
Band 7

Curriculum Guide

Scranton School District

Scranton, PA



Course Name: Band 7	Grade: 7
Prerequisites: Grade 6 Band: Students should have basic rhythmic notation, note identification skills, and basic instrumental skills.	
<p>Course Description: This course is designed for 7th- grade students in band, to build upon progressive concepts and knowledge gained in 6th grade with a deeper level of content and practice under the guidance of a certified Pennsylvania music teacher. Students will enhance their proficiency to be beginner-intermediate level in music terminology, instrumental techniques, music theory, and demonstration of skills through a structured and supportive environment. The course will emphasize understanding instrumental pedagogy, band repertoire, and music literacy while exploring genres, composers, and historical context. Lessons will integrate a variety of instructional strategies to accommodate English Language Learners (ELD), students with Individualized Education Programs (IEP), 504 plans, and Emotional Support(ES).</p> <p>This curriculum is designed for the chorus classroom, it is offered as a 45-day class rotation integrated with other related arts. Students will build on foundational knowledge acquired in previous years while progressing in their ability to perform small group and ensemble pieces.</p>	

45 Day Summary

45 Day Overview		
Topic	Standards / Assessment Anchors	Pacing Guide
<i>Review of Band Instruments Techniques:</i> -Students will learn how to assemble and hold instruments. -Students can name and identify parts of each instrument (band). - Identification of instrument families.	9.6-8.B 9.1.6-8.B, G, H	Foundational Skill- Ongoing

<i>Introduction to Instrumental Playing Techniques:</i> -Embouchure and Hand position. Posture and Breathing. Perform simple melodies.	9.1.6-8.A, B, G, H	Foundational Skill - Ongoing
<i>8 note scale :</i> -Students will learn proper fingerings and intonation for an eight-note scale.	9.1.6-8.A, B, C, G, H 9.2.6-8.F 9.3.6-8.D	Foundational Skill - Ongoing
<i>Introduction to Music Theory - Melodic:</i> - Students will learn to read basic melodies on their instruments. -Students will learn short 16-measure songs and simple band repertoire.	9.1.6-8.A, B, G, H 9.2.6-8.F 9.3.6-8.D	Foundational Skill - Ongoing
<i>Introduction to Music Theory - Reading/Demonstration :</i> - Grand Staff, Time Signature, Conducting Lesson	9.1.6-8.A, B, C, G, H 9.2.6-8.F 9.3.6-8.D	Foundational Skill - Ongoing
<i>Introduction to Music Theory - Rhythm:</i> - Students will identify different rhythmic values, and students will be able to write learned rhythmic values.	9.1.6-8.A, B, C, G, H 9.2.6-8.F 9.3.6-8.D	Foundational Skill - Ongoing
<i>Music Vocabulary:</i> - Students will continue to learn music vocabulary	9.1.6-8.A, B, C, G, H 9.2.6-8.F 9.3.6-8.D	Foundational Skill - Ongoing
<i>Introduction to Music History Concepts:</i> -Listening, Lecture, and Discussion - Students will listen to various composers -Genres, styles, and historical context.	9.1.6-8.A-K 9.2.6-8.A-L 9.3.6-8.A-G 9.4.6-8.A-D	Foundational Skill - Ongoing

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Detailed Breakdown By Topic

Topic	Standards / Assessment Anchors	Essential Knowledge & Skills	Vocabulary	Resources & Activities	Assessments	Suggested Time
Refresher of Instrument Practices	9.1.7.A - C 9.3.7.A 9.2.7.D	Students will understand the basic structure of their assigned instruments, including the different parts and their functions (e.g., mouthpieces, valves, slides, etc.). The teacher will guide them through the process of assembling and disassembling their instruments, ensuring they know how to care for and clean their instruments to maintain proper functionality and hygiene. Students will also learn to identify the three major	Woodwind, Brass, Percussion, mouthpiece, ligature, reed, valve, slide, stick	Teacher-Generated Materials: Visual aids with labeled diagrams of each instrument. SmartBoard Presentation: Showing step-by-step videos of instrument assembly and disassembly. Hands-on Practice: Students will work with their instruments under teacher supervision, ensuring proper technique. Instrument Exploration: Allowing students to handle different instruments to learn their components and how they produce sound. Method Books:	Teacher Assessment/Formal , Informal Observations	Week 1 Ongoing review when necessary

		instrument families: brass, woodwind, and percussion. Expanding on the knowledge learned in the previous year.		Essential Books		
Intermediate Level of Playing - Instrumental	9.1.7.B, C, G, H	Students will review the fundamentals of playing their instrument, starting with posture, embouchure (for brass and woodwind), and grip (for percussion). The teacher will emphasize the importance of correct posture for sound production and breath control for wind instruments. Students will practice focusing on tone quality. Percussion students will demonstrate basic and intermediate level of snare drum strokes and mallet techniques. Expanding on the knowledge learned in the previous year.	Embouchure, stick, mallets, posture, sound production, resonance, breath control, reed, ligature.	Teacher Demonstration: Showing correct playing posture and embouchure. SmartBoard/Video Demonstrations: Examples of professional musicians playing with correct technique. Method Books (e.g., Essential Elements): Students practice simple exercises to develop technique. Instrument Stands & Tuners: For independent practice and tuning.	Teacher Assessment/Formal , Informal Observations	Week 1 Ongoing review when necessary
Learning and Practicing the	9.1.7.B, C, G, H	Students will review the first few notes on	Staff, treble clef, bass clef,	Instrument Method	Teacher Assessment/Formal	Week 1 -2

Notes		<p>their instrument. They will review staff notation and identify the notes they are playing (e.g., FACE and EGBDF for treble clef instruments, ACEG and GBDFA for bass clef instruments). Proper fingerings for these notes will be taught, with an emphasis on producing clear, resonant sounds. Intonation will be introduced as students learn to adjust their playing for the correct pitch. Students will learn a full length scale at this level (8 notes). Expanding on the knowledge learned in the previous year.</p>	<p>note names, intonation, fingerings, valve positions (for brass), key positions (for woodwinds).</p>	<p>Books(e.g. Essential Elements): Specific exercises targeting the first few notes.</p> <p>Teacher Demonstrations: Step-by-step guidance on playing the first notes with proper fingerings.</p> <p>SmartBoard and Sheet Music: Visual aids showing the staff, clefs, and note locations.</p> <p>Independent Practice: Students practice note production with regular teacher check-ins.</p>	, Informal Observations	Ongoing review when necessary
Reading Comprehension - Melodic	9.1.7.A - C	<p>Students will develop the ability to read and perform simple melodies on their instruments, connecting their understanding of pitch, intervals, and music notation to their</p>	<p>Staff, Clef, Natural, Flat, Sharp, Fingerings, Melody, pitch, interval, stepwise motion,</p>	<p>Instrument Method Books(e.g. Essential elements): Specific exercises targeting the recognizing notes on the staff and sight reading.</p>	Teacher Assessment/Formal , Informal Observations	<p>Week 3 - 4</p> <p>Ongoing review when necessary</p>

		<p>playing. They will learn to identify melodic patterns and practice playing both stepwise and intervallic melodies. The focus will be on connecting the visual representation of notes on the staff with the physical action of playing the correct pitches on their instrument. Students will also begin to recognize the importance of phrasing and expression in melodic playing. Expanding on the knowledge learned in the previous year.</p>	<p>phrase, expression, articulation, scale</p>	<p>Teacher Demonstrations: Step-by-step guidance on playing notes with proper fingerings.</p> <p>SmartBoard and Sheet Music: Visual aids showing the staff, clefs, and note locations.</p> <p>Independent Practice: Students practice note production with regular teacher check-ins.</p>		
<p>Reading Comprehension - Rhythm</p>	<p>9.1.7.A - H, 9.1.7.A-G</p>	<p>Students will understand the role of rhythm in music, including the ability to identify, clap, and count basic rhythmic patterns. They will learn rhythmic values for whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and rests. The</p>	<p>Whole note, half note, quarter note, eighth note, rest, time signature, conducting pattern, meter, sixteenth notes</p>	<p>Rhythm Games: Clapping and counting exercises using various rhythmic values.</p> <p>SmartBoard Demonstrations: Visualizing different time signatures and rhythmic patterns.</p> <p>Written Rhythm Exercises: Students write and count out</p>	<p>Teacher Assessment/Formal , Informal Observations</p>	<p>Week 3 - 4</p> <p>Ongoing review when necessary</p>

		<p>concept of time signatures will be introduced, and students will practice reading and performing rhythms in various meters (e.g., 4/4, 3/4 , adding 6/8). Conducting patterns will also be introduced to reinforce rhythmic understanding. Expanding on the knowledge learned in the previous year.</p>		<p>rhythms. Group Rhythm Activities: Whole class clapping or drumming exercises. Instrument Method Books(e.g. Essential elements): Specific exercises targeting the Rhythm.</p>		
Key Signatures	9.1.7.A - H, 9.3.7.A-G	<p>Students will learn to recognize and play key signatures, focusing on C, Bb, and G Major. They will identify key signatures on their sheet music and write them out during theory exercises. Transposition will be briefly introduced, showing how some instruments (e.g., trumpet, clarinet) must play in different keys from the concert pitch. Students will begin to understand how key signatures affect their fingerings.</p>	<p>Key signature, transposition, major scale, C Major, Bb Major, G Major.</p>	<p>SmartBoard Presentation: Showing key signature charts and how they affect each instrument. Key Signature Drills: Students practice identifying key signatures on flashcards or worksheets. Playing Exercises: Simple songs or scales in C, Bb, and G Major. Teacher Demonstrations: Showing how to play in different keys on various instruments.</p>	<p>Teacher Assessment/Formal , Informal Observations Mid-Quarter Evaluation</p>	<p>Week 5 -6 Ongoing review when necessary</p>

		Expanding on the knowledge learned in the previous year.		Instrument Method Books(e.g. Essential elements): Specific exercises targeting Key Signatures.		
Harmony	9.1.7.A - H, 9.3.7.A-G	Students will be introduced to harmony and its role in ensemble playing. They will explore how different parts (melody, harmony, bass line) interact to create a cohesive musical experience. Students will play simple duets, focusing on maintaining their part while listening to their partner. Understanding intervals and chord structures will be briefly covered, helping students recognize harmonic patterns. Expanding on the knowledge learned in the previous year.	Harmony, melody, bass line, duet, interval, chord	Duet Exercises: Students play two-part pieces from method books or teacher-arranged materials. SmartBoard Demonstrations: Showing harmonic intervals and chords in visual form. Group Practice: Students take turns playing duets with a partner, with feedback from the teacher. Listening Exercises: Recognizing harmony in professional recordings. Instrument Method Books(e.g. Essential elements): Specific exercises targeting Harmony.	Teacher Assessment/Formal Informal Observations	Week 5 - 6 Ongoing review when necessary

Music History	9.1.7.A - H, 9.2.7 A-L, 9.3.7.A-G, 9.4.7.A-D	Students will gain a foundational understanding of the historical and cultural contexts of different music genres, including jazz, classical, modern, and world music. The teacher will present key composers, landmark pieces, and stylistic elements of each genre. Students will also learn to identify genres by listening to audio examples. The influence of social, political, and cultural movements on music will be discussed.	Jazz, Modern, Classical, Musical, World Music	SmartBoard Demonstrations: Showing historical references to current music topics. Listening Exercises: Recognizing different genres of music. Instrument Method Books(e.g. Essential elements): Specific exercises targeting the History of Music (e.g. Mozart Melody and its historical importance)	Teacher Assessment/Formal Informal Observations	Week 5 - 6 Ongoing review when necessary
Ensemble Playing & Independent Musicianship Demonstration	9.1.7.A, B, C, G, H 9.2.7.F 9.3.7.A, B, D 9.4.7.A, B	Students will develop ensemble awareness, including listening to other sections, balancing dynamics, and matching articulation styles across the group. Introduction to sectional playing: Small group rehearsals will emphasize blending within	Ensemble, blend, balance, intonation, articulation, sight-reading, phrasing, dynamics contrast, tempo changes, sectional rehearsal,	Full-band rehearsal pieces (beginner-intermediate level): from Essential Elements Book 1 or Standard of Excellence series. Duet and trio exercises to develop individual musicianship while maintaining ensemble awareness. Listening assignments:	Teacher Assessment/Formal Informal Observations Final Evaluation	Week 6-9

		<p>sections and playing independently while maintaining ensemble unity.</p> <p>Students will improve sight-reading skills by working with duet, trio, and full-band music, focusing on rhythmic precision and intonation adjustments within an ensemble.</p> <p>Introduction to basic conducting patterns to improve cueing awareness and entrances/exits in performances.</p> <p>Exposure to different musical styles within band literature to enhance interpretation and expressiveness.</p>	<p>cueing, conducting patterns, rubato, fermata, unison, harmony, and counter-melody.</p>	<p>Students analyze recordings of professional ensembles, focusing on intonation, articulation, and phrasing.</p> <p>Sectional rehearsals: Small groups work on parts separately before rejoining full-band rehearsals to improve accuracy and blend.</p> <p>Peer feedback sessions: Students perform in small groups and offer constructive feedback on tone, rhythm, and articulation.</p> <p>Basic conducting practice: Students learn 2/4, 3/4, and 4/4 conducting patterns and take turns leading their section in warm-ups.</p>		
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Fundamental Music Vocabulary 7 (Sequential and Scaffolding)

Rhythm

Rhythm	Eighth note/rest	Dotted quarter note/rest
Steady Beat	Syncopation	Pickup Note
Whole note/rest	Sixteenth note/rest	Metronome
Half note/rest	Triplet	Counting
Quarter note/ rest	Dotted half note/rest	

Tempo/Dynamics

Tempo	Largo	Crescendo
Dynamics	Allegro	Piano
Ritardando	Andante	Forte
Accelerando	Moderato	Mezzo Forte
Presto	Decrescendo	Mezzo Piano

Musical Symbols/ Music Theory

Music Staff	Line/Space	Time Signature
Grand Staff	Bar Line	Common Time
Whole/Half Step	Double Bar	1st & 2nd Ending
Interval	Ledger Lines	Key Signature

Measure	D.C. al Fine	Scale
Measure Number	Fine	Arpeggio
Treble Clef	Melody	Chromatic
Bass Clef	Phrase	Glissando
Alto Clef	Harmony	Major/Minor
Repeat Sign	Solo/Duet/Trio/Quartet	Chord
Legato	Unison	Pitched/Unpitched
Accent	Accidental	Breath Mark
Staccato	Enharmonic	Articulation
Marcato	Sharp/Natural/Flat	Phrasing
Fermata	Tie	
Coda	Slur	

Band Terminology

Ligature	Embouchure	Etiquette
Reed	Slides/Keys	Timbre
Mouthpiece	Valve	Ensemble
Woodwind	Posture	Blend
Percussion	Fingers	Balance
Brass	Perform	Intonation
Instrument Families	Practice	Articulation

Sight-reading

Form

Form

AB Form

ABA Form

Canon/Round

Trio

Waltz

Introduction

ABBA

Rondo Form

Theme/Variation

Counter-melody

Music History

Composer

Arranger

Conductor

Genre

Symphony

Modern Music

Jazz Music

Ragtime

Blues

Classical Music

Wolfgang Amadeus Mozart

Johann Sebastian Bach

Ludwig Van Beethoven

Gioacchino Rossini

John Philip Sousa

World Music