

## Seventh-Grade Band

### Goal 25A

Big idea: Understands basic music vocabulary, specifically relating to key signatures.

Essential questions: How are scales played? What determines a key signature?

Concept: Recognizes vocabulary pertinent to band, e.g. tempo and dynamic markings, stylistic markings

Skills: Knows and performs scales, arpeggios, and root-position chords for the major key signatures of Concert Bb, Eb, and F

Lesson: Introduce major scales through performance; introduce concept of transposing instruments and how their key signatures differ.

Activities: Write scales using a keyboard or keyboard visual to learn transposition; play scales

Assessment: performance scale test

Essential vocabulary: concert pitch, scale, transposition, transposing

"I can" statement: I can play Concert Bb, Eb, and F scales and understand the concept of transposing instruments by using a keyboard visual.

### Goal 26A

Big idea: Understands methods to use to build and improve effective sight-reading skills.

Essential questions: What is STARS? How can I improve my sight-reading skills?

Concept: Describes or analyzes the process of practicing and ensemble rehearsal technique, e.g. sight reading.

Skills: Sight read in Book Two using STARS in small groups and full band.

Lesson: Introduce sight reading via STARS in both sections and full band.

Activities: Choose pieces and selections from Book Two and other standard pieces, then play in sections or full band.

Assessment: informal playing test

Essential vocabulary: sight reading, STARS

"I can" statement: I can sight read confidently by using STARS.

## Goal 27

Big idea: Understands the role of the arts in past and present civilizations

Essential questions: What are ways that music has changed between time periods?

What are a few ways that music varies across cultures?

Concept: Performs various musical pieces from assorted historical periods and various cultures.

Skills: Plays specific pieces in the method books that are from different historical periods and cultures.

Lesson: Play specific pieces from the method book and/or full band pieces which are from different historical periods and cultures.

Activities: Play in small groups or in full band excerpts of folk songs and identify the culture from which they are taken; listen to recordings of historical pieces and imitate the style in performance pieces; view a listening map.

Assessment: Individual playing tests; written listening test; listening map quiz

Essential vocabulary: folk songs; various historical periods, e.g. Baroque, Classical, Twentieth Century

"I can" statement: I can identify different historical periods and cultures by playing a variety of selections and pieces in rehearsal.