

Grade 7 Band



Winter Concert Cycle Course Curriculum

Power Objectives

P.O. #1: Demonstrate on a daily basis the individual responsibilities for a member of a performing ensemble ([P.O. #1 Proficiency Rubric](#))

P.O. #2: Play a variety of repertoire using proper technique, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre ([P.O. #2 Proficiency Rubric](#))

P.O. #3: Read, perform, and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture ([P.O. #3 Proficiency Rubric](#))

P.O. #4: Apply critical thinking skills to music performances, focusing on context, culture, and setting. ([P.O. #4 Proficiency Rubric](#))

Academic Vocabulary

- ☐ musical phrasing
- ☐ stylistic expression/musicality
- ☐ dynamic contrast
- ☐ tempo consistency

- ☐ articulation
- ☐ pitch accuracy
- ☐ rhythmic accuracy
- ☐ musical form
- ☐ tone production (ensemble, section, individual)

- ☐ blend (ensemble and section)
- ☐ balance (ensemble and section)
- ☐ intonation (ensemble, section, individual)

Enduring Understandings

Students understand that...

- Active engagement in the music rehearsal itself and giving the best possible effort demonstrates responsible musicianship and leads to musical improvement.
- Making a positive commitment to the group by thinking past individual concern, and working for the betterment of the "musical team" demonstrates responsible musicianship and therefore leads to the success of a music ensemble.
- Proficient musicians play a wide variety of musical repertoire accurately.

- In order to have a rewarding performance experience, students must utilize proper performance techniques.
- Specific playing techniques are needed to perform successfully on musical instruments.
- Different musical styles can be share from one piece of music to another.
- To accurately evaluate their individual performance of the whole ensemble, students must listen critically.
- To improve future performances, students must critically examine why previous performances were successful or unsuccessful.
- Specific strategies can be used to evaluate music which can lead to successful future musical performances.

Essential Questions

- How can we work as a collaborative team to efficiently prepare our music to the level of a quality public performance?
- How can students who are not playing at a given moment in class remain actively engaged and involved in the rehearsal and music making?
- How can we use our method book to continually improve our understanding and execution of the foundational concepts of music?
- How can we take musical strengths from the one performance/rehearsal and make them stronger as we make a commitment to improving on our weaknesses as an ensemble?
- How can we accurately evaluate in-class performances of the selected musical literature and use this information to prepare for a quality public performance?