

NORTH MAC MIDDLE SCHOOL
CURRICULUM GUIDE

Teacher-Keith Fatheree

Grade Level-7th & 8th Grade

Course-Band

Course Aims-Students will continue developing the skills, principles and theories of beginning band.

Course Description- The focus of 7th & 8th grade band will be producing a quality instrumental ensemble. We will be continuing with all the concepts emphasized thus far. This will be accomplished through use of the band method book and a varied repertoire of marching band, pep band and concert band music. Students will be expected to practice not only in class but at home as well. The students will be given exercises from their book to perform for a letter grade as per the band performance rubric.

Textbook:

Title: Standard of Excellence, Book 2

Author: Bruce Pearson

Publisher: Neil A. Kjos Music Co.

Assessment

Students may earn 10 daily participation points. Students will receive 0 daily participation points if they did not bring their instrument to school. The exception will be for those days that the instrument is being repaired. In that case a note must be brought from their parent. Playing exams will be take place often. Please see the performance rubric.

Example

- Daily Participation Points
- Performance Assessment

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QUARTER: First

COURSE: 7th & 8th Grade Band

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
Review all concepts from previous years Continue developing awareness of balance, blend, posture, breathing, etc. Book 2 elements not already covered Marching technique Memorization of marching band music National Anthem America the Beautiful Veterans Day Medley	Informal daily evaluation of individual playing Formal weekly evaluation of individual playing Daily Participation Periodic worksheets	25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). 26.A.3c Music: Describe the processes involved in composing, conducting and performing. 26.A.3d Music: Read and interpret traditional music notation in a varied repertoire.		<ol style="list-style-type: none"> 1. What concepts and skills should a band member develop and master during his or her second and third years of playing? 2. What is proper horn carriage while marching? 3. What is proper posture while marching? 4. What is the proper technique for marching stride? 5. What rank and file mean? 6. What does cover down mean? 7. How does a marching band turn corners? 8. Will I be expected to memorize the marching band music? 9. Why is it important to prepare for a Veterans Day Program?

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QUARTER: Second

COURSE: 7th & 8th Grade Band

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
<p>Intermediate daily warm-ups that include range, flexibility, articulation, balance and blend Concert Music Preparation</p>		<p>25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). 26.A.3c Music: Describe the processes involved in composing, conducting and performing. 26.A.3d Music: Read and interpret traditional music notation in a varied</p>		<ol style="list-style-type: none"> 1. What is an acceptable range for a second or third year instrumentalist? 2. How do I develop my range? 3. What can I do to help ensure our band is well balanced?

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		repertoire.	
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QUARTER: Third

COURSE: 7th & 8th Grade Band

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
Continuation of: <ul style="list-style-type: none"> • Solo/Ensemble • Accompanying • Contest Etiquette • Key Signature • Major (do-based) • Minor (la-based) • Rhythm • Dotted Quarter Notes • Sixteenth Notes/Rests • Expressive Qualities • Mezzo Piano • Phrase 	Informal daily evaluation of individual playing Formal weekly evaluation of individual playing Daily Participation Periodic worksheets	25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). 26.A.3c Music: Describe the processes involved in composing, conducting and performing. 26.A.3d Music: Read and interpret traditional music notation		<ol style="list-style-type: none"> 1. What is a solo and what must I do to prepare one? 2. What is an ensemble and what must I do to prepare one? 3. What is appropriate solo/ensemble contest etiquette? 4. What is appropriate solo/ensemble contest attire? 5. What is accompaniment? 6. What is the difference between major and minor? 7. How do I know if the piece I am playing is in a major key signature or a minor key signature?

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		in a varied repertoire.		
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QUARTER: Fourth

COURSE: 7th & 8th Grade Band

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
Grade 2 to 3 Band Music <ul style="list-style-type: none"> • March • Overture • Hymn • Pop Concert Etiquette Audience Etiquette	Informal daily evaluation of individual playing Formal weekly evaluation of individual playing Daily Participation Periodic worksheets	25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). 26.A.3c Music: Describe the processes involved in composing, conducting and performing. 26.A.3d Music: Read and interpret traditional music notation in a varied repertoire.		<ol style="list-style-type: none"> 1. How does a band prepare for a concert? 2. What is appropriate band member etiquette for a concert? 3. What is appropriate band member attire for a concert? 4. What is appropriate audience etiquette? 5. What is appropriate band member etiquette?

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