



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Band

Grades 7 - 8

Prepared by:
David Marks

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:

June Chang

*Approved by the Midland Park Board of Education on
September 16, 2014*

MS Band Course of Study

Band 7-8

Students who desire to develop their skills in instrumental music may enroll in band during each year in high school. Band rehearsals are conducted during the school day and for limited periods of time out side of the regular school day, depending on the needs of the organization, but particularly just prior to major concert programs and shows.

Students participate in a rotating lesson schedule during the school day. Membership in the band requires self-discipline with regard to practice, dedication with regard to daily and extra rehearsal sessions, and compliance with the demands of the director with regard to performance standards

Pacing Guide – Band Classes

Unit 1 – Marking Period 1 -2 – 18 Weeks

Unit 2 – Marking Period 3-4 – 18 Weeks

Unit 3 – Marking Period 4 – 3 Weeks

Unit 4 – All Year - 36 Weeks

Unit Overview			
Content Area:	Band		
Unit Title:	Unit 1: Winter Concert		
Grade Level:	7-8		
Unit Summary: This unit focuses on preparing students for the first concert performance of the year. This preparation includes review of prior knowledge and fosters progress in ability levels. Throughout the unit students will be exposed to higher levels of music and performance expectations.			
21st century themes: Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures			
Learning Targets			
Standards: This unit will include components of 1.1 The Creative Process: all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures, 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, and 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art			
CPI#	Cumulative Progress Indicator (CPI)		
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.		
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.		
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.		
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.		
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.		
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<p>emotions and responses?</p> <ul style="list-style-type: none"> How does the performance of music in an ensemble contribute to a person's character traits? 	<ul style="list-style-type: none"> Through performance, we can share the art of music with others. The arts serve multiple functions: enlightenment, education and entertainment. Great art requires skill and discipline to turn notions into a quality product. Having respectful behavior of an audience shows the appreciation and value of the hard work by the musician. Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork. Playing an instruments allows one to communicate without the use of words The relationship between the arts and culture are mutually dependent. An understanding of the elements and principles of art is essential to the creative process and artistic production Great music requires skill and discipline to turn notions into a quality product. The artistic process can lead to unforeseen or unpredictable outcomes.
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Unit Learning Targets

Students will...

- Demonstrate: level of appropriate musical literature as determined by band, rhythmic and metric comprehension, quality tone production, balance, blend, intonation, facility, articulation, phrasing, and dynamics
- Understand: Musical vocabulary, appropriately differentiate the properties of different musical genres, and the process of composition.
- Express their imagination through the performance of musical works
- Describe musical changes of time and cultures
- Be able to perform major scales up to 2 sharps and 2 flats
- Perform 1 octave chromatic scale
- Be able to identify key and time signatures
- Display proper body posture, hand and finger position on their respective instruments
- Apply all markings indicated in the printed music
- Explore and understand strategies for sight reading music

Evidence of Learning

Summative Assessment:

Concert Performance

Equipment Needed: Appropriate musical literature, Recording devices, instruments, method books, and instrumental music supplies

Teacher Resources: Various books on theory, literature, technique and composer intent.

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> Lessons: evidence of practice, attendance and increased performance ability | <ul style="list-style-type: none"> Independent practice: Complete home practice hours Group Critique: Students evaluate performance |
|---|---|

- Portfolio Recordings throughout the unit as well as at the conclusion
- Daily assessment of individual and ensemble achievement through the use of audio/video recordings.
- Performance: Behavior, Class performance attendance

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Sight-read Piece #1 (Varied by Group Ability)	1 Day
2	Sight-read Piece #2 (Varied by Group Ability)	1 Day
3	Sight-read Piece #3 (Varied by Group Ability)	1 Day
4	Sight-read Piece #4 (Varied by Group Ability)	1 Day
5	Sight-read Piece #5 (Varied by Group Ability)	1 Day
6	Sight-read Piece #6 (Varied by Group Ability)	1 Day
7	Rehearse Piece #1	15 Days
8	Rehearse Piece #2	15 Days
9	Rehearse Piece #3	15 Days
10	Rehearse Piece #4	15 Days
11	Rehearse Piece #5	15 Days
12	Rehearse Piece #6	15 Days

13	Final Prep of All Pieces	20 Days
Teacher Notes: Music selected for the ensembles should reflect varying styles, interests, and time periods.		
Curriculum Development Resources Click links below to access additional resources used to design this unit: http://www.state.nj.us/education/cccs/standards/1/ http://njcore.org/standards/statestand/12831 http://www.jwpepper.com Teaching Music Through Performance book series		

Unit Overview					
Content Area:	Band				
Unit Title:	Unit 2: Spring Concert				
Grade Level:	7-8				
Unit Summary: This unit focuses on preparing students for the second concert performance of the year. This preparation includes review of prior knowledge and fosters progress in ability levels. Throughout the unit students will be exposed to higher levels of music and performance expectations.					
21st century themes: Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures					
Learning Targets					
Standards: This unit will include components of 1.1 The Creative Process: all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures, 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, and 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art					
CPI#	Cumulative Progress Indicator (CPI)				
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.				
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1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.				
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1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.				
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.				
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.				
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.				
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Unit Learning Targets

Students will...

- Demonstrate: level of appropriate musical literature as determined by band, rhythmic and metric comprehension, quality tone production, balance, blend, intonation, facility, articulation, phrasing, and dynamics
- Understand: Musical vocabulary, appropriately differentiate the properties of different musical genres, and the process of composition.
- Express their imagination through the performance of musical works
- Describe musical changes of time and cultures
- Be able to perform major scales up to 3 sharps and 3 flats
- Perform 1 octave chromatic scale
- Be able to identify key and time signatures
- Display proper body posture, hand and finger position on their respective instruments
- Apply all markings indicated in the printed music
- Explore and understand strategies for sight reading music

Evidence of Learning

Summative Assessment:

Concert Performance

Equipment Needed: Appropriate musical literature, Recording devices, instruments, method books, and instrumental music supplies

Teacher Resources: Various books on theory, literature, technique and composer intent.

Formative Assessments

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| <ul style="list-style-type: none"> Lessons: evidence of practice, attendance and increased performance ability | <ul style="list-style-type: none"> Independent practice: Complete home practice hours Group Critique: Students evaluate performance |
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- Portfolio Recordings throughout the unit as well as at the conclusion
- Daily assessment of individual and ensemble achievement. through the use of audio/video recordings.
- Performance: Behavior, Class performance attendance

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
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4	Sight-read Piece #4 (Varied by Group Ability)	1 Day
5	Sight-read Piece #5 (Varied by Group Ability)	1 Day
6	Sight-read Piece #6 (Varied by Group Ability)	1 Day
7	Rehearse Piece #1	15 Days
8	Rehearse Piece #2	15 Days
9	Rehearse Piece #3	15 Days
10	Rehearse Piece #4	15 Days
11	Rehearse Piece #5	15 Days
12	Rehearse Piece #6	15 Days

13	Final Prep of All Pieces	20 Days
14	Critique Performance	5 days

Teacher Notes:

Music selected for the ensembles should reflect varying styles, interests, and time periods.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/1/>

<http://njcore.org/standards/statestand/12831>

<http://www.jwpepper.com>

Teaching Music Through Performance book series

Unit Overview			
Content Area:	Band		
Unit Title:	Unit 3: End of the Year Performance (Graduation)		
Grade Level:	7-8		
Unit Summary: This unit focuses on preparing students for the second concert performance of the year. This preparation includes review of prior knowledge and fosters progress in ability levels. Throughout the unit students will be exposed to higher levels of music and performance expectations.			
21st century themes: Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures			
Learning Targets			
Standards: This unit will include components of 1.1 The Creative Process: all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures, 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, and 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art			
CPI#	Cumulative Progress Indicator (CPI)		
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.		
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1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.		
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.		
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
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Unit Learning Targets

Students will...

- Demonstrate: level of appropriate musical literature as determined by band, rhythmic and metric comprehension, quality tone production, balance, blend, intonation, facility, articulation, phrasing, and dynamics
- Understand: Musical vocabulary, appropriately differentiate the properties of different musical genres, and the process of composition.
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- Be able to perform major scales up to 4 sharps and 4 flats
- Perform 1 octave chromatic scale
- Be able to identify key and time signatures
- Display proper body posture, hand and finger position on their respective instruments
- Apply all markings indicated in the printed music
- Explore and understand strategies for sight reading music

Evidence of Learning

Summative Assessment:

Concert Performance

Equipment Needed: Appropriate musical literature, Recording devices, instruments, method books, and instrumental music supplies

Teacher Resources: Various books on theory, literature, technique and composer intent.

Formative Assessments

- | | |
|---|---|
| <ul style="list-style-type: none"> Lessons: evidence of practice, attendance and increased performance ability | <ul style="list-style-type: none"> Independent practice: Complete home practice hours Group Critique: Students evaluate performance |
|---|---|

- Portfolio Recordings throughout the unit as well as at the conclusion
- Daily assessment of individual and ensemble achievement through the use of audio/video recordings.
- Performance: Behavior, Class performance attendance

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Sight-read Piece #1 (Varied by Group Ability)	1 Day
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6	Rehearse Piece #1	3 Days
7	Rehearse Piece #2	3 Days
8	Rehearse Piece #3	3 Days
9	Rehearse Piece #4	3 Days
10	Rehearse Piece #5	3 Days
13	Final Prep of All Pieces	2 Days

14	Critique Performance	1 day
Teacher Notes: Music selected for the ensembles should reflect varying styles, interests, and time periods.		
Curriculum Development Resources Click links below to access additional resources used to design this unit: http://www.state.nj.us/education/cccs/standards/1/ http://njcore.org/standards/statestand/12831 http://www.jwpepper.com Teaching Music Through Performance book series		

Unit Overview			
Content Area:	Band		
Unit Title:	Unit 4: Other Course Activities		
Grade Level:	7-8		
Unit Summary: This unit focuses on exposing students to outside performance and viewing opportunities. This preparation includes review of proper concert edict, possible performance venues, ways to work with guest artists, and various concert settings. This unit extends throughout the school year and gives students the chance to participate in group and individual activities.			
21st century themes: Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures			
Learning Targets			
Standards: This unit will include components of 1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures, 1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, and 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art			
CPI#	Cumulative Progress Indicator (CPI)		
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures		
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.		
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art		
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.		
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.		
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.		
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays		
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traits?	<ul style="list-style-type: none">• Having respectful behavior of an audience shows the appreciation and value of the hard work by the musician.• Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.• Playing an instruments allows one to communicate without the use of words• The relationship between the arts and culture are mutually dependent.• An understanding of the elements and principles of art is essential to the creative process and artistic production• Great music requires skill and discipline to turn notions into a quality product.• The artistic process can lead to unforeseen or unpredictable outcomes.• Performance opportunities exist outside of the school environment.• Being an active member of the arts culture is a contribution to society.	
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none">• Understand: Musical vocabulary, appropriately differentiate the properties of different musical genres, and the process of composition.• Express their imagination through the performance of musical works• Describe musical changes of time and cultures• View a performance and incorporate the findings into one’s own musicianship.• Interact with Clinician to improve overall performance• See other groups perform to understand changes that any ensemble faces in performance.		
Evidence of Learning		
Summative Assessment: Written Project		
Equipment Needed: Teacher Resources:	Internet Access, Recording Devices Access to Clinicians and Area musicians	
Formative Assessments <ul style="list-style-type: none">• Independent concert attendance: Complete assignment• Group Critique: Students evaluate performance throughout the unit as well as at the conclusion through the use of audio/video recordings.		
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Concert Paper Explanation	1 Day
2	Clinician/Festival Prep	5 Day

3	Concert Paper Completion	1 Day
4	Clinic/Festival	1 Day
5	Clinic/Festival Wrap Up	2 Day

Teacher Notes:

Clinic and/or Festival should reflect the needs of the ensemble.

Curriculum Development Resources

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<http://njcore.org/standards/statestand/12831>

<http://www.jwpepper.com>

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