

COURSE: Instrumental Music	GRADE(S): Level 3 (grade 7)
UNIT: Rhythm and Time (Brass and Woodwinds)	

<p>NATIONAL STANDARDS: MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr3.2, MU:Pr4.1, MU:Pr5.3, MU:Pr6.1, MU:Re9.1</p>

<p>STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music 9.3 Critical Response</p>
--

<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Review preceding Levels 2. Students will be able to define and perform the following note values, rests, and meters with a steady beat: <ul style="list-style-type: none"> • Steady Sixteenth note patterns • Even Eighth Sixteenth Rhythms • Eighth note combinations with dotted Quarters • Reading in the following Time Signatures 2 3 4 6 2 (cut time) C (common time) 4 4 4 8 2

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> ▪ Structured Pull out Lessons in Groups of 7 or less ▪ Teacher demonstration and modeling ▪ Counting, clapping and playing rhythm charts ▪ Finding examples in music <p>RESOURCES: Rhythm Charts Lesson Material Metronome Teacher Modeling Tradition of Excellence Book 2 Excellence in Chamber Music Book 2 Excellence in Theory Book 2 2014 National Music Standards (Ensemble)</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ▪ Student self-evaluation ▪ Completion of worksheets ▪ Quizzes ▪ Playing and written exams <p>REMEDIATION/MODIFICATION: Assistance-teacher/peer Differentiate and modify assignments/projects as per students' needs</p> <p>ENRICHMENT: Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts Introduction of new meters and rhythms</p>
--	--

COURSE: Instrumental Music	GRADE(S): Level 3 (grade 7)
UNIT: Instrument Range and Scales	
NATIONAL STANDARDS: MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Pr5.3, MU:Pr6.1, MU:Re9.1	
STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music	
UNIT OBJECTIVES: 1. Student will name, finger and play within a specific range with proper tone and technique. <ul style="list-style-type: none"> • Students will be able to perform the following concert scales; F, Bb, Eb, Ab one and two octave forms when applicable. • Chromatic scale one octave 	
ACTIVITIES: <ul style="list-style-type: none"> ▪ Structured Pull out Lessons in Groups of 7 or less ▪ Teacher modeling ▪ Playing scales with a steady beat ▪ Lip slurs ▪ Technique Exercises RESOURCES: ATSSB Scales PMEA Scales Metronome Teacher Modeling Tradition of Excellence Book 2 Excellence in Chamber Music Book 2 Excellence in Theory Book 2 2014 National Music Standards (Ensemble)	ASSESSMENTS: <ul style="list-style-type: none"> ▪ Playing exams ▪ Self-Assessment REMEDIATION/MODIFICATION: Assistance-teacher/peer Differentiate and modify assignments/projects as per students' needs ENRICHMENT: Additional scales in accordance to PMEA Scale Requirements for District Auditions at www.pmea.net

COURSE: Instrumental Music	GRADE(S): Level 3 (grade 7)
UNIT: Music Terms and Symbols	

NATIONAL STANDARDS: MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr3.2, MU:Pr4.2, MU:Pr4.3, MU:Pr6.1, MU:Re7.2, MU:Re8.1, MU:Re9.1, MU:Cn10.0

STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music 9.3 Critical Response

UNIT OBJECTIVES: 1. Students will review preceding Level objectives 2. Students will identify, define and play the following musical expressions: <ul style="list-style-type: none"> • four bar phrases • sfz, fp, crescendo, decrescendo • ritardando, accelerando

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> ▪ Structured Pull out Lessons in Groups of 7 or Less ▪ Teacher modeling ▪ Discussion of musical expressions ▪ Breathing technique <p>RESOURCES: Band Music Solos Musical Dictionary Etude Books Tradition of Excellence Book 2 Excellence in Chamber Music Book 2 Excellence in Theory Book 2 2014 National Music Standards (Ensemble)</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ▪ Students/peer assessment ▪ Playing and written exams ▪ Quizzes <p>REMEDIATION/MODIFICATION: Assistance-teacher/peer Differentiate and modify assignments/projects as per students' needs</p> <p>ENRICHMENT: Additional band/solo repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts Introduction of new terms.</p>
--	--

COURSE: Instrumental Music	GRADE(S): Level 3 (grade 7)
-----------------------------------	------------------------------------

UNIT: Percussion Rhythm, Time and Pitch

NATIONAL STANDARDS:
 MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr3.2, MU:Pr4.2, MU:Pr4.3, MU:Pr6.1, MU:Re7.2, MU:Re8.1, MU:Re9.1, Pr5.3

STATE STANDARDS:
 9.1 Production, Performance and Exhibition of Music

UNIT OBJECTIVES:

1. Students will review preceding Level objectives
2. Students will demonstrate rudiments; 7 stroke roll, 13 stroke roll, flam tap, paradiddle (multi-position), ruff.
3. Pitched percussion- Students will be able to perform the following concert scales by memory based off of PMEA requirements:
 - a. Students will be able to perform the following concert scales; F, Bb, Eb, Ab two octaves.
 - b. Chromatic scale two octaves
4. Play Level 2 rudiments competition style (slow fast slow)
5. Tuning of timpani to pitch pipe and introduction of three timpani

ACTIVITIES:

- Structured Pull out Lessons in Groups of 7 or Less
- Teacher modeling
- Discussion of musical expressions
- Repetition of Scales

RESOURCES:
www.pmea.org/auditions/instrumental/d11d_rumrudiments.pdf
 Method Books
 Metronome
 Alfred Drum Books 1&2
 Etude Books
 Tradition of Excellence Book 2
 Excellence in Chamber Music Book 2
 Excellence in Theory Book 2
 2014 National Music Standards (Ensemble)

ASSESSMENTS:

- Students/peer assessment
- Playing and written exams
- Quizzes

REMEDIATION/MODIFICATION:
 Assistance-teacher/peer
 Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:
 Additional band/solo repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
 Introduction of new meters

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Terminology and Symbols	

NATIONAL STANDARDS:

STATE STANDARDS:
 9.1 Production, Performance and Exhibition of Music
 9.3 Critical Response
 9.4 Aesthetic Response

UNIT OBJECTIVES:

1. Review terminology and symbols from previous levels
2. SWBAT identify and perform new dynamic markings sfz, fp, crescendo, decrescendo
3. SWBAT identify and perform trills.
4. SWBAT identify and perform the following musical forms; March & ABA
5. SWBAT identify and perform ritardandos & accelerandos.

ACTIVITIES:

- Teacher Modeling
- Ensemble and individuals will perform with contrasting dynamics, tempos, and forms.
- Repetition of activities in rehearsals and at home.
- Listening to professional performances and identifying musical terminology and symbols

RESOURCES: Music dictionary, conductor/director, live or recorded performances. Musical Repertoire, Tradition of Excellence Book 2

ASSESSMENTS:

- Written and playing exams
- Critical listening

REMEDIATION/MODIFICATION:
 Assistance-teacher/peer
 Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:
 Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts, student conducting, additional recordings.

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Evaluating Music	

NATIONAL STANDARDS: MU:Cr3.1, MU:Pr4.2, MU:Pr4.3, MU:Pr5.3, MU5.3, MU:Re7.2, MU:Re8.1, MU:Re9.1, MU:Cn11.0
--

STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music 9.3 Historical and Cultural Contexts 9.4 Critical Response

UNIT OBJECTIVES: 1. SWBAT evaluate balance, blend, rhythmic accuracy, ensemble pulse, articulation, intonation, dynamics and phrasing through listening and performance. 2. SWBAT recognize music from various time periods and cultures.
--

ACTIVITIES: <ul style="list-style-type: none"> ▪ Listen to and evaluate recordings of exemplary and non-exemplary performances ▪ Student evaluations ▪ Teacher Modeling ▪ Ensemble performance RESOURCES: Band Music, Warm-up method, recordings.	ASSESSMENTS: <ul style="list-style-type: none"> ▪ Listen to and evaluate individuals while the ensemble is playing ▪ Guided Questioning ▪ Student assessment ▪ Aural testing ▪ Students will analyze elements of music by aurally comparing and contrasting professional recordings to their own performance. REMEDIATION/MODIFICATION: Assistance-teacher/peer Differentiate and modify assignments/projects as per students' needs ENRICHMENT: Additional listening exercises, Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community performances, and exchange concerts
--	---

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Repertoire	

MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr3.2, MU:Pr4.1, MU:Pr4.2, MU:Pr4.3, MU:Pr5.3, MU:Pr6.1, MU:re7.1, MU:Re7.2, MU:Re8.1, MU:Re9.1, MU:Cn10.0, MU:Cn11.0

STATE STANDARDS:

- 9.1 Production, Performance and Exhibition of Music
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response

UNIT OBJECTIVES:

1. Students will perform with expression and technical accuracy a varied repertoire of band literature with a level of difficulty up to grade 1 and grade 2.
2. Students will perform music representing diverse genres, cultures, and historical periods with expression and style appropriate for the work being performed.

ACTIVITIES:

- Band rehearsals
- Sight reading
- Warm-ups
- Sectional rehearsal
- Sight reading
- Concerts
- listening to CD

RESOURCES:

Grade Level 1&2 Band music
Essential Elements 2000 Book 2

ASSESSMENTS:

- Teacher observation of students performance
- Playing tests
- Written assessments

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:

Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
Introduction of new meters.

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Performance Etiquette	

NATIONAL STANDARDS: MU:Cr3.1, MU:Pr4.2, MU:Pr4.3, MU:Pr5.3, MU5.3, MU:Re7.2, MU:Re8.1, MU:Re9.1, MU:Cn11.0
--

STATE STANDARDS: 9.5 Production, Performance and Exhibition of Music 9.3 Listening to, analyzing, and describing music.	
UNIT OBJECTIVES: 7. Students will perform in all scheduled concerts 8. Students will perform with correct playing posture. 9. Students will demonstrate correct resting and playing positions. 10. Students will respond appropriately to all teacher's directed activity. 11. Students will raise and lower instruments as a group to the conductor's gestures.	
ACTIVITIES: <ul style="list-style-type: none"> ▪ Practices standing and sitting for acknowledgement ▪ Practice entrance and exit etiquette ▪ Practice raising and lowering instruments ▪ Discussion of proper audience etiquette prior to concert. RESOURCES: Performance etiquette message in program Letter home to parents	ASSESSMENTS: <ul style="list-style-type: none"> ▪View video tape of dress rehearsal or in-school concert ▪Group critique REMEDIATION/MODIFICATION: Reinforcement of skills In the absence of a scheduled performance, students are required to complete an alternative assignment at the discretion of the teacher. ENRICHMENT: Attend outside concerts

COURSE: Instrumental Music	GRADE(S): Level 3 (grade 7)
UNIT: Rhythm and Time (Brass and Woodwinds)	

NATIONAL STANDARDS:

Common Anchor 1:

- Imagine: Generate musical ideas for various purposes and contexts

Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Common Anchor 2:

- Plan and Make: Select and develop musical ideas for defined purposes and contexts

Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Common Anchor 3:

- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and contest;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 - Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 9:

- Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

9.3 Critical Response

UNIT OBJECTIVES:

3. Review preceding Levels

4. Students will be able to define and perform the following note values, rests, and meters with a steady beat:

- Steady Sixteenth note patterns
- Even Eighth Sixteenth Rhythms
- Eighth note combinations with dotted Quarters
- Reading in the following Time Signatures 2 3 4 6 2 (cut time) C (common time)

4 4 4 8 2

ACTIVITIES:

- Structured Pull out Lessons in Groups of 7 or less
- Teacher demonstration and modeling
- Counting, clapping and playing rhythm charts
- Finding examples in music

RESOURCES:

Rhythm Charts

Lesson Material

Metronome

Teacher Modeling

Tradition of Excellence Book 2

Excellence in Chamber Music Book 2

Excellence in Theory Book 2

2014 National Music Standards

(Ensemble)

ASSESSMENTS:

- Student self-evaluation
- Completion of worksheets
- Quizzes
- Playing and written exams

REMEDIATION/MODIFICATION:

Assistance-teacher/peer

Differentiate and modify assignments/projects as per students needs

ENRICHMENT:

Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts

Introduction of new meters and rhythms

COURSE: Instrumental Music

GRADE(S): Level 3 (grade 7)

UNIT: Instrument Range and Scales

Common Anchor 1:

- Imagine: Generate musical ideas for various purposes and contexts

Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Common Anchor 2:

- Plan and Make: Select and develop musical ideas for defined purposes and contexts

Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Common Anchor 3:

- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 9:

- Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

UNIT OBJECTIVES:

2. Student will name, finger and play within a specific range with proper tone and technique.
 - Students will be able to perform the following concert scales; F, Bb, Eb, Ab one and two octave forms when applicable.
 - Chromatic scale one octave

ACTIVITIES:

- Structured Pull out Lessons in Groups of 7 or less
- Teacher modeling
- Playing scales with a steady beat
- Lip slurs
- Technique Exercises

RESOURCES:

ATSSB Scales
PMEA Scales
Metronome
Teacher Modeling
Tradition of Excellence Book 2
Excellence in Chamber Music Book 2
Excellence in Theory Book 2
2014 National Music Standards
(Ensemble)

ASSESSMENTS:

- Playing exams
- Self-Assessment

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per students needs

ENRICHMENT:

Additional scales in accordance to PMEA Scale Requirements for District Auditions at www.pmea.net

COURSE: Instrumental Music

GRADE(S): Level 3 (grade 7)

UNIT: Music Terms and Symbols

:

Common Anchor 1:

- Imagine: Generate musical ideas for various purposes and contexts

Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Common Anchor 2:

- Plan and Make: Select and develop musical ideas for defined purposes and contexts

Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Common Anchor 3:

- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and contest;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 - Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

Common Anchor 8:

- Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

Re8.1- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Common Anchor 10:

- Connect #10: Synthesize and relate knowledge and personal experiences to make music

Cn10.0- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

9.3 Critical Response

UNIT OBJECTIVES:

3. Students will review preceding Level objectives
4. Students will identify, define and play the following musical expressions:
 - four bar phrases
 - sfz, fp, crescendo, decrescendo
 - ritardando, accelerando

ACTIVITIES:

- Structured Pull out Lessons in Groups of 7 or Less
- Teacher modeling
- Discussion of musical expressions
- Breathing technique

RESOURCES:

Band Music
Solos
Musical Dictionary
Etude Books
Tradition of Excellence Book 2
Excellence in Chamber Music Book 2
Excellence in Theory Book 2
2014 National Music Standards
(Ensemble)

ASSESSMENTS:

- Students/peer assessment
- Playing and written exams
- Quizzes

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per students needs

ENRICHMENT:

Additional band/solo repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
Introduction of new terms.

COURSE: Instrumental Music

GRADE(S): Level 3 (grade 7)

UNIT: Percussion Rhythm, Time and Pitch

Common Anchor 1:

- Imagine: Generate musical ideas for various purposes and contexts

Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Common Anchor 2:

- Plan and Make: Select and develop musical ideas for defined purposes and contexts

Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Common Anchor 3:

- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and contest;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 - Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

Common Anchor 8:

- Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

Re8.1- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

UNIT OBJECTIVES:

6. Students will review preceding Level objectives
7. Students will demonstrate rudiments; 7 stroke roll, 13 stroke roll, flam tap, paradiddle (multi-position), ruff.
8. Pitched percussion- Students will be able to perform the following concert scales by memory based off of PMEA requirements:
 - a. Students will be able to perform the following concert scales; F, Bb, Eb, Ab two octaves.
 - b. Chromatic scale two octaves
9. Play Level 2 rudiments competition style (slow fast slow)
10. Tuning of timpani to pitch pipe and introduction of three timpani

ACTIVITIES:

- Structured Pull out Lessons in Groups of 7 or Less
- Teacher modeling
- Discussion of musical expressions
- Repetition of Scales

RESOURCES:

www.pmea.org/auditions/instrumental/d11d_rumrudiments.pdf

Method Books

Metronome

Alfred Drum Books 1&2

Etude Books

Tradition of Excellence Book 2

Excellence in Chamber Music Book 2

Excellence in Theory Book 2

2014 National Music Standards (Ensemble)

ASSESSMENTS:

- Students/peer assessment
- Playing and written exams
- Quizzes

REMEDIATION/MODIFICATION:

Assistance-teacher/peer

Differentiate and modify assignments/projects as per students needs

ENRICHMENT:

Additional band/solo repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
Introduction of new meters

COURSE: Band

GRADE(S): Level 3 (grade 7)

UNIT: Ensemble, Techniques

:

Common Anchor 1:

- Imagine: Generate musical ideas for various purposes and contexts

Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Common Anchor 2:

- Plan and Make: Select and develop musical ideas for defined purposes and contexts

Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Common Anchor 3:

- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and contest;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 - Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

Common Anchor 8:

- Interpret: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.

Re8.1- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Common Anchor 10:

- Connect #10: Synthesize and relate knowledge and personal experiences to make music

Cn10.0- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11

- Connect #11: Relate musical ideas and works with varied context to deepen understanding.

Cn11.0 : Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

- 9.4 Production, Performance and Exhibition of Music
- 9.5 Critical Response

UNIT OBJECTIVES:

- 6. Review; Steady beat, Correct Posture, Warm-ups, and time signatures 2 3 4
4 4 4
- 4. SWBAT make proper adjustments to their instrument to ensure proper intonation
- 5. SWBAT play in new time signatures 6 2 (cut time) C (common time)
8 2
- 4, SW respond accordingly to conductors non- verbal communication ie. Tempo & dynamics

ACTIVITIES:

- Teacher Modeling
- Warm up procedures
- Tuning techniques
- Sectional Performances and critique
- Sight Reading

RESOURCES: tuners, metronome, concert scales, various sight reading material, warm-up methods

ASSESSMENTS:

- Group critique of sectional performances
- Teachers Aural observations
- Student Self assessment

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per students needs

ENRICHMENT:

Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
Introduction of new meters.

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Terminology and Symbols	

NATIONAL STANDARDS:

Common Anchor 3:

- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and contest;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 - Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

Common Anchor 8:

- Interpret: Support an interpretation of a musical work that reflects the creators' /performers' expressive intent.

Re8.1- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Common Anchor 11

- Connect #11: Relate musical ideas and works with varied context to deepen understanding.

Cn11.0- : Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

9.5 Critical Response

9.6 Aesthetic Response

UNIT OBJECTIVES:

6. Review terminology and symbols from previous levels
7. SWBAT identify and perform new dynamic markings sfz, fp, crescendo, decrescendo
8. SWBAT identify and perform trills.
9. SWBAT identify and perform the following musical forms; March & ABA
10. SWBAT identify and perform ritardandos & accelerandos.

ACTIVITIES:

- Teacher Modeling
- Ensemble and individuals will perform with contrasting dynamics, tempos, and forms.
- Repetition of activities in rehearsals and at home.
- Listening to professional performances and identifying musical terminology and symbols

RESOURCES: Music dictionary, conductor/director, live or recorded performances. Musical Repertoire, Tradition of Excellence Book 2

ASSESSMENTS:

- Written and playing exams
- Critical listening

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per students needs

ENRICHMENT:

Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts, student conducting, additional recordings.

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Evaluating Music	

<p>NATIONAL STANDARDS:</p> <p>Common Anchor 3:</p> <ul style="list-style-type: none"> • <u>Evaluate and Refine:</u> Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria • <u>Present:</u> Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. <p>Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Common Anchor 4:</p> <ul style="list-style-type: none"> • <u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and contest; • <u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance; • <u>Interpret:</u> develop personal interpretations that consider creators' intent. <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Common Anchor 5:</p> <ul style="list-style-type: none"> • <u>Rehearse, Evaluate and Refine:</u> evaluate and refine personal and ensemble performances, individually or in collaboration with others. <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Common Anchor 7:</p> <ul style="list-style-type: none"> • <u>Select:</u> Choose music appropriate for specific purposes and contexts • <u>Analyze:</u> Analyze how the structure and context of varied musical works inform the response <p>Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Common Anchor 8:</p> <ul style="list-style-type: none"> • <u>Interpret:</u> Support an interpretation of a musical work that reflects the creators' /performers' expressive intent. <p>Re8.1- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Common Anchor 9:</p> <ul style="list-style-type: none"> • <u>Evaluate:</u> Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria. <p>Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Common Anchor 11</p> <ul style="list-style-type: none"> • <u>Connect #11:</u> Relate musical ideas and works with varied context to deepen understanding. <p>Cn11.0- : Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
--

<p>STATE STANDARDS:</p> <p>9.1 Production, Performance and Exhibition of Music</p> <p>9.5 Historical and Cultural Contexts</p> <p>9.6 Critical Response</p>
<p>UNIT OBJECTIVES:</p> <p>3. SWBAT evaluate balance, blend, rhythmic accuracy, ensemble pulse, articulation, intonation, dynamics and phrasing through listening and performance.</p> <p>4. SWBAT recognize music from various time periods and cultures.</p>

ACTIVITIES:

- Listen to and evaluate recordings of exemplary and non-exemplary performances
- Student evaluations
- Teacher Modeling
- Ensemble performance

RESOURCES:

Band Music, Warm-up method, recordings.

ASSESSMENTS:

- Listen to and evaluate individuals while the ensemble is playing
- Guided Questioning
- Student assessment
- Aural testing
- Students will analyze elements of music by aurally comparing and contrasting professional recordings to their own performance.

REMEDIATION/MODIFICATION:

Assistance-teacher/peer

Differentiate and modify assignments/projects as per students needs

ENRICHMENT:

Additional listening exercises, Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community performances, and exchange concerts

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Repertoire	

Common Anchor 1:

- Imagine: Generate musical ideas for various purposes and contexts

Cr1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Common Anchor 2:

- Plan and Make: Select and develop musical ideas for defined purposes and contexts

Cr2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Common Anchor 3:

- Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
- Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and contest;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 - Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

Common Anchor 8:

- Interpret: Support an interpretation of a musical work that reflects the creators' /performers' expressive intent.

Re8.1- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.

Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Common Anchor 10:

- Connect #10: Synthesize and relate knowledge and personal experiences to make music

Cn10.0- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11

- Connect #11: Relate musical ideas and works with varied context to deepen understanding.

Cn11.0- : Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

- 9.4 Production, Performance and Exhibition of Music
- 9.5 Historical and Cultural Contexts
- 9.6 Critical Response

UNIT OBJECTIVES:

3. Students will perform with expression and technical accuracy a varied repertoire of band literature with a level of difficulty up to grade 1 and grade 2.
4. Students will perform music representing diverse genres, cultures, and historical periods with expression and style appropriate for the work being performed.

ACTIVITIES:

- Band rehearsals
- Sight reading
- Warm-ups
- Sectional rehearsal
- Sight reading
- Concerts
- listening to CD

RESOURCES:

Grade Level 1&2 Band music
Essential Elements 2000 Book 2

ASSESSMENTS:

- Teacher observation of students performance
- Playing tests
- Written assessments

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per students needs

ENRICHMENT:

Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
Introduction of new meters.

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Performance Etiquette	

<p>NATIONAL STANDARDS:</p> <p>Common Anchor 3:</p> <ul style="list-style-type: none"> • <u>Evaluate and Refine:</u> Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria • <u>Present:</u> Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. <p>Cr3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Cr3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Common Anchor 4:</p> <ul style="list-style-type: none"> • <u>Select:</u> varied musical works to present based on interest, knowledge, technical skill, and contest; • <u>Analyze:</u> analyze the structure and context of varied musical works and their implications for performance; • <u>Interpret:</u> develop personal interpretations that consider creators' intent. <p>Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Common Anchor 5:</p> <ul style="list-style-type: none"> • <u>Rehearse, Evaluate and Refine:</u> evaluate and refine personal and ensemble performances, individually or in collaboration with others. <p>Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Common Anchor 7:</p> <ul style="list-style-type: none"> • <u>Select:</u> Choose music appropriate for specific purposes and contexts • <u>Analyze:</u> Analyze how the structure and context of varied musical works inform the response <p>Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Common Anchor 8:</p> <ul style="list-style-type: none"> • <u>Interpret:</u> Support an interpretation of a musical work that reflects the creators' /performers' expressive intent. <p>Re8.1- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Common Anchor 9:</p> <ul style="list-style-type: none"> • <u>Evaluate:</u> Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria. <p>Re9.1- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Common Anchor 11</p> <ul style="list-style-type: none"> • <u>Connect #11:</u> Relate musical ideas and works with varied context to deepen understanding. <p>Cn11.0- : Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>
--

<p>STATE STANDARDS:</p> <p>9.5 Production, Performance and Exhibition of Music</p> <p>9.3 Listening to, analyzing, and describing music.</p>
<p>UNIT OBJECTIVES:</p> <p>12. Students will perform in all scheduled concerts</p> <p>13. Students will perform with correct playing posture.</p> <p>14. Students will demonstrate correct resting and playing positions.</p> <p>15. Students will respond appropriately to all teacher's directed activity.</p> <p>16. Students will raise and lower instruments as a group to the conductor's gestures.</p>

ACTIVITIES:

- Practices standing and sitting for acknowledgement
- Practice entrance and exit etiquette
- Practice raising and lowering instruments
- Discussion of proper audience etiquette prior to concert.

RESOURCES:

Performance etiquette message in program
Letter home to parents

ASSESSMENTS:

- View video tape of dress rehearsal or in-school concert
- Group critique

REMEDIATION/MODIFICATION:

Reinforcement of skills

In the absence of a scheduled performance, students are required to complete an alternative assignment at the discretion of the teacher.

ENRICHMENT:

Attend outside concerts

COURSE: Instrumental Music	GRADE(S): Level 3 (grade 7)
UNIT: Rhythm and Time (Brass and Woodwinds)	

<p>NATIONAL STANDARDS:</p> <p><u>CREATING:</u></p> <p>Imagine = MU:Cr1.1.E.5a - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal</p> <p>Plan & Make = MU:Cr2.1.E.5a - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Evaluate & Refine = MU:Cr3.1.E.5a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p> <p>Present = MU:Cr3.2.E.5a - Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><u>PERFORMING</u></p> <p>Select = MU:Pr4.1.E.5a - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>Rehearse, Evaluate & Refine =MU:Pr5.3.E.5a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>Present = MU:Pr6.1.E.5a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p><u>RESPONDING:</u></p> <p>Evaluate=Re9.1.E.5a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p>
--

<p>STATE STANDARDS:</p> <p>9.1 Production, Performance and Exhibition of Music</p> <p>9.3 Critical Response</p>
--

<p>UNIT OBJECTIVES:</p> <p>5. Review preceding Levels</p> <p>6. Students will be able to define and perform the following note values, rests, and meters with a steady beat:</p> <ul style="list-style-type: none"> • Steady Sixteenth note patterns • Even Eighth Sixteenth Rhythms • Eighth note combinations with dotted Quarters • Reading in the following Time Signatures 2 3 4 6 2 (cut time) C (common time) <p style="text-align: right;">4 4 4 8 2</p>

ACTIVITIES:

- Structured Pull out Lessons in Groups of 7 or less
- Teacher demonstration and modeling
- Counting, clapping and playing rhythm charts
- Finding examples in music

RESOURCES:

Rhythm Charts

Lesson Material

Metronome

Teacher Modeling

Tradition of Excellence Book 2

Excellence in Chamber Music Book 2

Excellence in Theory Book 2

2014 National Music Standards

(Ensemble)

ASSESSMENTS:

- Student self-evaluation
- Completion of worksheets
- Quizzes
- Playing and written exams

REMEDIATION/MODIFICATION:

Assistance-teacher/peer

Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:

Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts

Introduction of new meters and rhythms

COURSE: Instrumental Music	GRADE(S): Level 3 (grade 7)
UNIT: Instrument Range and Scales	

<p>NATIONAL STANDARDS: <u>CREATING:</u> Imagine= MU:Cr1.1.E.5a - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. Plan & Make = MU:Cr2.1.E.5a - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. Evaluate & Refine = MU:Cr3.1.E.5a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. <u>PERFORMING:</u> Rehearse, Evaluate and Refine = MU:Pr5.3.E.5a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. Present = MU:Pr6.1.E.5a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music <u>RESPONDING:</u> Evaluate = MU:Re9.1.E.5a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p>
--

STATE STANDARDS: 9.1 Production, Performance and Exhibition of Music	
UNIT OBJECTIVES: 3. Student will name, finger and play within a specific range with proper tone and technique. <ul style="list-style-type: none"> • Students will be able to perform the following concert scales; F, Bb, Eb, Ab one and two octave forms when applicable. • Chromatic scale one octave 	
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> ▪ Structured Pull out Lessons in Groups of 7 or less ▪ Teacher modeling ▪ Playing scales with a steady beat ▪ Lip slurs ▪ Technique Exercises <p>RESOURCES: ATSSB Scales PMEA Scales Metronome Teacher Modeling Tradition of Excellence Book 2 Excellence in Chamber Music Book 2 Excellence in Theory Book 2 2014 National Music Standards (Ensemble)</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ▪ Playing exams ▪ Self-Assessment <p>REMEDIATION/MODIFICATION: Assistance-teacher/peer Differentiate and modify assignments/projects as per students' needs</p> <p>ENRICHMENT: Additional scales in accordance to PMEA Scale Requirements for District Auditions at www.pmea.net</p>

COURSE: Instrumental Music

GRADE(S): Level 3 (grade 7)

UNIT: Music Terms and Symbols

NATIONAL STANDARDS:

CREATING:

Imagine = MU:Cr1.1.E.5a - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

Plan & Make = MU:Cr2.1.E.5a - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

Evaluate & Refine = MU:Cr3.1.E.5a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

Present = MU:Cr3.2.E.5a - Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

PERFORMING:

Select = MU:Pr4.2.E.5a - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Interpret = MU:Pr4.3.E.5a - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Present = MU:Pr6.1.E.5a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

RESPONDING:

Analyze = MU:Re7.2.E.5a - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Interpret = MU:Re8.1.E.5a - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Evaluate = MU:Re9.1.E.5a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING:

Connect #10 = MU:Cn10.0.H.5a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

9.3 Critical Response

UNIT OBJECTIVES:

5. Students will review preceding Level objectives
6. Students will identify, define and play the following musical expressions:
 - four bar phrases
 - sfz, fp, crescendo, decrescendo
 - ritardando, accelerando

ACTIVITIES:

- Structured Pull out Lessons in Groups of 7 or Less
- Teacher modeling
- Discussion of musical expressions
- Breathing technique

RESOURCES:

Band Music

Solos

Musical Dictionary

Etude Books

Tradition of Excellence Book 2

Excellence in Chamber Music Book 2

Excellence in Theory Book 2

2014 National Music Standards

(Ensemble)

ASSESSMENTS:

- Students/peer assessment
- Playing and written exams
- Quizzes

REMEDIATION/MODIFICATION:

Assistance-teacher/peer

Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:

Additional band/solo repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
Introduction of new terms.

COURSE: Instrumental Music	GRADE(S): Level 3 (grade 7)
UNIT: Percussion Rhythm, Time and Pitch	

<p>NATIONAL STANDARDS:</p> <p><u>CREATING:</u></p> <p>Imagine = MU:Cr1.1.E.5a- Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Plan and Make = MU:Cr2.1.E.5a- Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Evaluate & Refine = MU:Cr3.1.E.5a- Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</p> <p>Present = MU:Cr3.2.E.5a- Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p><u>PERFORMING:</u></p> <p>Analyze = MU:Pr4.2.E.5a- Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>Interpret = MU:Pr4.3.E.5a- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>Present = MU:Pr6.1.E.5a- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p><u>RESPONDING:</u></p> <p>Analyze = MU:Re7.2.E.5a- Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</p> <p>Interpret = MU:Re8.1.E.5a- Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text</p> <p>Evaluate = MU:Re9.1.E.5a- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p>

<p>STATE STANDARDS:</p> <p>9.1 Production, Performance and Exhibition of Music</p>

<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 11. Students will review preceding Level objectives 12. Students will demonstrate rudiments; 7 stroke roll, 13 stroke roll, flam tap, paradiddle (multi-position), ruff. 13. Pitched percussion- Students will be able to perform the following concert scales by memory based off of PMEA requirements: <ol style="list-style-type: none"> a. Students will be able to perform the following concert scales; F, Bb, Eb, Ab two octaves. b. Chromatic scale two octaves 14. Play Level 2 rudiments competition style (slow fast slow) 15. Tuning of timpani to pitch pipe and introduction of three timpani

ACTIVITIES:

- Structured Pull out Lessons in Groups of 7 or Less
- Teacher modeling
- Discussion of musical expressions
- Repetition of Scales

RESOURCES:

www.pmea.org/auditions/instrumental/d11d/rumrudiments.pdf

Method Books

Metronome

Alfred Drum Books 1&2

Etude Books

Tradition of Excellence Book 2

Excellence in Chamber Music Book 2

Excellence in Theory Book 2

2014 National Music Standards (Ensemble)

ASSESSMENTS:

- Students/peer assessment
- Playing and written exams
- Quizzes

REMEDIATION/MODIFICATION:

Assistance-teacher/peer

Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:

Additional band/solo repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
Introduction of new meters

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Ensemble, Techniques	

National Standards:

CREATING:

Imagine = MU:Cr1.1.E.5a - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal

Plan & Make = MU:Cr2.1.E.5a - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

Evaluate & Refine = MU:Cr3.1.E.5a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

Present = MU:Cr3.2.E.5a - Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

PERFORMING:

Select = MU:Pr4.1.E.5a - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble

Analyze = MU:Pr4.2.E.5a - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances

Interpret = MU:Pr4.3.E.5a - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Rehearse, Evaluate and Refine = MU:Pr5.3.E.5a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Present = MU:Pr6.1.E.5a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

RESPONDING:

Select = MU:Re7.1.E.5a - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Analyze = MU:Re7.2.E.5a - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Interpret = MU:Re8.1.E.5a - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Evaluate = MU:Re9.1.E.5a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING:

Connect #10 = MU:Cn10.0.H.5a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Connect #11 = MU:Cn11.0.T.5a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

STATE STANDARDS:

- 9.6 Production, Performance and Exhibition of Music
- 9.7 Critical Response

UNIT OBJECTIVES:

- 6. Review; Steady beat, Correct Posture, Warm-ups, and time signatures 2 3 4
4 4 4
- 6. SWBAT make proper adjustments to their instrument to ensure proper intonation
- 7. SWBAT play in new time signatures 6 2 (cut time) C (common time)
8 2
- 4, SW respond accordingly to conductors non- verbal communication ie. Tempo & dynamics

ACTIVITIES:

- Teacher Modeling
- Warm up procedures
- Tuning techniques
- Sectional Performances and critique
- Sight Reading

RESOURCES: tuners, metronome, concert scales, various sight reading material, warm-up methods

ASSESSMENTS:

- Group critique of sectional performances
- Teachers Aural observations
- Student Self-assessment

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:

Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
Introduction of new meters.

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Terminology and Symbols	

NATIONAL STANDARDS:

CREATING:

Imagine = MU:Cr1.1.E.5a - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

Plan & Make = MU:Cr2.1.E.5a - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

Evaluate & Refine = MU:Cr3.1.E.5a -Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

Present =MU:Cr3.2.E.5a -Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal

PERFORMING:

Analyze = MU:Pr4.2.E.5a -Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Interpret = MU:Pr4.3.E.5a -Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Present=MU:Pr6.1.E.5a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

RESPONDING:

Analyze=MU:Re7.2.E.5a -Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music

Interpret=MU:Re8.1.E.5a - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Evaluate=MU:Re9.1.E.5a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING:

Connect #10=MU:Cn10.0.H.5a- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

STATE STANDARDS:

- 9.1 Production, Performance and Exhibition of Music
- 9.7 Critical Response
- 9.8 Aesthetic Response

UNIT OBJECTIVES:

- 11. Review terminology and symbols from previous levels
- 12. SWBAT identify and perform new dynamic markings sfz, fp, crescendo, decrescendo
- 13. SWBAT identify and perform trills.
- 14. SWBAT identify and perform the following musical forms; March & ABA
- 15. SWBAT identify and perform ritardandos & accelerandos.

ACTIVITIES:

- Teacher Modeling
- Ensemble and individuals will perform with contrasting dynamics, tempos, and forms.
- Repetition of activities in rehearsals and at home.
- Listening to professional performances and identifying musical terminology and symbols

RESOURCES: Music dictionary, conductor/director, live or recorded performances. Musical Repertoire, Tradition of Excellence Book 2

ASSESSMENTS:

- Written and playing exams
- Critical listening

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:

Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts, student conducting, additional recordings.

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Evaluating Music	

NATIONAL STANDARDS:

CREATING:

Evaluate & Refine = MU:Cr3.1.E.5a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

PERFORMING:

Analyze = MU:Pr4.2.E.5a - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances

Interpret = MU:Pr4.3.E.5a - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances

Rehearse, Evaluate & Refine = MU:Pr5.3.E.5a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

MU5.3,

RESPONDING:

Analyze = MU:Re7.2.E.5a - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Interpret = MU:Re8.1.E.5a - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Evaluate = MU:Re9.1.E.5a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING:

Connect #10 = MU:Cn11.0.T.5a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

STATE STANDARDS:

- 9.1 Production, Performance and Exhibition of Music
- 9.7 Historical and Cultural Contexts
- 9.8 Critical Response

UNIT OBJECTIVES:

- 5. SWBAT evaluate balance, blend, rhythmic accuracy, ensemble pulse, articulation, intonation, dynamics and phrasing through listening and performance.
- 6. SWBAT recognize music from various time periods and cultures.

ACTIVITIES:

- Listen to and evaluate recordings of exemplary and non-exemplary performances
- Student evaluations
- Teacher Modeling
- Ensemble performance

RESOURCES:

Band Music, Warm-up method, recordings.

ASSESSMENTS:

- Listen to and evaluate individuals while the ensemble is playing
- Guided Questioning
- Student assessment
- Aural testing
- Students will analyze elements of music by aurally comparing and contrasting professional recordings to their own performance.

REMEDIATION/MODIFICATION:

Assistance-teacher/peer

Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:

Additional listening exercises, Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community performances, and exchange concerts

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Repertoire	

NATIONAL STANDARDS:

CREATING:

Imagine = MU:Cr1.1.E.5a- Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

Plan & Make = MU:Cr2.1.E.5a- Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal

Evaluate & Refine = MU:Cr3.1.E.5a- Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

Present = MU:Cr3.2.E.5a- Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

PERFORMING:

Select = MU:Pr4.1.E.5a-Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

Analyze = MU:Pr4.2.E.5a- Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances

Interpret = MU:Pr4.3.E.5a- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Rehearse, Evaluate & Refine = MU:Pr5.3.E.5a- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Present = MU:Pr6.1.E.5a- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

RESPONDING:

Select = MU:Re7.1.E.5a- Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Analyze = MU:Re7.2.E.5a- Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Interpret = MU:Re8.1.E.5a- Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Evaluate = MU:Re9.1.E.5a- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

CONNECTING:

Connect #10 = MU:Cn10.0.H.5a- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Connect #11 = MU:Cn11.0.T.5a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

STATE STANDARDS:

- 9.7 Production, Performance and Exhibition of Music
- 9.8 Historical and Cultural Contexts
- 9.9 Critical Response

UNIT OBJECTIVES:

- 5. Students will perform with expression and technical accuracy a varied repertoire of band literature with a level of difficulty up to grade 1 and grade 2.
- 6. Students will perform music representing diverse genres, cultures, and historical periods with expression and style appropriate for the work being performed.

ACTIVITIES:

- Band rehearsals
- Sight reading
- Warm-ups
- Sectional rehearsal
- Sight reading
- Concerts
- listening to CD

RESOURCES:

Grade Level 1&2 Band music
Essential Elements 2000 Book 2

ASSESSMENTS:

- Teacher observation of students performance
- Playing tests
- Written assessments

REMEDIATION/MODIFICATION:

Assistance-teacher/peer
Differentiate and modify assignments/projects as per students' needs

ENRICHMENT:

Additional band repertoire, PMEA festivals, County/District festivals, adjudications, community service performances, exchange concerts
Introduction of new meters.

COURSE: Band	GRADE(S): Level 3 (grade 7)
UNIT: Performance Etiquette	

NATIONAL STANDARDS:
CREATING:
Evaluate & Refine = MU:Cr3.1.E.5a- Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
PERFORMING:
Analyze = MU:Pr4.2.E.5a- Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
Interpret = MU:Pr4.3.E.5a- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
Rehearse, Evaluate & Refine = MU:Pr5.3.E.5a- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
MU5.3,
RESPONDING:
Analyze = MU:Re7.2.E.5a- Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
Interpret = MU:Re8.1.E.5a- Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
Evaluate = MU:Re9.1.E.5a- Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
CONNECTING:
Connect #11 = MU:Cn11.0.T.5a- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

STATE STANDARDS:
9.5 Production, Performance and Exhibition of Music
9.3 Listening to, analyzing, and describing music.

UNIT OBJECTIVES:
17. Students will perform in all scheduled concerts
18. Students will perform with correct playing posture.
19. Students will demonstrate correct resting and playing positions.
20. Students will respond appropriately to all teacher’s directed activity.
21. Students will raise and lower instruments as a group to the conductor’s gestures.

ACTIVITIES:

- Practices standing and sitting for acknowledgement
- Practice entrance and exit etiquette
- Practice raising and lowering instruments
- Discussion of proper audience etiquette prior to concert.

RESOURCES:
Performance etiquette message in program
Letter home to parents

ASSESSMENTS:

- View video tape of dress rehearsal or in-school concert
- Group critique

REMEDIATION/MODIFICATION:
Reinforcement of skills
In the absence of a scheduled performance, students are required to complete an alternative assignment at the discretion of the teacher.

ENRICHMENT:
Attend outside concerts