

Curriculum / Course / Grade: 7-8 Grade Concert Band

Teacher's Name: Martin Lanter

Standard(s): Artistic Interpretation-Middle

A student shall demonstrate the understanding of:

1. how the components of music are used to convey meaning:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary
 - c. styles
 - d. structures
2. the connection between a work of music, its purpose, and its cultural and historical contexts
3. differences from other arts areas (for example, dance, theater, or visual arts)

A students shall demonstrate the ability to:

1. communicate a personal reaction to performances of original works, compositions, or
2. interpretations and performances of existing music using the components of music; and
3. use criteria to evaluate musical performances;

Standard(s):Artistic Creativity and Performance-Middle

A student shall demonstrate an understanding of:

1. the components of music:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary
 - c. styles
 - d. structures
2. technical skills in the theater
3. how audience and occasion affect artistic choices when composing and performing music

A student shall demonstrate the ability to:

1. use artistic processes to create and perform in a variety of musical contexts;
2. express and communicate ideas using the components of music
3. use improvisation and composition to generate ideas for artistic expression in music
4. make and explain artistic choices in composing and performing music
5. use feedback to revise musical creation or performance

Skills / Benchmarks:	Assessment:	Content:
Beginning of the year expectations	Analyze current development and proficiency and set goals for the upcoming year.	Essay Writing
Marching preparation	Outdoor and indoor rehearsal	Selected repertoire and teacher-led training

<p>Holiday Concert Repertoire Full rehearsal of 5-7 concert selections Fundamental development Scales, technical exercises</p> <p>Fingering and note recognition worksheets</p> <p>The students will enhance their ability to count rhythmically and specifically analyze the rhythms as they contribute to the entire ensemble.</p> <p>The student will gather the tools needed to think about and produce an ideal sound on their specific instrument</p> <p>The student will daily make a conscientious effort to improve musicianship (tone productions, accuracy, intonation,) in order to become a well-rounded and focused musician</p> <p>The student will listen and reflect to the recordings of the band early in the school year and describe the band's apparent strengths and areas for improvement. A follow-up recording will be done at the end of the school year.</p> <p>Major scales Fundamental Development (technique, sight-reading, tone production)</p> <p>Rhythm and music theory recognition</p> <p>Holiday Concert Performance</p>	<p>Teacher directed rehearsal Individual and small group lessons (1 lesson every week)</p> <p>Written Assessments</p> <p>Teacher directed Classroom participation</p> <p>Individual/group Lessons Teacher observations</p> <p>Self-evaluation Teacher observation</p> <p>Apparent development and improvement of sound production. Self examination</p> <p>Perform for teacher Small group and individual lessons</p> <p>Worksheet and quiz</p> <p>Public Performance</p>	<p>Various Pieces of Music</p> <p>Band literature, method books, Supplemental handouts</p> <p>Classroom handouts</p> <p>Classroom Band literature Some supplemental materials</p> <p>Reflection, compare/contrast will be accompanied by recordings and self-analysis</p> <p>Daily rehearsal of repertoire to be performed at designated performance times.</p> <p>Firsthand use of recordings Compare/contrast to professional recording of same literature (if available)</p> <p>MMEA scale guidelines Band literature, method books, professional recordings</p> <p>Teacher prepared handouts and written exercises</p> <p>4-5 selected pieces of music</p>
<p>Essential Questions: NONE AT THIS TIME</p>		
<p>Activities: Visual and aural warm-ups, ear training, sight-reading, music history study (composers, time periods), ensemble performance, individual/small group lessons, worksheets and quizzes</p>		
<p>Resources used: Ed Sueta Band Method Book, Rubank Intermediate Method Book, band literature, student recordings, professional recordings</p>		

Methods of Delivery: Standard ensemble conducting, direction from podium, sectional/individual lessons
Curricular Collaboration: Constant communication with HS director
Notes: None

ISD 846 Breckenridge Public School Curriculum Map --- Spring Semester 2006
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Skills / Benchmarks:	Assessment:	Content:
Spring Concert Repertoire	Teacher Observation	4-5 varied pieces of music

Major Scales, Audio/Visual Analysis of rehearsals and performances	Self analysis Play for teacher Students will analyze self and ensemble written and orally.	MMEA scale guidelines Teacher-prepared forms and criteria
Fundamental skills (Rhythmic independence, technical proficiency (tonguing, rudiments, characteristic tone quality	Sectional rehearsals and small group lessons	Band literature, method books, and selected exercises.
Rhythmic Recognition	Written and oral assessment	Teacher prepared handouts
Fingering recognition	Hands on and written quiz	Teacher directed and prepared quiz
Classical Listening	Student evaluation of listening examples	Select body of Repertoire Ex: Beethoven, Mozart, Bach, Handel, etc...
Spring Concert Performance	Public Performance	4-5 Selected pieces of music
Spring Concert Evaluation	Self-analysis, group analysis	Video recording of spring concert, teacher-created worksheet
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