

Course Name/Number: 7th/8th Grade (Intermediate) Band**Grade Level: 7-8 (2nd and 3rd year)****Curriculum Map**

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Review/ cont. from 6 th grade band Concert for the Hungry Prep. Quarter: 1 Length (Days): 26/30 days (10 weeks) Mon/Wed/ Fri 11:54 PM – 12:22 PM	1) Can I properly assemble my instrument? 2) Do I sit with correct posture? 3) Do I hold my instrument properly? 4) Can I warm up correctly? (instrument specific warm up) 5) Can I identify, count/clap, and play whole notes, half notes, quarter notes, and eighth notes/rests? 6) Can I identify, define, and physically respond to a repeat sign? 7) Can I identify, define, and respond to a breath mark? 8) Do I tongue my notes?	ILS: 25.A.f.1, 25.A.f.2, 25.A.f.3, 25.A.g.1, 26.A.f.2, 26.A.f.4, 26.A.f.5, 26.A.f.6, 26.A.f.8, 26.A.f.9, 26.A.g.3, 26.A.g.5, 26.A.g.6, 26.A.g.8, 26.A.g.9, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, 26.A.h.8, 26.A.i.2, 26.A.i.5, 26.A.i.6 National Standards: CCSS: Anchor Standards for Reading: 3, 4, 5, 9, 10. Reading Standards for Literature: 2, 3, 5, 6, 10. Reading Standards for Informational Text: 2, 3, 4, 5, 7, 10.	Formative: 5 points, daily grade 10 points, weekly grade (at-home practice) Summative: 10 points weekly (sectional progress) 50 points, Concert for the Hungry/ Student Reflection Self-Assessment	Instrument specific warm up Check-Offs: Rhythm Panel 1 (count/clap/play) Rhythm Panel 2 (verbal) Rhythm Panel 2 (count/clap/play) Concert Bb say and play (scale/arpeggio/ thirds) Book Songs #1-38 Concert Eb scale (scale/arpeggio/ thirds) Paradiddle Flam Tap Musical terms/definitions	Board/dry erase accessories Pencils Check-off Charts “Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin Concert for the Hungry music:TBD Sound system/Stereo iPod Teacher-made supplements 1) Band Handbooks 2) Music Dept. Calendar 3) Tree of Notes 4) Sectional Schedule 5) Practice Logs	I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program. Student/Class progress can vary greatly based on the following factors: The child’s own innate musical ability, the tendencies of each individual instrument, the amount of time spent home preparing the material, regular attendance, and bringing of

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<p>9) Do I play with good tone quality?</p> <p>10) Do I play with the correct fingerings/slide position/bar?</p> <p>11) Can I identify and explain a 4/4 time signature?</p> <p>12) Can I identify, define, and physically respond to a fermata?</p> <p>13) Can I identify all the notes that are going to be presented in the Bb scale?</p> <p>14) Can I identify and explain a tie?</p> <p>15) Can I identify and explain what a dot after a note does?</p> <p>16) Can I identify and explain a slur?</p> <p>17) Can I identify and count and clap triplet eighth notes?</p> <p>18) Can I identify in real time the</p>	<p>Anchor Standards for Writing: 1, 5, 9.</p> <p>Anchor Standards for Speaking and Listening: 1, 2, 4.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Anchor Standards for Language: 1.</p> <p>Standards for Mathematical Practice: 1, 2, 3, 5, 6, 7, 8.</p>		<p>Kan Will Honor Band (select students)</p> <p>ILMEA Junior Division Band Auditions (volunteer students)</p>		<p>required supplies to each rehearsal for full participation</p> <p>Essential questions can only be properly answered with some review of previously learned content.</p> <p>Many students participated in additional musical opportunities afforded to them, such as the Kan Will Honor Band and ILMEA Auditions.</p> <p>All students completed a post-concert self- reflection.</p>
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	<p>notes of the scale, arpeggio, and thirds of the Bb scale exercise?</p> <p>19) Can I play the scale, arpeggio, and thirds of the Bb scale exercise?</p> <p>20) Can I play the scale, arpeggio, and thirds of the Concert Eb scale exercise?</p> <p>21) Can I identify, explain, and execute a paradiddle?</p> <p>22) Can I identify, explain, and execute a flam tap?</p> <p>23) Can I identify explain, and execute a 9 stroke roll?</p> <p>24) Can I verbally define and physically play in legato, marcato, and staccato style?</p>					
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	25) Can I identify and play notes that are marked divisi? 26) Can I identify, verbally define, and play accidentals? 27) Can I identify and physically respond to 1 st and 2 nd endings? 28) Can I identify and explain a 3/4 time signature?					
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Winter Concert Prep/ Review and cont. from Quarter 1 Quarter: 2 nd Length (Days): 19/30 days (10 weeks) Mon/Wed/ Fri 11:54 PM – 12:22 PM	1) Can I identify and explain a 3/4 time signature? 2) Can I identify and count/clap sixteenth notes/rests? 3) Do I understand the proper technique when playing crash cymbals? (percussion) 4) Do I understand the proper technique when playing the suspended cymbal? (percussion) 5) Do I understand the process of tuning timpani? (percussion) 6) Do I understand the proper technique when playing timpani? (percussion) 7) Do I understand the proper	ILS: 25.A.f.1, 25.A.f.2 25.A.f.3, 25.A.g.1 26.A.f.2, 26.A.f.4 26.A.f.5, 26.A.f.6 26.A.f.8, 26.A.f.9 26.A.g.3, 26.A.g.5 26.A.g.6, 26.A.g.8 26.A.g.9, 26.A.h.2 26.A.h.4, 26.A.h.5 26.A.h.7, 26.A.h.8 26.A.i.2, 26.A.i.5 26.A.i.6 National Standards: CCSS: Anchor Standards for Reading: 3, 4, 5, 9, 10. Reading Standards for Literature: 2, 3, 5, 6, 10. Reading Standards for Informational Text: 2, 3, 4, 5, 7, 10.	Formative: 5 points, daily grade 10 points, weekly grade (at-home practice) Summative: 10 points weekly (sectional progress) 50 points, Winter Concert/ Student Reflection Self- Assessment	Instrument specific warm-ups Group warm-ups Check-Offs: 1) Rhythm Panel 1 (count/clap/play) 2) Rhythm Panel 2 (verbal) 3) Rhythm Panel 2 (count/clap/play) 4) START Rhythm Panel 3 (count/clap) 5) Cut time Rhythm Sheet (count/clap) 6) Concert Bb say and play (scale/arpeggio/ thirds) 7) Concert Eb scale (scale/arpeggio/ thirds) 8) START Concert F scale	Board/dry erase accessories Pencils Check-off Charts Sound system/Stereo iPod Recording of winter concert “Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin Warm-Ups: 1) David Morrison “Chord Warm-Up” 2) “5 Minutes a Day Chorale” Winter Concert Literature: TBD Teacher-made supplements: 1) Band Handbooks	I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program. Student/Class progress can vary greatly based on the following factors: The child’s own innate musical ability, the tendencies of each individual instrument, the amount of time spent home preparing the material, regular attendance, and bringing of

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	<p>technique when playing sleigh bells? (percussion)</p> <p>8) Can I identify, define, and demonstrate the following dynamics: “pp, p, mp, mf, f, ff”?</p> <p>9) Can I identify, define, and demonstrate a “crescendo” and “decrescendo”?</p> <p>10) Can I identify, define, and demonstrate “rit.”?</p> <p>11) Can I identify, define, and demonstrate “A Tempo”?</p> <p>12) Can I identify, define, and demonstrate the following tempos: “Andante, Moderato, and Allegro”?</p> <p>13) Can I identify and perform a piece of music that</p>	<p>Anchor Standards for Writing: 1, 5, 9.</p> <p>Anchor Standards for Speaking and Listening: 1, 2, 4.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Anchor Standards for Language: 1.</p> <p>Standards for Mathematical Practice: 1, 2, 3, 5, 6, 7, 8.</p>		<p>(scale/arpeggio/ thirds)</p> <p>9) START chord warm-up</p> <p>Book Songs #39-77 (cont).</p> <p>Sight Reading Activity</p> <p>Percussion: 1) Paradiddle 2) Flam Tap</p> <p>Musical terms/definitions: 1) Allegro 2) Andante 3) Slur 4) Tie 5) Accidental 6) Grand Pause 7) Accent 8) Dotted-half note</p> <p>Concert reflection/Self Assessment</p> <p>Solo/Ensemble Contest Registration</p>	<p>2) Music Dept. Calendar 3) Tree of Notes 4) Sectional Schedule 5) Practice Logs</p>	<p>required supplies to each rehearsal for full participation</p> <p>Essential questions can only be properly answered with some review of previously learned content.</p> <p>All Essential Questions and Learning Activities from the first quarter are applicable to the second quarter. We continue to review and build these skills.</p> <p>I found many examples of the CCSS in BJHS band curriculum.</p>
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	modulates into another key? 14) Can I identify and perform a subito p? 15) Do I understand how to actively participate in sight-reading? 16) Do I understand the terms “staccato” and “legato?” 17) Do I understand the terms “piu mosso” and “andante sostenuto?” 18) What is an “accent?” 19) Can I identify and explain a cut time (2/2) time signature? 20) Can I count and clap/play whole, half, quarter, and eighth notes/rests that exist in a cut time rhythm sheet?					
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name: Spring Concert Prep/ Review and cont. from Quarter 2 Quarter: 3 rd Length (Days): 14/23 days (8 weeks) ** See unit reflection Mon/Wed/ Fri 11:54 PM – 12:22 PM	1) Can I play the concert F scale, arpeggio, and thirds? 2) Am I able to identify, describe, and play a 5 stroke roll? 3) Am I able to describe and demonstrate the style of a march? 4) Am I able to perform a piece of music in cut time? 5) Am I beginning to understand that there is more to music than what is printed on the page? 6) Am I able to retain all the essential questions from the second quarter? 7) Am I able to prepare a solo for the IESA	ILS: 25.A.f.1, 25.A.f.2 25.A.f.3, 25.A.g.1 26.A.f.2, 26.A.f.4 26.A.f.5, 26.A.f.6 26.A.f.8, 26.A.f.9 26.A.g.3, 26.A.g.5 26.A.g.6, 26.A.g.8 26.A.g.9, 26.A.h.2 26.A.h.4, 26.A.h.5 26.A.h.7, 26.A.h.8 26.A.i.2, 26.A.i.5 26.A.i.6 National Standards: CCSS: Anchor Standards for Reading: 3, 4, 5, 9, 10. Reading Standards for Literature: 2, 3, 5, 6, 10. Reading Standards for Informational Text: 2, 3, 4, 5, 7, 10. Anchor Standards for Writing:	Formative: 5 points, daily grade 10 points, weekly grade (at-home practice) Summative: 10 points weekly (sectional progress)	Instrument specific warm-ups Group warm-ups Check-Offs: 1) Rhythm Panel 1 (count/clap/play) 2) Rhythm Panel 2 (verbal) 3) Rhythm Panel 2 (count/clap/play) 4) Rhythm Panel 3 (count/clap/play) 5) Cut time Rhythm Sheet (count/clap/play) 6) Advanced Rhythm Sheet (count/clap) 7) Concert Bb say and play (scale/arpeggio/ thirds) 8) Concert Eb scale (scale/arpeggio/ thirds)	Board/dry erase accessories Pencils Check-off Charts Sound system/Stereo iPod “Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin Warm-Ups: 1) David Morrison “Chord Warm-Up” 2) “5 Minutes a Day Chorale” 3) Red book songs in cut-time (all percussion on practice pads) Spring Concert Literature:TBD Teacher-made supplements: 1) Band Handbooks	I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program. Student/Class progress can vary greatly based on the following factors: The child’s own innate musical ability, the tendencies of each individual instrument, the amount of time spent home preparing the material, regular attendance, and bringing of required

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	<p>solo/ensemble contest?</p> <p>8) Am I able to prepare an ensemble piece for the IESA solo/ensemble contest?</p> <p>9) Am I able to prepare multiple pieces for the IESA solo/ensemble contest?</p> <p>10) Can I identify and explain a cut time (2/2) time signature?</p> <p>11) Can I count and clap/play whole, half, quarter, and eighth notes/rests that exist in a cut time rhythm sheet?</p> <p>12) Do I understand the process of tuning timpani? (percussion)</p> <p>13) Do I understand the proper technique when playing timpani? (percussion)</p>	<p>1, 5, 9.</p> <p>Anchor Standards for Speaking and Listening: 1, 2, 4.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Anchor Standards for Language: 1.</p> <p>Standards for Mathematical Practice: 1, 2, 3, 5, 6, 7, 8.</p>		<p>9) Concert F scale (scale/arpeggio/ thirds)</p> <p>10) Concert Ab scale (scale/arpeggio/ thirds)</p> <p>11) Chord Warm-up parts A/B/C</p> <p>12) 5 minute chorale (tonguing/ slurring)</p> <p>Book Songs #77-116 (cont).</p> <p>Sight Reading Activity</p> <p>Percussion: 1) Paradiddle 2) Flam Tap 3) 9 stroke roll 4) 5 stroke roll</p> <p>Musical terms/definitions: 1) Allegretto 2) Staccato 3) Slur (review) 4) Tie (review) 5) Accidental (review)</p>	<p>2) Music Dept. Calendar</p> <p>3) Tree of Notes</p> <p>4) Sectional Schedule</p> <p>5) Practice Logs</p>	<p>supplies to each rehearsal for full participation</p> <p>Essential questions can only be properly answered with some review of previously learned content.</p> <p>I have been meeting with students after school to help prepare them for contest.</p> <p>** We continue to be hit hard this quarter by holidays, early releases, and snow days. Under the circumstances, I am very pleased with what the students were able to accomplish.</p>
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				<div> <div> 6) “Hairpin” crescendo/ decrescendo 7) Fine 8) D.S. al fine 9) Grand Pause (review) 10) Accent (review) 11) Ritardando 12) 3/4 time (review) 13) Dotted-half note (review) 14) Diminuendo 15) Marcato style </div> <div> Solo/Ensemble Contest Preparation (volunteering students) </div> </div>		<div> <div> All Essential Questions and Learning Activities from the first quarter and second quarter are applicable to the third quarter. We continue to review and build these skills. </div> <div> I found many examples of the CCSS in BJHS band curriculum. </div> </div>
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Name: Spring Concert Prep (cont.) Org. Contest Prep BJHS Graduation Prep (grades 6/7) BHS Graduation Prep (grade 8) Memorial Day Prep (grade 8) Review and cont. from Quarter 3 Quarter: 4 th	1) Can I play the concert F scale, arpeggio, and thirds? 2) Am I able to identify, describe, and play a 5 stroke roll? 3) Am I able to describe and demonstrate the style of a march? 4) Am I able to perform a piece of music in cut time? 5) Am I beginning to understand that there is more to music than what is printed on the page? 6) Am I able to retain all the essential questions from the second quarter? 7) Am I able to prepare a solo for the IESA	ILS: 25.A.f.1, 25.A.f.2 25.A.f.3, 25.A.g.1 26.A.f.2, 26.A.f.4 26.A.f.5, 26.A.f.6 26.A.f.8, 26.A.f.9 26A.g.3, 26.A.g.5 26.A.g.6, 26.A.g.8 26.A.g.9, 26.A.h.2 26.A.h.4, 26.A.h.5 26.A.h.7, 26.A.h.8 26.A.i.2, 26.A.i.5 26.A.i.6 National Standards: CCSS: Anchor Standards for Reading: 3, 4, 5, 9, 10. Reading Standards for Literature: 2, 3, 5, 6, 10. Reading Standards for Informational Text: 2, 3, 4, 5, 7, 10. Anchor Standards for Writing:	Formative: 5 points, daily grade 10 points, weekly grade (at-home practice) Summative: 10 points weekly (sectional progress) 50 points, Spring Concert/Self-Reflection 50 points, Organizational Contest 50 points, Graduation Performance	Instrument specific warm-ups Group warm-ups Check-Offs: 1) Rhythm Panel 1 (count/clap/play) 2) Rhythm Panel 2 (verbal) 3) Rhythm Panel 2 (count/clap/play) 4) Rhythm Panel 3 (count/clap/play) 5) Cut time Rhythm Sheet (count/clap/play) 6) Advanced Rhythm Sheet (count/clap) 7) Concert Bb say and play (scale/arpeggio/ thirds) 8) Concert Eb scale (scale/arpeggio/ thirds)	Board/dry erase accessories Pencils Check-off Charts Sound system/Stereo iPod “Tradition of Excellence, Book 1” By Bruce Pearson and Ryan Nowlin Warm-Ups: 1) David Morrison “Chord Warm-Up” 2) “5 Minutes a Day Chorale” 3) Red book songs in cut-time (all percussion on practice pads) Spring Concert Literature:TBD 6 th /7 th Grade/BJHS Graduation Music:	I continue to update the music curriculum to reflect changes and improvements made in the Beecher Schools Music Program. Student/Class progress can vary greatly based on the following factors: The child’s own innate musical ability, the tendencies of each individual instrument, the amount of time spent home preparing the material, regular attendance, and bringing of required

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<p>Length (Days): 26/31 days (11 weeks)</p> <p>Mon/Wed/ Fri 11:54 PM – 12:22 PM</p>	<p>solo/ensemble contest?</p> <p>8) Am I able to prepare an ensemble piece for the IESA solo/ensemble contest?</p> <p>9) Am I able to prepare multiple pieces for the IESA solo/ensemble contest?</p> <p>10) Can I identify and explain a cut time (2/2) time signature?</p> <p>11) Can I count and clap/play whole, half, quarter, and eighth notes/rests that exist in a cut time rhythm sheet?</p> <p>12) Do I understand the process of tuning timpani? (percussion)</p> <p>13) Do I understand the proper technique when playing timpani? (percussion)</p>	<p>1, 5, 9.</p> <p>Anchor Standards for Speaking and Listening: 1, 2, 4.</p> <p>Speaking and Listening Standards: 1a, 1b, 1c, 1d.</p> <p>Anchor Standards for Language: 1.</p> <p>Standards for Mathematical Practice: 1, 2, 3, 5, 6, 7, 8.</p>		<p>9) Concert F scale (scale/arpeggio/ thirds)</p> <p>10) Concert Ab scale (scale/arpeggio/ thirds)</p> <p>11) Chord Warm-up parts A/B/C</p> <p>12) 5 minute chorale (tonguing/ slurring)</p> <p>Book Songs #116-155 (cont).</p> <p>Sight Reading Activity</p> <p>Percussion: 1) Paradiddle 2) Flam Tap 3) 9 stroke roll 4) 5 stroke roll</p> <p>Musical terms/definitions: 1) Allegretto 2) Staccato 3) Slur (review) 4) Tie (review) 5) Accidental (review)</p>	<p>1) “Pomp and Circumstance,” arr. Eric Osterling</p> <p>2) “The Star Spangled Banner,” arr. John Kinyon</p> <p>8th Grade/BHS Graduation and Memorial Day Music: 1) “Star Spangled Banner,” arr. by Robert W. Smith 2) “Pomp and Circumstance,” arr. by Clare Grundman 3) “Marches of the Armed Forces,” arr. by Michael Sweeney</p> <p>Teacher-made supplements: 1) Band Handbooks 2) Music Dept. Calendar 3) Tree of Notes 4) Sectional Schedule 5) Practice Logs</p>	<p>supplies to each rehearsal for full participation</p> <p>Essential questions can only be properly answered with some review of previously learned content.</p> <p>RTI sectionals continue to be difficult but manageable. I am optimistic about the improved scheduling and group sizes for next year.</p> <p>All Essential Questions and Learning Activities from the first, second, and third quarters are applicable to the fourth</p>
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<p>14) Can I successfully perform with the 6th graders? (7th grade)</p> <p>15) Can I serve as a role model for the 6th graders? (7th grade)</p> <p>16) Can I define and perform a piece of music in 6/8 time? (8th grade)</p> <p>17) Can I identify, define, and demonstrate a glissando? (8th grade flutes and clarinets)</p> <p>18) Can I identify, define, and demonstrate marcato? (8th grade)</p> <p>19) Can I count/clap and play triplet sixteenth notes? (8th grade)</p> <p>20) Can I successfully perform with the high school students? (8th grade)</p>			<p>6) “Hairpin” crescendo/decrescendo</p> <p>7) Fine</p> <p>8) D.S. al fine</p> <p>9) Grand Pause (review)</p> <p>10) Accent (review)</p> <p>11) Ritardando</p> <p>12) 3/4 time (review)</p> <p>13) Dotted-half note (review)</p> <p>14) Diminuendo</p> <p>15) Marcato style</p>		<p>quarter. We continue to review and build these skills.</p> <p>I found many examples of the CCSS in BJHS band curriculum.</p>
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