

# Blackhawk School District

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## CURRICULUM

<b>Course Title:</b>	<b>Band</b>
<b>Grade Level(s):</b>	<b>Seventh Grade</b>
<b>Periods Per Week:</b>	<b>1 individual or small group lesson Every other day</b>
<b>Length of Class:</b>	<b>30 minutes</b>
<b>Faculty Author(s):</b>	<b>Music Faculty: Lisa Thomas-Wright, Krsten Neeley, Jayne McDonald, George Hoydich, Bob Barthen, Diane Hemphill</b>
<b>Date:</b>	<b>December 2007; Revised May '09</b>

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### **MUSIC DEPARTMENT MISSION:**

**Blackhawk School District will support development of all students' musical awareness, enjoyment, confidence and expression through educational and enrichment opportunities. We are dedicated to providing an excellent music education through a sequential program of study, performing ensembles and concerts that foster excellent musicianship and a lifelong appreciation for music.**

### **COURSE DESCRIPTION:**

**Band rehearses daily to develop instrumental musical skills and to prepare for the year's performances which include, but are not limited to: Winter Concert, Spring Concert and the district mass Band Concert. Students will also continue to develop skills through weekly group lessons and should continually strive to improve their musical skills through group study and individual practice. Areas of emphasis are tone quality, correct posture, balance, blend, intonation, attacks, releases, phrasing, rhythm, cooperation, respect and self-discipline.**

*The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.*

OBJECTIVES (PA standard)	RESOURCES
<p><b>9.1 A Rhythm</b> Demonstrate whole, half, quarter, eighth, triplets and sixteenth notes; whole, half, quarter, and eighth rests; duple meter; combination rhythms; syncopation; dotted rhythms</p> <p><b>9.1 A Pitch</b> Demonstrate ability to correspond written notation with specific instrument technique</p> <p><b>9.1 A Timbre</b> Identify timbre in the context of an ensemble</p> <p><b>9.1 A &amp; B Composition and Improvisation</b> Improvise and perform rhythmic melodic fragments</p> <p><b>9.1 Form</b> Identify and demonstrate the form within instrumental literature</p> <p><b>9.2 A.-G, J-K and 9.1.A, D, F Historical and Cultural Context</b> Perform music representing diverse genres, cultures, and historical periods(emphasis on Medieval/Renaissance)</p> <p><b>9.1 Notation</b> Recognize, perform, and notate rhythmically and melodically in duple and triple meter; half, quarter, eighth, sixteenth, and triplet notes, whole and dotted half notes; half, quarter, eighth rests; combination rhythms in duple and triple meter</p> <p><b>9.1G Rehearsal, Performance, Practice Etiquette</b> Understand and apply the function and expectations of rehearsals, performances and individual practice</p> <p><b>9.1 C Vocabulary</b> Understand and apply music terminology found within literature</p> <p><b>9.1.H Safety and Equipment</b> demonstrate proper use and care of instruments and materials</p>	<p>Essential Elements 2000 Various band literature</p>

**9.1 J.&K Technology**

Incorporate technology as appropriate to the curriculum including SMART music, metronomes, and tuners

**9.3 A., B, & E., 9.1.F Critical Response**

Critically respond to composer, music, and performances as appropriate(compare, contrast, evaluate, analyze, and interpret)

**9.4 B & C Aesthetic Response**

Describe the intrinsic effects that literature has on one's own performance individually and within an ensemble