

Mrs. Paulson

**Band: Intermediate Level**  
**SCHOOL GRADE: 7-8**  
**PLAYING YEAR: 3-4**  
**TEXT: First Division Book #2**

**BASIC SKILLS**

Developing basic musicianship skills continues to be a priority. Students will begin to use more articulations, perform scales and music in more difficult key signatures. Ensemble skills will become more developed as students participate in full band settings. Students will describe concepts common to music and other disciplines and will be involved in discussing various cultures, styles, composers, and historical periods.

**CREATING**

**Generate and conceptualize artistic ideas and work (*Generate musical ideas for various purposes and context*)**

*General*

6-8.MUg.Cr.1.1.a      Generate simple rhythmic, melodic, and harmonic phrases within AB, ABA, or theme and variation forms that convey expressive intent

*Ensemble*

6-8.MUe.Cr.1.1.a      Compose and improvise ideas for simple melodies and rhythmic phrases, reflecting characteristics of music studied in rehearsal

**Organize and develop artistic ideas and work (*Select and develop musical ideas for defined purposes and context*)**

*General*

6-8.MUg.Cr.2.1.a      Select, organize, and develop musical ideas for compositions within AB, ABA, or theme and variations forms that convey expressive intent

6-8.MUg.Cr.2.1.b      Use standard and/or conic notation and/or audio/video recording to document composed melodies and rhythmic phrases

*Ensemble*

6-8.MUe.CR.2.1.a      Select and develop draft melodies, rhythmic passages, and arrangements studied in rehearsal

**Refine and complete artistic work (*Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria*)**

*General*

6-8.MUg.Cr.3.1.a Evaluate, refine, and document revisions to personal music applying teacher-provided criteria such as appropriate application of elements of music including style, form, and use of sound sources

6-8.MUg.Cr.3.1.b Describe the rationale for making revisions to the music based on teacher-provided criteria and feedback from peers

*Ensemble*

6-8.MUe.Cr.3.1.a Evaluate and refine draft melodies and rhythmic passages based on knowledge, skill, and teacher-provided criteria

**(*Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality*)**

*General*

6-8.MUg.Cr.3.2.a Present the final version of their documented personal composition, song, or arrangement that demonstrates craftsmanship and explains connection to expressive intent

*Ensemble*

6-8.MUe.Cr.3.2.a Share personally-developed melodic ideas and rhythmic passages individually or as an ensemble

**PERFORMING**

**Analyze, interpret, and select artistic works for presentation (*Selected varied musical works to present based on interest, knowledge, technical skills and context*)**

*General*

6-8.MUg.Pr.4.1.a Apply teacher, collaborative, or personally developed criteria for selecting music of contrasting styles and genres for a program. Discuss expressive qualities, technical challenges and reasons for choices

*Ensemble*

6-8.MUe.Pr.4.1.a Apply teacher or collaborative-developed criteria for selecting music of contrasting styles and genres for a program. Discuss expressive qualities, technical challenges, and reasons for choices

**(*Analyze the structure and context of varied musical works and their implications for performances*)**

*General*

6-8.MUg.Pr.4.2.a Explain, demonstrate, and compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each

6-8.MUg.Pr.4.2.b Read and identify standard symbols for rhythm, pitch articulation, dynamics, tempo, and form

6-8.MUg.Pr.4.2.c Identify how cultural and historical context inform performances

*Ensemble*

6-8.MUe.Pr.4.2.a Demonstrate, using music reading skills, how the elements of music contribute to understanding the context of the music in prepared performances

6-8.MUe.Pr.4.2.b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation

***(Develop personal interpretations that consider creators' intent)***

*General*

6-8.MUg.Pr.4.3.a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities to convey intent

*Ensemble*

6-8.MUe.Pr.4.3.a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities to convey intent

***Develop and refine artistic works for presentation (Evaluate and refine personal and ensemble performances, individual or in collaboration with others)***

*General*

6-8.MUg.Pr.5.1.a Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform

*Ensemble*

6-8.MUe.Pr.5.1.a Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform for an audience

***Convey meaning from the presentation of artistic work (Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context)***

*General*

6-8.MUg.Pr.6.1.a Perform music with technical accuracy and expression to convey the composer's intent

6-8.MUg.Pr.6.1.b Demonstrate appropriate performance decorum and audience etiquette

*Ensemble*

6-8.MUe.Pr.6.1.a Perform the music with technical accuracy, expression, and cultural authenticity to convey the composer's intent

6-8.MUe.Pr.6.1.b Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, and context

**RESPONDING**

**Identify and analyze artistic works (*Choose music appropriate for specific purposes and context*)**

*General*

6-8.MUg.Re.7.1.a Select or choose contrasting music to listen to and compare the connections to interests or experiences for a specific purpose

*Ensemble*

6-8.MUe.Re.7.1.a Explain reasons for selecting music using the elements of music and the connections to interest, purpose and context

**(*Analyze how the structure and context of varied musical works inform and response*)**

*General*

6-8.MUg.Re.7.2.a Describe, classify, and compare how the elements of music and expressive qualities relate to the structure of the pieces

6-8.MUg.Re.7.2.b Identify and compare the context of music from a variety of genres, cultures, and historical Periods

*Ensemble*

6-8.MUe.Re.7.2.a Describe, classify, and compare how the elements of music and expressive qualities relate to the structure within programs of music

6-8.MUe.Re.7.2.b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods

**Interpret intent and meaning in artistic work (*Support an interpretation of a musical work that reflects the creators'/performers' expressive intent*)**

*General*

6-8.MUg.Re.8.1.a Describe a personal interpretation of how composer's and performer's application of the elements of music and expressive qualities, within genres cultural and historical context, convey expressive intent

*Ensemble*

6-8.MUe.Re.8.1.a Describe and support personal interpretation of how composer's and performer's application of the elements of music and expressive qualities, within genres, cultural and historical context, convey expressive intent

**Apply criteria to evaluate artistic work (*Support personal evaluation of musical works and performance based on analysis, interpretation, and established criteria*)**

*General*

6-8.MUg.Re.9.1.a Apply teacher or personally-developed criteria to evaluate musical works or performances

*Ensemble*

6-8.MUe.Re.9.1.a Discuss and evaluate works and performances based on personal, collaborative, and developed criteria; including analysis of the structure and context

**CONNECTING**

**Synthesize and relate knowledge and personal experiences to make artistic works (*Synthesize and relate knowledge and personal experiences to make music*)**

*General*

6-8.MUg.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music

*Ensemble*

6-8.MUe.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music

**Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding (*Relate musical ideas and works with varied context to deepen understanding*)**

*General*

6-8.MUg.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

*Ensemble*

6-8.MUe.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

# BAND MUSIC CURRICULUM

## INSTRUMENTAL MUSIC GENERAL OUTCOMES

Concept	Beginning Level
General	<ul style="list-style-type: none"> <li>• Students should know the fingerings for all notes on their instrument from memory</li> <li>• Students will use alternate fingerings, trills and grace notes when performing on instrument</li> <li>• Students will maintain attendance with required materials</li> <li>• Students will demonstrate completion of assignments and/or practice</li> </ul>
Posture	<ul style="list-style-type: none"> <li>• Students will demonstrate proper posture, embouchure, hand position, and playing position</li> </ul>
Tone	<ul style="list-style-type: none"> <li>• Students will produce characteristics tone that is clear, free of tension, sustained, and unwavering in pitch</li> </ul>
Intonation	<ul style="list-style-type: none"> <li>• Students should understand the basic concept of flat or sharp in regard to intonation and know how to correct pitch on their instrument</li> </ul>
Tempo	<ul style="list-style-type: none"> <li>• Students will perform tempo changes and a variety of rhythms and meters through materials being studied</li> </ul>
Articulation	<ul style="list-style-type: none"> <li>• Students will demonstrate staccato, legato tongue, accent, marcato, and tenuto on wind instruments</li> <li>• Students will select the appropriate implement with which to demonstrate these styles</li> </ul>
Dynamic Contrast, Phrasing, and Expression	<ul style="list-style-type: none"> <li>• Students will use dynamic contrast and technical skills as means of expression</li> <li>• Students will perform four bar phrases in common time in one breath</li> <li>• Students will demonstrate phrasing through the use of dynamics, tempo, and melodic contour</li> </ul>
Ensemble Skills	<ul style="list-style-type: none"> <li>• Students will blend instrumental timbres, match dynamics/style/intonation, and respond to conducting gestures in simple and compound meter</li> </ul>
Scales	<ul style="list-style-type: none"> <li>• Students will play concert B-flat, F, E-flat, C, A-flat, E, A, D, G, G-flat, D-flat 1 octave</li> <li>• Students should be able to play a two-octave chromatic scale, ascending and descending</li> <li>• Percussion students will be able to play the following rudiments: Single Stroke Roll, Multiple Bounce Roll, Double Stroke Roll, Five Stroke Roll, Nine Stroke Roll, Seventeen Stroke Roll, Single Paradiddle, Flam, Flam Accent, Flam Tap, Famacue, Flam Paradiddle, Drag, Single Drag Tap, Double Drag Tap, Drag Paradiddle, and Single Ratamacue</li> </ul>
Music Reading	<ul style="list-style-type: none"> <li>• Students will use a syllable, number or letter system to read and write simple melodies in the appropriate clef individually and in large ensembles</li> </ul>

	<ul style="list-style-type: none"> <li>• Student will use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes and rests, dotted notes and rests, and triplets in simple and compound meters</li> <li>• Students will sight-read music of varying styles</li> </ul>
Music History	<ul style="list-style-type: none"> <li>• Students will perform music from a variety of cultures, styles, and historical periods</li> </ul>
Instrument Knowledge	<ul style="list-style-type: none"> <li>• Students will identify parts of the instrument and demonstrate proper care and maintenance</li> </ul>
Concerts and Performances	<ul style="list-style-type: none"> <li>• Students will participate in concerts, performance, cross-disciplinary activities, and co-curricular activities</li> <li>• Students will demonstrate concert etiquette as a performer and a listener</li> <li>• Students will demonstrate concert etiquette as an active listener</li> </ul>
Judgement and Criticism	<ul style="list-style-type: none"> <li>• Students will analyze and discuss individual and group performances as an ongoing class activity and after formal performances</li> </ul>
Music Theory	<ul style="list-style-type: none"> <li>• Students will learn basic music theory out of First Division Book 2</li> <li>• Students will learn how to improv</li> </ul>
Outside Connections	<ul style="list-style-type: none"> <li>• Students will identify career options in music</li> <li>• Students will discuss musical performances and its value to the community</li> <li>• Students will associate terminology common to music with other fine arts and other disciplines</li> </ul>

## INSTRUMENT-SPECIFIC PERFORMANCE OUTCOMES

Instrument	Beginning Level
Flute	<ul style="list-style-type: none"> <li>• Can hit G (G6) above the staff</li> <li>• Consistently play the bottom C without popping up the octave</li> <li>• Demonstrate understanding of flutter tongue</li> <li>• Demonstrate a basic understanding of vibrato</li> </ul>
Oboe	<ul style="list-style-type: none"> <li>• Can play C below the staff (C4) and E above the staff (E6)</li> <li>• Consistently demonstration proper articulation technique</li> <li>• Demonstrates basic understanding of vibrato</li> <li>• Knows how to make minor reed adjustments</li> </ul>
Clarinet	<ul style="list-style-type: none"> <li>• Consistently performs using at least a 2.5 strength reed</li> <li>• Can play up to C above the staff consistently</li> <li>• Understand and correctly use both left and right hand pinky fingerings</li> <li>• Consistently demonstrates appropriate reed selection, storage, and maintenance techniques</li> </ul>
Saxophone	<ul style="list-style-type: none"> <li>• Consistently performs using at least a 2.5 strength reed</li> <li>• Play C below the staff (C4) to F above the staff (F6)</li> <li>• Consistently demonstrates appropriate reed selection, storage and maintenance techniques</li> </ul>
Trumpet	<ul style="list-style-type: none"> <li>• Consistently play G below the staff (G3) to F on the top line (F5)</li> <li>• Inconsistently play to the G above the staff (G5)</li> <li>• Consistently uses the third valve slide to adjust intonation when appropriate</li> <li>• Demonstrates a rudimentary understanding of double-tonguing technique</li> <li>• Demonstrates proper mute selection and corresponding intonation adjustments</li> <li>• Regularly performs instrument care and maintenance, including oiling valves, greasing slides, and bathing the instrument</li> </ul>
Horn	<ul style="list-style-type: none"> <li>• Consistently plays G below the staff (G3) to G above the staff (G5)</li> <li>• Can regulate and tune all slides on a double horn</li> <li>• Consistently uses the right hand to adjust intonation when appropriate</li> <li>• Regularly performs instrument care and maintenance, including oiling valves ad greasing slides</li> </ul>

Trombone	<ul style="list-style-type: none"> <li>• Consistently plays E (E2) below the staff to F above the staff (F4)</li> <li>• Understands and demonstrates performance of natural slurs vs. legato tonguing as appropriate</li> <li>• Demonstrates proper mute selection and corresponding intonation adjustments</li> <li>• Regularly performs instrument care and maintenance, including slide maintenance and bathing the instrument</li> </ul>
Euphonium/Baritone	<ul style="list-style-type: none"> <li>• Consistently plays E (E2) below the staff to F above the staff (F4)</li> <li>• Understands and demonstrates use of 4<sup>th</sup> valve if available</li> <li>• Regularly performs instrument care and maintenance, including oiling valves, greasing slides, and bathing the instrument</li> </ul>
Baritone T.C.	<ul style="list-style-type: none"> <li>• Consistently plays G (G3) below the staff to F on the top line (F5)</li> <li>• Regularly performs instrument care and maintenance, including oiling valves, greasing slides, and bathing the instruments</li> <li>• Begins to transition to reading bass clef</li> </ul>
Tuba	<ul style="list-style-type: none"> <li>• Consistently plays 2<sup>nd</sup> E (E1) below the staff to F in the staff (F3)</li> <li>• Understands and demonstrates using of 4<sup>th</sup> valve if available</li> <li>• Regularly performs instrument care and maintenance, including oiling valves, greasing slides, and bathing the instrument</li> </ul>
Percussion	<ul style="list-style-type: none"> <li>• Use multiple mallet techniques on timpani, tuning drums to reference pitches without gauges and making changes during performances of an instrumental work</li> <li>• Demonstrate appropriate techniques on auxiliary instruments including tambourine triangle crash cymbals, and suspended cymbal</li> <li>• Using a given piece of music, independently determine the appropriate multi-percussion set-up</li> </ul>

## **Middle School Concert Band**

**School Grade: 7-8**

**Playing Year: 3-4**

**TEXT: First Divisions Book 2**

Skills that apply only to percussionists are [bracketed]

### **Performance and Production**

By the end of the year, students will:

- Demonstrate proper posture, embouchure, hand position and playing position
- Adjust intonation and match pitches with and without teacher guidance
- Demonstrate a variety of articulations (staccato, legato, accent, marcato, and tenuto)
- Perform major scales, ascending and descending, in quarter-eighth-eighth rhythms
  - Play E, A, D, G, C, F, Bb, Eb, and Ab scales, two octaves (when appropriate)
  - Play Db, Gb/F#, and B scales, one octave
- [Perform the following rudiments from the Percussive Arts Society International Drum Rudiments, open-close-open; single stroke roll, multiple bounce roll, double stroke roll, five stroke roll, nine stroke roll, seventeen stroke roll, single paradiddle, flam, flam accent, flam tap, flamacue, flam paradiddle, drag, single drag tap, double drag tap, lesson 25, drag paradiddle, and single ratamace]
- Perform a chromatic scale, ascending and descending, two octaves, in even eighth notes
- Demonstrate trills and alternate fingerings when performing on wind instruments, as required
- [Using multiple mallet techniques on timpani, tuning drums to reference pitches. Demonstrate appropriate techniques on auxiliary instruments when performing on percussion instruments.]
- Demonstrate ensemble skills by blending in instrumental timbres, matching dynamic levels, style, and intonation, and responding to conduction gestures in simple and compound meter.
- Identify and repair minor problems of instruments being studied.

### **Cultural Context and Music Theory**

By the end of the year, students will:

- Compose an eight-measure melody, within teacher-specified parameters
- Identify cultures, styles, composers, and historical periods from materials being studied

### **Judgement and Criticism**

By the end of the year, students will:

- Evaluate individual and group performances

### **Aesthetics**

- Demonstrate concert etiquette as an active listener.
- Discuss musical performance and its value to the community