

COMMUNITY UNIT SCHOOL DISTRICT 200

Band Curriculum

We believe that music education provides each student the opportunity to explore creativity and expression through the study or performance of music. Participation in a musical ensemble builds responsibility, cooperation and community. Music students become well-rounded individuals who appreciate the complexity of music and advocates for its place in our culture, and the world.

Grade 7

1. Subject Expectation The student will know the language of the arts.
(State Goal 25)

Essential Learning 1 (Learning Standard A)	Understand the sensory elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.3c a. identify and describe changes in elements and expressive qualities
- Sensory Elements**
- describe tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology
 - replicate the beat and rhythms of a given musical example
 - distinguish between duple and triple meter in a musical example
 - identify major and minor tonalities in an aural musical example
 - describe the tone colors in an aural musical examples
 - explore intervals in an aural example or manner (M3, m3, 8va, P4, P5, chromatic) (1/2 steps)
 - explore texture including polyphonic, homophonic, or monophonic in a given aural example
 - analyze changes in tempo(s), dynamic(s), and articulations(s) in an aural example using appropriate terminology *such as* ritardando, accelerando, fermata, crescendo, sforzando, and accent
 - explore the basic components of tonality, intervals, beat, rhythms, chords, and harmonic progressions in a musical composition
- Organizational Principles**
- identify the form of a simple musical composition
 - explore musical forms *such as* overture, march, and sonata
- Expressive Qualities**
- compare and contrast the use of expressive qualities in two performances of the same musical example
 - justify the selection of organizational and sensory elements to express a particular mood, emotion, or idea in an original composition with environmental sounds, body sounds, or classroom instruments

Grade 7 Band Draft

NOTE: *such as* = an example used for clarification, but not a mandatory concept

including= a mandatory concept

* = exceeds state standards

Board of Education Approved 10-14-09

**Essential Learning 2
(Learning Standard B)**

Understand the similarities, distinctions and connections in and among the arts

- Critical Content 25.B.3 a. compare and contrast the elements and principles in two or more art works that share similar themes
- * b. use the vocabulary of elements, principles, and tools when describing a work of art

**2. Subject expectation
(State Goal 26)**

The student will understand how works of art are produced through creating and performing.

**Essential Learning 1
(Learning Standard A)**

Understand processes, traditional tools and modern technologies used in the arts

Critical Content 26.A.3c
26.A.3d

- a. describe the processes involved in composing, conducting and performing
b. read and interpret traditional music notation in a varied repertoire
- Tools**
- identify basic sound production theory *such as* electronics and acoustic
- Processes**
- write melodies with rhythm patterns in whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures with accuracy
 - demonstrate intermediate instrumental production techniques *such as* breath, support, and posture
 - identify, sing, play and accurately interpret standard symbols of notation for dynamics, tempo, expression, pitch, rhythm and articulation
 - explore the process that at least one composer uses(d) to create music
 - sight-read simple melodies and rhythms
 - describe the composer's style
 - explore the process that at least one composer used to create music
 - describe the roles of conductors in a performance
 - describe the roles of singers or instrumentalists in a performance
 - explain the interaction of performers and conductors
 - demonstrate or describe efficient practice/rehearsal procedures
 - demonstrate or describe the relationship of practice/rehearsal techniques to performance
 - demonstrate or describe cooperative interaction in ensemble performance
 - critique the effectiveness such as style, interpretation and technique of a performer or conductor

**Essential Learning 2
(Learning Standard B)**

Apply skills and knowledge necessary to create or perform in in one or more of the arts

Critical Content 26.B.3c

- a. sing or play with expression and accuracy a variety of music representing diverse cultures and styles
- Skills**
- play music that has a difficulty level of 2-3 (medium/easy to medium) on pitch; in rhythm; with appropriate tone; with a steady tempo; with good breath, sticking or fingering control; and with clear articulation
- Creativity**
- create and perform short songs or instrumental pieces within specified guidelines
 - improvise simple rhythmic variations or simple melodic embellishments on familiar themes

**3. Subject expectation
(State Goal 27)**

**The students will understand the role of the arts in civilizations,
past and present.**

Essential Learning 1 (Learning Standard A)	Experience how the arts function in history, society and everyday life
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| Critical Content | 27.A.3a | a. identify and describe careers and jobs in and among the arts and how they contribute to the world of work |
| | 27.A.3b | b. compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment |
- Roles of Artists and Audience**
- demonstrate good audience behavior and evaluate the behavior of self and others
 - describe how audience behavior changes a product or performance
- Contributions**
- compare and contrast how the arts function in two different types of ceremonies such as parades and weddings
 - give examples in which various arts are used to persuade and promote ideas
 - know that the creative process is transferred to other situations

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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| Critical Content | 27.B.3 | a. identify and describe how artists and their works shape culture and increase understanding of societies, past and present |
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- compare the ways different cultures, times or places use materials to produce works of art such as musical instruments, masks, puppets, pottery and textiles
 - describe how musical style reflects the historical perspective *such as* jazz and chorale

4. Subject expectation * The student will evaluate music and music performance.

Essential Learning 1	*	Develop and apply criteria for music performance
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- Critical Content** *
- a. come to a performance at designated times in proper attire, with instrument, and materials *such as* black shoes and socks
 - * b. listen to and follow directions
 - * c. follow the conductor during the performance
 - * d. begin and end at the same time
 - * e. play with melodic and rhythmic accuracy

Essential Learning 2	*	Use appropriate musical terminology in discussion and in writing
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- Critical Content** *
- a. use precise language versus broad statements *such as*, “It was good,” to constructively critique an individual or group performance

Essential Learning 3	*	Apply constructive suggestions for improvement
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- Critical Content** *
- a. reflect upon what worked or needed improvement after an individual or group performance
 - * b. affirm positive feedback
 - * c. adjust behavior in future individual or group performances