

Madison Public Schools

Band Grades 7 and 8 Curriculum

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Course Overview

Description

The Madison Junior School 7th and 8th Grade Band curriculum is designed to continue the music education learned from the Madison Elementary Schools through the 6th Grade Band. Students will progress on their individual instruments in small group lessons and in band through 4 skill levels: Baseline, Developing, Proficient and Advanced. The average 6th grade band member's progress will focus on moving from the Baseline level to the Developing level in the following areas: Physical Skill Set (those skills necessary to perform on their instrument), Musicianship Skill Set (rhythm, aural skills, music literacy, ensemble performance) and Artistic Skill Set (musical expression, historical perspective, evaluation). Each of these areas will be taught simultaneously during the school year as they are all necessary for successful development of the band music.

Goals

- This course aims to improve outcomes for 7th and 8th grade band students in the following ways:
- Establish and reinforce correct posture both standing and sitting to allow the students to play with free air flow as well as comfort
 - Develop aural skills necessary for tuning instruments and performing repertoire with accurate intonation
 - Develop skills unique to the students band instrument
 - Develop rhythmic skills in order to accurately perform their music
 - Increase accuracy in the areas of note reading, musical terms and symbols in order to help interpret and perform repertoire either sight-reading or with practicing
 - Develop levels of musicality/expression during performances
 - Increase historical awareness and cultural contexts of varied band literature and solo works
 - Develop ability to perform in an ensemble, understand and follow conducting gestures and demonstrate flexibility with regards to tempo, balance, and styles
 - Develop analytical skills for evaluating individual and group performances of varied repertoire

Materials

Core: Sound Innovations book 1 and 2, Yamaha Advantage book 2, Alfred's method book 1 and 2, Sightreading Factory, Better Practice App

Supplemental: Jump Right In book 1 and 2, Rubank Intermediate and Advanced methods, All-State sight reading examples

Resources

[Suggested Resources and Activities](#)

Benchmark Assessments

Each marking period contains a performance assessment

https://docs.google.com/document/d/1bsrCWzt78IFiyUN8ezbO5jcZgCtp1eXsDtt3_vofhfY/edit

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Scope and Sequence (Pacing Guide)

| Unit Number | Topic of Study | Duration (Weeks Taught) |
|-------------|--|-------------------------|
| 1 | Introduction to 7th and 8th Grade Band | Ongoing |
| 2 | Winter Concert Preparation and Performance | Ongoing |
| 3 | Advanced Concert Band Techniques | Ongoing |
| 4 | Spring Performance Preparation and Performance | Ongoing |

Unit 1 Overview

Unit Title: Introduction to 7th and 8th Grade Concert Band

Unit Summary:

This unit will introduce the basics of the Concert Band student experience. Students will learn basic rhythm reading, ensemble rehearsal skills, Band room upkeep, basic instrument maintenance, proper posture and the basics of breath control. Students will be exposed to the basics of sight reading and introduced to a good characteristic tone. Students will explore varied time signatures, chord structures, and melodic phrasing through the study of band repertoire and lesson books. Small group lessons will occur on a pull out, rotating basis. The students will prepare for a lesson assessment/audition during lessons.

Suggested Pacing: Ongoing

Learning Targets

Unit Essential Questions:

- Why does proper rhythmic interpretation aide in an ensemble performance?
- Does a variety of rhythm add to the intensity of a piece?
- How does maintaining an instrument help the quality of an ensemble?
- How can the band student keep an instrument in good working order?
- What does the conductor expect of me?
- What can I expect from the conductor?
- How can I create a great sound?
- How do I improve my tone quality?
- Why is good posture important?
- How does great breath control improve my sound?
- How can I improve my sight reading skills?
- Why is a clean and orderly Band room important?

Unit Enduring Understandings:

- Mathematical subdivisions and equivalencies of the various musical rhythmic notations must be understood in order to perform music literature correctly.
- The performer should subdivide the beat to the shortest duration of the piece being played.
- An instrument in good working order will play better, last longer and require less costly repairs over the long haul. Each student will learn how to lubricate, clean, sanitize and troubleshoot basic issues within each instrument family
- The conductor expects that each student will be attentive, come prepared with a pencil, music, and an instrument in working order. Students should practice regularly in order to be prepared for the day's rehearsal. Students should listen and respond to verbal and nonverbal cues given out by the conductor.
- The student can expect the Conductor to listen intently to the students' questions, understand and study the score, and be constantly working towards individual and ensemble student achievement.
- Students can create a great sound, and improve tone quality by having a high quality working instrument. The student must understand how the parts of the instrument relate to each other. The key to a great sound is perfect technique. Good hand position, proper grip, great breath support, and an understanding of how a good player sounds, all contribute to an improvement in sound and an overall solid understanding of good tone quality.
- A clean and orderly working environment contributes to a professional attitude, where a student can feel safe, equipment is taken care of and the group can focus on creating quality music.

- Sight reading is a skill, not a talent. It can be learned through constant repetition and reinforcement of basic musicianship techniques. Learning basic scales, rhythmic patterns, dynamics, time signature patterns, and identifying potential rhythmic issues all help to lead to sight reading success.

Evidence of Learning

Formative Assessments: Informal recordings of rehearsal/lessons, exit slips, quick individual playing

Summative Assessments: First marking period performance assessment

Alternative Assessments: n/a

| Objectives (Students will be able to...) | Key Concepts (Students will know...) | Suggested Assessments | Standards (NJSLs) |
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| Understand rhythmic notation, how to keep a steady pulse while using the concept of subdivision. | <p>Content: Lesson Book Rhythm examples Concert Band Repertoire Sight Reading Factory exercises</p> <p>Skills Keeping a steady beat, Using a metronome, Performing whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, sixteenth notes/rests, Basic counting techniques</p> | Lesson Book progress, Teacher assessment, Peer assessment, Video music assignments | <p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP11. Use technology to enhance productivity</p> |
| Sight read in lesson books during lessons and Concert Band music in an ensemble setting. | <p>Content: Style, Tempo, Rhythm, Breath Control Characteristic Sound, Dynamics, Articulation, Key signature, Meter signature, Major scales (2 for 7th and 4 for 8th) Music terminology</p> <p>Skills: Balance and blend Rhythm, Listening, Intonation, Sight-reading, Proper posture Following a conductor Understanding music terminology</p> | Teacher feedback, Video music assessment, Peer assessment | <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> |

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| | | | CRP11. Use technology to enhance productivity |
| Follow a conductor in an ensemble setting. | <p>Content Lesson book conducting patterns, Watching famous conductors and their patterns (you tube, DVD)</p> <p>Skills Conducting patterns in simple and compound meter. Applying and watching the conductor to lesson books and ensemble music</p> | Teacher assessment, Lesson book progress, Peer conducting groups | <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
| Perform during first marking period assessment. | <p>Content: Scales, Arpeggios, Solos and/ or Band excerpts</p> <p>Skills: Tone, Rhythm, Facility, Intonation, Musicianship, Note accuracy</p> | Teacher feedback, Performance assessment rubric | <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> |

| Unit 2 Overview | | | |
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| Unit Title: Winter Concert Preparation and Performance | | | |
| Unit Summary: This unit will prepare the student for the public performance experience. Students will refine rhythmic reading, create a solid foundation for good tone quality, apply a more advanced understanding of blend and balance, a more advanced understanding of repertoire reading, and the importance of good air support and proper posture. Students will explore varied time signatures, chord structures, and melodic phrasing through the study of Band repertoire and lesson books. Small group lessons will occur in a pull out rotating basis. The students will prepare for a lesson assessment/audition during lessons. | | | |
| Suggested Pacing: Ongoing | | | |
| Learning Targets | | | |
| Unit Essential Questions: <ul style="list-style-type: none"> How can I improve my individual performance? How does my individual performance affect the group's performance? How can I contribute to proper balance and blend within the Band? How does great breath control and good posture contribute to a better public performance? | | | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> Individual practice is the key to making a student's individual performance the best it can be. The more precise an individual can be when it comes to dynamics, correct rhythms, following key changes and tempo shifts, balance and blend, and great tone quality, the better the overall group will sound. Balance and blend is achieved if an individual is listening to himself, his section and the entire ensemble. If all those areas are consistently being addressed, the individual can really improve balance and blend. Great posture not only improves the sound of your instrument, but it is visually appealing. An audience will respond differently when they see a group sitting in a professional manner. For wind instruments, great breath control can really help with the endurance needed for a public performance, and contribute to proper intonation. | | | |
| Evidence of Learning | | | |
| Formative Assessments: Informal recordings of rehearsal/lessons, exit slips, quick individual playing | | | |
| Summative Assessments: Second marking period performance assessment | | | |
| Alternative Assessments: Winter concert performance | | | |

| Objectives (Students will be able to...) | Key Concepts (Students will know...) | Suggested Assessments | Standards (NJSLs) |
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| Rehearse and perform Concert Band music at a higher level while preparing for a performance. | Content: Blend, Attacks, Balance, Releases, Listening, | Teacher feedback, Video music assessments, Record the band and have students do an instant critique. | 1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. |

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| | <p>Dynamics, Intonation, Expression, Tone production, Subdividing rhythms, Rehearsal procedures, Following a conductor</p> <p>Skills: Expression, Reaching correct tempo, Refining articulation, Increasing/decreasing dynamics, Following style intended by composer, Tuning chords, melodic lines and all harmony, Following conducting gestures more closely</p> | | <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP11. Use technology to enhance productivity</p> |
| Sight read and perform concert band music in an ensemble setting. | <p>Content: Style, Tempo, Rhythm, Posture, Tonality, Dynamics, Articulation, Key signature, Meter signature, Breath Control, Major scales (3 for 7th and 5 for 8th), 2 minor scales (8th) Music terminology</p> <p>Skills: Posture Rhythm, Listening, Following a conductor, Sight-reading, Understanding music terminology</p> | Teacher feedback, Lesson assessments, Peer feedback, Ensemble recording feedback | <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CRP11. Use technology to enhance productivity</p> |
| Perform during second marking period assessment. | <p>Content: Scales, Arpeggios, Solos and/ or Band excerpts</p> <p>Skills: Tone, Rhythm, Facility, Intonation, Musicianship, Note accuracy</p> | Teacher feedback, Performance assessment rubric | <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> |

| Unit 3 Overview | |
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| Unit Title: Advanced Concert Band Techniques | |
| Unit Summary: This unit provides the opportunity to sight-read, rehearse and perform more challenging concert band literature while building on the development of the ensemble. The students will continue to develop technique and to develop a more mature concert band tone. The students will prepare for a lesson assessment/audition during lessons. | |
| Suggested Pacing: Ongoing | |
| Learning Targets | |
| Unit Essential Questions: <ul style="list-style-type: none"> How can I take lessons learned from the first part of the year and use that knowledge to progress even further in this unit? How can I further improve my balance and blend? Is posture still important? How can I prepare for my Honors Audition? What can I do to make the most of my practice time? | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> The experience and feedback from the winter concert can help you to practice smarter, now that you know what is expected of your performance. Balance and blend is a lifelong pursuit that you can always improve upon. Posture is more important now than ever before. As the level of music increases, it becomes more important and essential that the basics of music are followed for success. To make the most of your Honors audition, you have to maximize your practice time. Be diligent about your practice, paying attention to the details of music. | |
| Evidence of Learning | |
| Formative Assessments: Informal recordings of rehearsal/lessons, exit slips, quick individual playing | |
| Summative Assessments: Third marking period performance assessment | |
| Alternative Assessments: n/a | |

| Objectives (Students will be able to...) | Key Concepts (Students will know...) | Suggested Assessments | Standards (NJSLs) |
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| Rehearse, perform, and use technology to find more challenging music of various styles including Baroque, Classical, Romantic, 20th Century and/or Contemporary. | Content: Style, Tempo, Rhythm, Tonality, Dynamics, Articulation, Key signature, Meter signature, articulation, Major scales (4 for 7th and 6 for 8th), | Lesson Book progress, Teacher assessment, Peer assessment, Video music assignments | 1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance. 1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. |

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| | <p>4 minor scales (8th)</p> <p>Skills: Rhythm, Listening, Sight-reading, Posture/breath support, Following a conductor</p> | | <p>Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP11. Use technology to enhance productivity</p> |
| <p>Sight read in lesson books during lessons and Concert Band music in an ensemble setting.</p> | <p>Content: Style, Tempo, Rhythm, Breath Control, Characteristic Sound, Dynamics, Articulation, Key signature, Meter signature, Major scales, Minor scales (8th) Music terminology</p> <p>Skills: Balance and blend, Rhythm, Listening, Intonation, Sight-reading, Proper posture, Following a conductor, Understanding music terminology</p> | <p>Teacher feedback, Video music assessment, Peer assessment</p> | <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions.</p> <p>Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency.</p> <p>Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CRP11. Use technology to enhance productivity</p> |
| <p>Perform during third marking period assessment.</p> | <p>Content: Scales, Arpeggios, Solos and/ or Band excerpts</p> <p>Skills: Tone, Rhythm, Facility, Intonation, Musicianship, Note accuracy</p> | <p>Teacher feedback, Performance assessment rubric</p> | <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era.</p> <p>Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> |

| Unit 4 Overview | |
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| Unit Title: Spring Performance Preparation and Performance | |
| <p>Unit Summary:</p> <p>This unit will prepare the student for the public performance experience. Students will refine rhythmic reading, create a solid foundation for good tone quality, apply an advanced understanding of blend and balance, provide advanced repertoire reading, and reinforce the importance of good air support and proper posture. Students will explore varied time signatures, chord structures, and melodic phrasing through the study of Band repertoire and lesson books.</p> <p>This unit provides the opportunity to sight-read, rehearse and perform more challenging concert band literature while building on the development of the ensemble. The students will continue to develop technique and to develop a more mature concert band tone. The students will prepare for a lesson assessment/audition during lessons.</p> | |
| Suggested Pacing: Ongoing | |
| Learning Targets | |
| <p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How have I improved since the beginning of the year? • How has my section improved and the overall Band improved since the beginning of the year? • How can we better prepare for concerts, public performances and music festivals? • What can I do over the summer months to continue my music education? | |
| <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • When reflecting on my progress from the beginning of the year, I have made small but substantial improvements • The band has been able to play very advanced literature during the second part of the year. This type of playing cannot be done without the high level of achievement the entire section has developed throughout the course of the school year. • Individual preparation is key to preparing for concerts. We are trying to minimize the chance of any mistakes happening, and get the best sound possible. The most progress you can make on your instrument is work done at home. • Summer practice is essential. Over the summer, keep playing a minimum of 2 hours a week. Try and keep some sort of lessons going to keep both your brain and body challenged during the non-performance months. | |
| Evidence of Learning | |
| Formative Assessments: Informal recordings of rehearsal/lessons, exit slips, quick individual playing | |
| Summative Assessments: Fourth marking period performance assessment | |
| Alternative Assessments: Spring concert, festival and/or public performance | |

| Objectives (Students will be able to...) | Key Concepts (Students will know...) | Suggested Assessments | Standards (NJSLs) |
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| Rehearse and perform more challenging music while achieving a higher level of performance. | <p>Content: Style, Tempo, Rhythm, Tonality, Dynamics, Articulation, Key signature, Meter signature, articulation, Major scales (5 for 7th and 8 for 8th) 6 minor scales (8th)</p> <p>Skills: Rhythm, Listening, Sight-reading, Posture/breath support, Following a conductor</p> | Lesson Book progress, Teacher assessment, Peer assessment, Video music assignments | <p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP11. Use technology to enhance productivity</p> |
| Sight read in lesson books during lessons and Concert Band music in an ensemble setting. | <p>Content: Style, Tempo, Rhythm, Breath Control Characteristic Sound, Dynamics, Articulation, Key signature, Meter signature, Major scales Minor scales (8th) Music terminology</p> <p>Skills: Balance and blend, Rhythm, Listening, Intonation, Sight-reading, Proper posture, Following a conductor Understanding music terminology</p> | Teacher feedback, Video music assessment, Peer assessment | <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CRP11. Use technology to enhance productivity</p> |
| Perform during fourth marking period assessment. | <p>Content: Scales, Arpeggios, Solos and/ or Band excerpts</p> <p>Skills: Tone, Rhythm, Facility, Intonation, Musicianship, Note accuracy</p> | Teacher feedback, Performance assessment rubric | <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> |