman

The Music Department’s philosophy is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives children the opportunity to gain self-esteem by learning new skills and talents. It also gives children the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today’s increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education.

Band gives students the opportunity to experience instrumental music in an enriched atmosphere. Through active participation in the band students will have the opportunity to explore and develop their talent. Participation in the band provides the opportunity to develop their skills on a musical instrument and to explore their artistic heritage and history through the pathways that music provides. In addition, music is of great value in the development of students’ higher order thinking skills and aesthetic awareness.

Course of Study:

- August – review and refine previously learned concepts
- September – review and refine previously learned concepts
- October – Junior High Music Clinic Concert; parade preparation
- November – parade preparation Veteran’s Day Parade/Holiday Parade
- December – winter concert preparation and performance
- January – continued study in student band method book and supplemental materials
- February – BSU Honor Band Clinic

- March – District III High School Band Solo and Ensemble Festival
- April – Jr. High Large Group Festival; preparation for Jr. High Solo and Ensemble Festival
- May – Jr. High Solo and Ensemble Festival; spring concert preparation and performance
- June – concluding activities; final evaluations

Materials:

- Student band method book
- Selected supplementary materials
- Sheet music/band arrangements for concert performance

Unit 1	Music Literacy	Ongoing
Unit 2	Musicianship	Ongoing
Unit 3	Performance Skills	Ongoing

Note: The Resource References are merely suggestions of a few of the many possibilities of music educator resources.

Music - Beginning Band (Grade 7)		District Reference 1012
Unit 1	Music Literacy	Ongoing

Instructional Objective		Standard Reference	
1012.01 Students will demonstrate knowledge of musical words and symbols appropriate to the level.		N- 2: a, b, 5: a, b, c, e 6-8.Mu.2.11, 6-8.Mu.2.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Review and refine previously learned concepts	Student Band Method	TO
02	Identify simple music forms when presented aurally	<i>Alfred's Essentials of Music Theory</i> , Surmani; <i>Standard of Excellence Music Theory & History Workbooks</i> , Elledge	TMA TO
03	Apply transposition skills as necessary for his/her instrument		TO
04	Read, understand and perform one octave scales in the major key signatures from D to D-flat (Circle of 4ths)	Student Band Method	TO
05	Read and understand more complex time signatures and rhythms appropriate to the level	<i>Rhythm Vocabulary Charts</i> , Sueta	TO
06	Read, name and perform notes on ledger lines within the normal playing range of his/her instrument	Student Band Method	TMA TO
07	Demonstrate an understanding of music	Student Band	TMA

	vocabulary consistent with grade 1 ½ band literature	Method; <i>Instructional Literature</i> , Kvet	TO
08	Correctly sight read and perform grade 1 band literature	<i>Instructional Literature</i> , Kvet	TO

Music - Beginning Band (Grade 7)		District Reference 1012
Unit 2	Musicianship	Ongoing

Instructional Objective		Standard Reference	
1012.02 Students will understand and demonstrate good musicianship.		N- 2: b, e, 6: a, 7: a, b, 9: a 6-8.Mu.1.1.1, 6-8.Mu.2.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Review and refine previously learned concepts	Student Band Method	TO
02	Demonstrate interest in possible independent playing opportunities such as private lessons, solo preparation, and small ensemble participation	College/community performing ensembles and artists	TO
03	Demonstrate proper attention (listening skills and concentration) in class and in performances	<i>Rehearsal Handbook</i> , Garofalo	TO
04	Demonstrate awareness of possible instrumentation changes to enhance the ensemble		TO
05	Demonstrate awareness of “classical,” contemporary and popular music styles	<i>Standard of Excellence Music Theory & History Workbooks</i> , Elledge	TMA TO
06	Demonstrate ability to discuss and evaluate musical performances		TMA TO
07	Demonstrate awareness and sensitivity to phrasing, with the use of dynamic and tempo changes, to create expression in music	<i>Teaching Music through Performance</i> , Miles	TO

Music - Beginning Band (Grade 7)		District Reference 1012
Unit 3	Performance Skills	Ongoing

Instructional Objective		Standard Reference	
1012.03 Students will understand and demonstrate proper rehearsal and performance skills.		N- 2: a, b, e 6-8.Mu.3.1.3, 6-8.Mu.3.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Review and refine previously learned concepts	Student Band Method	TO
02	Demonstrate appropriate tessitura of his/her instrument, including lowest note possible through upper range encountered in grade 1 ½ band	Student Band Method; <i>Instructional Literature</i> , Kvet	TO

	literature		
03	Demonstrate knowledge of pitch tendencies on his/her instrument	<i>Rehearsal Handbook</i> , Garofalo	TO
04	Demonstrate the ability to adjust and tune pitches unaided	<i>Rehearsal Handbook</i> , Garofalo	TO
05	Correctly match pitches within context of vertical and horizontal moving lines		TO
06	Demonstrate understanding of the “Pyramid of Sound” principle of ensemble balance and apply it in performance	<i>Effective Performances</i> , McBeth	TO
07	Independently adjust blend and balance in the ensemble	<i>Effective Performances</i> , McBeth	TO
08	Develop a characteristic sound, appropriate to age level		TO
09	Demonstrate knowledge of appropriate warm-up practices characteristic to his/her instrument and methods of individual practice for self-improvement	<i>Symphonic Warm-ups</i> , C.T. Smith	TO
10	Demonstrate good breath control by maintaining a long steady air stream when playing a sustained series of tones	<i>Instructional Literature</i> , Kvet	TO
11	Demonstrate the proper mechanics of playing piano, forte, and a simple crescendo/diminuendo within musical context	<i>Instructional Literature</i> , Kvet	TO
12	Demonstrate dynamic range appropriate to the age level	Student Band Method	TO
13	Perform solo, ensemble, and band repertoire in the meters encountered in grade 1 ½ literature	<i>Concert and Contest Collection</i> , Rubank/Hal Leonard; <i>Ensembles for All</i> , Stoutamire; <i>Classical Ensembles for All</i> , Ryden	TO
14	Percussion: Demonstrate ability to perform on keyboard percussion, bass drum, snare drum, timpani, cymbals and miscellaneous/auxiliary percussion parts	<i>Guide to Teaching Percussion</i> , Holloway	TO
15	Percussion: Demonstrate grade level appropriate rudiments, including extensions of rolls, flams, diddles and drags from the Percussive Arts Society International Drum Rudiments	PAS International Drum Rudiments; <i>Flams, Ruffs & Rolls for Snare Drum</i> , Beck	TO

National Music Standards

GRADES 5-8

Except as noted, the standards in this section describe the cumulative skills and knowledge expected of all students upon exiting grade 8. Students in grades 5-7 should engage in developmentally appropriate learning experiences to prepare them to achieve these standards at grade 8. These standards presume that the students have achieved the standards specified for grades K-4; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard:

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- b. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. sing music written in two and three parts Students who participate in a choral ensemble
- e. sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard:

- a. perform on at least one instrument *1* accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
- b. perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- e. Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard:

- a. improvise simple harmonic accompaniments
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard:

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

5. Content Standard: Reading and notating music

Achievement Standard:

- a. 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
- b. read at sight simple melodies in both the treble and bass clefs
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- d. use standard notation to record their musical ideas and the musical ideas of others
- e. Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard:

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

7. Content Standard: Evaluating music and music performances

Achievement Standard:

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard:

- a. compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 5

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard:

- a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures
6
- b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- c. compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed

Notes:

1. E.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument
2. E.g., a particular style, form, instrumentation, compositional technique
3. E.g., entry of oboe, change of meter, return of refrain
4. E.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre
5. E.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals, sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works
6. E.g., jazz, mariachi, gamelan
7. E.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 6-8
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music.
- 6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed.
- 6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed.
- 6-8.Mu.1.1.4 Identify the roles of musicians in society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement.
- 6-8.Mu.1.2.2 Discuss similarities among various disciplines and the arts.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.1.1 Identify a musical theme.
- 6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
- 6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works.
- 6-8.Mu.2.1.4 Discuss the style of a musical selection.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.2.1 Describe the significance of music in contemporary society.
- 6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology.
- 6-8.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.
- 6-8.Mu.2.2.4 Debate copyright issues in music.
- 6-8.Mu.2.2.5 Develop criteria for high musical quality.
- 6-8.Mu.2.2.6 Evaluate constructively the quality of one's performance and the performances of others.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students articulate a method of consistent musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.1.1 Improvise simple rhythmic and/or melodic accompaniments.
- 6-8.Mu.3.1.2 Read and notate pitches in treble and bass clef (grand staff).
- 6-8.Mu.3.1.3 Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).
- 6-8.Mu.3.1.4 Articulate a method of consistent musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.2.1 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 6-8.Mu.3.2.2 Sing/play accurately and expressively with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor.
- 6-8.Mu.3.2.3 Sing expressively with appropriate dynamics and phrasing.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.3.1 Create a melody when given specific guidelines.
- 6-8.Mu.3.3.2 Perform a work of music considering the intent of its creator.
- 6-8.Mu.3.3.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music.