

### Band: Grade Seven

<b>Content Standard #6 Music</b> Each student will have acquired basic music understandings and proficiencies.
<b>Standard #6.1 Expression of Music</b>
<b>Standard #6.2 Creation of Music</b>
<b>Standard #6.3 Theory of Music</b>
<b>Standard #6.4 Aesthetic Valuation of Music</b>

**Description**

**The 7th grade band course is a year-long intermediate band class. Students will gain confidence performing an instrument in class and in various performance opportunities. They will learn to appreciate music and playing with a group.**

**Time Allocation**  
42 minutes per day for one school year

**Resources**  
Essential Elements Book 2  
Finale Notepad software  
Internet websites  
Performances: Quarterly performance  
Holiday Extravaganza

**Assessments**  
Weekly playing tests  
Theory or composer tests  
Composition project  
Performances

**Grades and Achievement Levels**  
Grades are based on class participation, completion of assignments, and projects. Achievement rating is based on mastery of content skills and processes. The rating is based on the student's attainment of the grade level expectations.

Essential Concepts: Band Grade Seven

<p><b>#6.1</b> <b>Expression of Music</b></p>	<p><b>#6.2</b> <b>Creation of Music</b></p>	<p><b>#6.3</b> <b>Theory of Music</b></p>	<p><b>#6.4</b> <b>Aesthetic Valuation of Music</b></p>
<ul style="list-style-type: none"> <li>• Music performed in two or more parts accurately and expressively</li> <li>• Music performed accurately and expressively at the first reading individually and as an ensemble member</li> <li>• Demonstrating understanding of modalities</li> <li>• Ability to respond to conductor’s cues</li> <li>• Music performed in the methods book and other repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Creating four to eight measures of music melodically and rhythmically</li> <li>• Improvising short melodic phrases over accompaniment</li> <li>• Completion of a one-page composition project each quarter</li> <li>• Creating small compositions in computer lab</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and rhythmically demonstrating multiple and changing meter signatures in music</li> <li>• Notating level 1 compositions using the appropriate clef for instrument and/or voice</li> <li>• Analyzing musical elements in a simple level 1 composition or performance</li> <li>• Knowing basic musical terms</li> <li>• Active listening to and critiqued pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing music performances and compositions through comparison and contrast using detailed criteria and vocabulary</li> <li>• Articulating and analyzing individual experiences in music</li> <li>• Composers from the Baroque, Classical, and Romantic eras, and 20<sup>th</sup>/21<sup>st</sup> Century</li> </ul>

## Expectations: Band Grade Seven

<b>#6.1</b> <b>Expression of Music</b>	<b>#6.2</b> <b>Creation of Music</b>	<b>#6.3</b> <b>Theory of Music</b>	<b>#6.4</b> <b>Aesthetic Valuation of Music</b>
<ol style="list-style-type: none"> <li>1. Played in three or more parts and two minor scales in keys appropriate for their instrument</li> <li>2. Responded to conductor's cues of tempo, phrasing, and expression</li> <li>3. Played a line with accompaniment and one additional harmonic or melodic line</li> <li>4. Incorporated all musical symbols, tempo indications, expressive indications, and technical indications while maintaining consistent tone quality, intonation, balance, blend, and phrasing</li> <li>5. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications</li> <li>6. Maintained consistent tone quality, intonation, balance, blend, and phrasing while sight reading</li> <li>7. Played at least three major and two minor scales in keys appropriate for their instrument or voice</li> <li>8. Performed music literature that contain major and minor keys</li> </ol>	<ol style="list-style-type: none"> <li>1. Notated a combination of melodic and rhythmic patterns of four to eight measures; may utilize current technology with or without tonal accompaniment</li> <li>2. Created new music in a given genre or style with melodic phrases or sentences of moderate length</li> <li>3. Improvised melodies instrumentally of 4-8 measures while accompanied by a two-chord progression</li> <li>4. Started and completed a one-page composition project each quarter</li> </ol>	<ol style="list-style-type: none"> <li>1. Transcribed or demonstrated rhythms within musical examples that incorporated triplet, eighth, and sixteenth rhythms and corresponding rests in 6/8 meter signatures</li> <li>2. Transcribed or demonstrated rhythms within musical examples that incorporated triplet, eighth, and sixteenth rhythms and corresponding rests in cut time meter signatures</li> <li>3. Identified notes in the alto, bass, or treble clef two to three ledger lines above or below the staff</li> <li>4. Notated and transferred chord progression of I, IV, V in a given key signature</li> <li>5. Described, using a minimum of three markings (articulation, dynamic and tempo), when analyzing a musical example</li> <li>6. Given prescribed criteria, identified the form of a composition</li> </ol>	<ol style="list-style-type: none"> <li>1. Applied prescribed criteria for evaluating musical performances and compositions</li> <li>2. Compared two performances of the same work and discussed the comparison</li> <li>3. Constructed a personal listening repertoire that represents various styles and cultures</li> <li>4. Articulated personal selection criteria</li> <li>5. Used a prescribed list of musical selections, considered and described in what ways the selections are important</li> <li>6. Described customary techniques of performance on guitar common to the traditional American musical experience</li> <li>7. Described the use, performance techniques, and cultural significance of instruments specific to local or regional culture</li> </ol>