

Junior High Band 2015-2016 Curriculum Map

	National Arts Standards	Unit	Content	Rhythmic Skills	Scales and Chorales	Essential Questions	Assessment	Resources/Activities
August		<ul style="list-style-type: none"> *Introduction of rehearsal procedures *Re-familiarize students with their instruments *Basic Musicianship Techniques 	<ul style="list-style-type: none"> *Sound Clarity and Production *Posture *Playing techniques *Ear-to-Hand <ul style="list-style-type: none"> - Scalar motion from Do to Sol *Concert Pitch vs Transposed Pitch *Intonation 	<ul style="list-style-type: none"> • Review Whole notes, half notes, quarter notes • 4/4 Time 	Bb Major #1: I-IV-V-I	<ul style="list-style-type: none"> How do I produce sound? What is intonation? How should I sit/stand? Am I relaxed while playing? How does my instrument transpose? What is Concert Pitch? 	<ul style="list-style-type: none"> Participation Grd Self-Evaluation Peer Evaluation 	<ul style="list-style-type: none"> Concert Lit: Berceuse Polovetzian Dances 36 Chorales for Band 14 wks. to a Better Band (JH Ed.) Online Music Content Survey
September		<ul style="list-style-type: none"> *Basic Musicianship Techniques *Introduction to Music Theory 	<ul style="list-style-type: none"> *Posture *Breath Support *Transposed Instruments *Theory <ul style="list-style-type: none"> - Scale degrees - Enharmonic notes - Major/Minor 2nds - Suspensions (basic) - ABA Form - Call and Response *Ear-to-Hand <ul style="list-style-type: none"> - Scalar Motion - Half-steps *Musicality <ul style="list-style-type: none"> - Dynamics - Melody vs Harmony vs Rhythm - New vs Varied Music 	<ul style="list-style-type: none"> • Review Whole notes, half notes, quarter notes • Eighth Notes • 3/4 Time 	Eb Major #6: Suspensions #11: Music for Queen Mary	<ul style="list-style-type: none"> How does my breath support change my sound? How does my intonation affect the ensemble? How does my instrument transpose? What is the musical form of <i>Berceuse</i>? What compositional techniques are used in <i>Simple Gifts</i>? What is the cultural significance of <i>Simple Gifts</i>? Who is Igor Stravinsky? How is call and response used in <i>Simple Gifts</i>? Which line is the most important in a piece of music? 	<ul style="list-style-type: none"> Participation Grd Self-Evaluation Peer Evaluation Lesson Partici. 	<ul style="list-style-type: none"> Concert Lit: Berceuse Polovetzian Dances Regal Fanfare Simple Gifts 14 wks. to a Better Band (JH Ed.) 36 Chorales for Band Piano Poster with notes labelled Lessons: Lesson Book

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October		<p>*Basic Musicianship Techniques *Practice Techniques *Introduction to Music Theory cont.</p>	<p>*Posture *Breath Support *Theory - Enharmonic notes - Major/Minor 2nds - Building a Major Scale *Ear-to-Hand - Scalar Motion from Do-Sol and then down below Do to Sol - Half Steps *Musicality - Slurs - Staccato - Legato</p>	<ul style="list-style-type: none"> • Eighth and 2 16ths • 2 16ths and eighth • 2/4 time 	<p>F Major #8: Ode to Joy #9. God Rest Ye Merry Gentleman</p>	<p>How do scales help us become better musicians? Why do certain notes have more than one name? What is the difference between the names in an enharmonic note? What do major and minor mean? How does reflecting on my practicing help me grow as a musician? How do different articulations change how a piece of music sounds? How does one practice a piece of music? Who is Alexander Borodin?</p>	<p>Participation Grd Self-Evaluation Peer Evaluation Lesson Partici. Lesson Journal Grd</p>	<p>Concert Lit: Berceuse Polovetzian Dances Regal Fanfare Simple Gifts</p> <p>14 wks. to a Better Band (JH Ed.) 36 Chorales for Band Piano Poster with notes labelled</p> <p>Lessons: Lesson Book</p>
November		<p>*Basic Musicianship Techniques *Music Theory: Major vs. Minor *Concert Etiquette *Performance Techniques</p>	<p>*Posture *Breath Support *Concert Etiquette *Performance Techniques *Theory - Major/Minor 3rds - Perfect 4ths/5ths/8th - Building a Major/Minor chord - Building a natural minor scale *Ear-to-Hand - Scalar Motion from Do-Sol and then down below Do to Sol - Addition of minor 3rd scale degree - Half Steps *Musicality - Accents</p>	<ul style="list-style-type: none"> • 16ths • 8th note triplets 	<p>C Major</p>	<p>How does musicality impact a performance? How does concert etiquette change the atmosphere of a performance? How do the different types of accents differ from each other? How do accents affect the notes that surround them?</p>	<p>Participation Grd Self-Evaluation Peer Evaluation Lesson Partici. Concert</p>	<p>Concert Lit: Berceuse Polovetzian Dances Regal Fanfare Simple Gifts</p> <p>14 wks. to a Better Band (JH Ed.) 36 Chorales for Band Piano Poster with notes labelled</p> <p>Lessons: Lesson Book</p>

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December	<p>MU:Cr1.1.E.8a MU:Cr2.1.E.8a</p>	<p>*Introduction to Music Composition *Small Group Composition Projects</p>	<p>*Theory - Major/Minor 6ths - Major/Minor 7ths - Suspensions (prepared) - Basic Chord Progressions - Theme and Variations - Motives (rhythmic/melodic) *Ear-to-Hand - Scalar Motion from Do-Sol and then down below Do to Sol - Leaps (3rds) - Half Steps - Rhythmic motifs *Musicality - Accel; rall.; rit; formatas - Breath marks - Phrasing (direction)</p>	<ul style="list-style-type: none"> • Dotted 8th and 16th • Dotted ¼ and 8th 	<p>Ab Major #18: Finlandia</p>	<p>How does the composer alter the different themes in <i>Variations on a Theme by Paganini</i>? How as musicians can we use the knowledge of the theme to help us play a piece of music? How are chord progressions useful in writing music? How is a suspension used in music and how can we use that knowledge to become a better participant in an ensemble?</p>	<p>Participation Grd Self-Evaluation Peer Evaluation Lesson Journal Grd Lesson Partici.</p>	<p>Concert Lit: Chorale Prelude in E Minor 14 wks. to a Better Band (JH Ed.) 36 Chorales for Band Piano Poster with notes labelled Audio Recording: Fantasy Variations on a Theme by Paganini Worksheets with the Paganini Theme Chromebooks (Flat music writing app) Semester Progress Survey</p>
January	<p>MU:Cr1.1.E.8a MU:Cr2.1.E.8a MU:Cr2.1.E.8b MU:Pr.5.3.E.8a MU:Re.7.1.E.8a MU:Re.7.2.E.8a</p>	<p>*Basic Musicianship Techniques *Practice Techniques *Small Groups Composition Projects</p>	<p>*Theory - Homophonic Texture vs. Polyphonic Texture - Leading tones - Basic Part-writing techniques - Motives (rhythmic/melodic) *Ear-to-Hand - Scalar Motion from Do-Sol and then down below Do to Sol - Leaps (3rds) - Half Steps - Rhythmic motifs *Musicality - Interpretation</p>	<ul style="list-style-type: none"> • Dotted ¼ and 8th • 8th ¼ 8th 	<p>G Major Transposed version of #27: Ave Maria Transposed version of #5: Tallis Canon</p>	<p>Best scale practice for <i>In the Bleak Midwinter</i>? How must composers consider the instruments and musicians they are writing for when composing? What makes a piece of music easy or hard? How can I use what I learn playing music to write my own music? How can I use music theory to write a piece of music (e.g. form, chord progressions, scales...)?</p>	<p>Participation Grd Self-Evaluation Peer Evaluation Lesson Partici.</p>	<p>Concert Lit: Chorale Prelude In the Bleak Midwinter 14 wks. to a Better Band (JH Ed.) 36 Chorales for Band Piano Poster with notes labelled Chromebooks (Flat music writing app)</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">February</p>	<p>MU:Cr1.1.E.8a MU:Cr2.1.E.8a MU:Cr2.1.E.8b MU:Cr.3.1.E.8a MU:Pr.5.3.E.8a MU:Re.7.1.E.8a MU:Re.7.2.E.8a MU:Cn.10.0.H.8a</p>	<p>*Basic Musicianship Techniques *Small Groups Composition Projects</p>	<p>*Theory - Homophonic Texture vs. Polyphonic Texture - Leading tones - Basic Part-writing techniques *Musicality - Interpretation</p>	<ul style="list-style-type: none"> • 8th and dotted ¼ • 8th rest ¼ 	<p>Db Major #29: Largo from Symphony No. 9 #36: Symphony No. 2 Brass Chorale from Finale</p>	<p>How does performance affect composition? How can I use my knowledge of the music's creation to practice and perform a work? What kind of textures are used in <i>Chorale Prelude in E Minor</i> and <i>In the Bleak Midwinter</i>? What is an arrangement of a piece of music? Who is Gustav Holst?</p>	<p>Participation Grd Self-Evaluation Peer Evaluation Lesson Partici.</p>	<p>Concert Lit: Chorale Prelude In the Bleak Midwinter 14 wks. to a Better Band (JH Ed.) 36 Chorales for Band Piano Poster with notes labelled Chromebooks (Flat music writing app)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">March</p>	<p>MU:Cr2.1.E.8a MU:Cr2.1.E.8b MU:Cr.3.1.E.8a MU:Cr.3.2.E.8a MU:Pr.5.3.E.8a MU:Pr.6.1.E.8a MU:Pr.6.1.E.8b MU:Re.7.1.E.8a MU:Re.7.2.E.8a MU:Cn.10.0.H.8a</p>	<p>*Basic Musicianship Techniques *Small Groups Composition Projects</p>	<p>*Posture *Breath Support *Concert Etiquette *Performance Techniques *Theory - Homophonic Texture vs. Polyphonic Texture - Leading tones - Basic Part-writing techniques *Musicality - Interpretation</p>	<ul style="list-style-type: none"> • Cut Time • 6/8 time (triple meter) 	<p>A Major</p>	<p>What is cut time? Why do composers write pieces in cut time? What is a triple meter? How can we apply what we know about performances to prepare our composition projects?</p>	<p>Participation Grd Self-Evaluation Peer Evaluation Lesson Journal Grd Composition Proj. Lesson Partici. Concert</p>	<p>Concert Lit: Chorale Prelude In the Bleak Midwinter (For Adventureland: Polovetzian Dances Berceuse) 14 wks. to a Better Band (JH Ed.) 36 Chorales for Band Piano Poster with notes labelled Chromebooks (Flat music writing app)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">April</p>		<p>*Basic Musicianship Techniques</p>		<ul style="list-style-type: none"> • 6/8 time • 3/8 time • 12/8 time 	<p>D Major</p>		<p>Participation Grd Self-Evaluation Peer Evaluation Lesson Partici. Adventureland Concert</p>	<p>Concert Lit: Chorale Prelude In the Bleak Midwinter Polovetzian Dances Berceuse The Bells of San Miguel from <i>Viva Mexico!</i> 14 wks. to a Better Band (JH Ed.) 36 Chorales for Band Piano Poster with notes labelled</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">May</p>		<p>*Basic Musicianship Techniques *Large Group composition project</p>	<p>*Theory - Circle of Fifths (or Fourths depending on preference)</p>	<ul style="list-style-type: none"> • Asymmetric meters • 5/4; 7/4; 5/8 	<p>Chromatic Scale #25: Rhenish Symphony Mvt. 4 Opening #32: In the Village</p>		<p>Participation Grd Self-Evaluation Peer Evaluation Lesson Partici. Lesson Journal Grd Concert</p>	<p>Concert Lit: Dreaming Winds The Bells of San Miguel <i>from Viva Mexio!</i></p>
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