



Intermediate-Advanced Band
Curriculum Guide
Grades 7-8
2017-18

Paramount Unified School District
Educational Services

Intermediate/Advanced Band – Grades 7 and 8
Course Outline and Pacing Guide

Course Description

This instrumental music course is designed for students who have mastered the basics of performing on a wind or percussion instrument and are ready for more advanced instruction. Students prepare for and participate in concerts, developing skills specific to the instrument they play. Students demonstrate a knowledge of performance etiquette.

Course Goals

- Demonstrate care and maintenance of instruments
- Develop the ability to play independent parts of music, melodies and rhythms
- Perform rhythmic and melodic notation using standard symbols for pitch, meter, rhythm, dynamics, and temp in duple and triple meters
- Play independent parts in an ensemble

Instrumental Music Standards

Artistic Perception

- 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters
- 1.3 Transcribe simple aural examples into rhythmic notation
- 1.4 Sight-read simple melodies in the treble clef or bass clef.

Creative Expression

- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).

Historical and Cultural Context

- 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.

Textbook

Essential Elements 2000 Book 2, published by Hal Leonard

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	Content Text Book: <i>Essential Elements Book 2</i>	Performance Objectives	VAPA Standards for Music
<p style="text-align: center;">Weeks 1-8</p> <p>Students learn how to hold instruments and concert etiquette</p>	<p>Preparation for the Winter Performance in December, 2010</p> <p>Preparation for the Winter Concert Performance will take place at the VAPA Collaboration Meetings.</p> <p>Concert Pieces: Select and rehearse 7-9 concert pieces for the Winter Concert.</p> <p>Teacher selects performance pieces based on the class performance level.</p> <p><u>Songs</u> Pages 2-5</p>	<p><u>Music Teaching</u>, pages 2-5 Essential Elements Review, pp 2-4 Staccato Tenuto History – Canons and Rounds Sightreading</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.3 Transcribe simple aural examples into rhythmic notation</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p style="text-align: center;">Weeks 1-8</p> <p style="text-align: center;">VOCABULARY</p> <p>Ritardando Key Changes Dynamics Time Signature Cut Time Dynamics Syncopation</p>	<p>Preparation for the Winter Performance</p> <p>Concert Pieces: Select and rehearse 7-9 concert pieces for the Winter Concert.</p> <p>Teacher selects performance pieces based on the class performance level.</p> <p><u>Songs</u> Pages 6-9</p> <p>Essential Elements Quiz and Essential Creativity Pages 8-9</p>	<p><u>Music Teaching, pages 6-9</u> Daily Warm-Up & Work-Outs Ritardando History – Loch Lomond Key Changes Dynamics Time Signature Cut Time (Alla Breve) Dynamics Syncopation History – George M. Cohan</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p style="text-align: center;">Weeks 1-8</p> <p style="text-align: center;">VOCABULARY</p> <p>new key signature cut time syncopation sixteenth notes concert pitch accidentals</p>	<p>Preparation for the Winter Performance</p> <p>Concert Pieces:</p> <p>Performance Spotlight Pieces on pages 12-13 (Consider for Winter Concert). Teacher selects performance pieces based on the class performance level.</p> <p><u>Songs</u> pages 10-13</p> <p>Essential Elements Quiz page 11</p> <p>Begin planning the Winter Concert at the VAPA Collaboration Meetings.</p>	<p><u>Music Teaching, pages 10-13</u> New Key Signature Cut Time Syncopation Sixteenth Notes</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

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<p style="text-align: center;">Weeks 1-8</p> <p style="text-align: center;">VOCABULARY</p> <p>initial tone small segments altered pitches pentatonic sequence dynamics</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces:</p> <p>Teacher selects performance pieces based on the class performance level.</p> <p><u>Songs</u> Pages 14-18</p> <p>Essential Elements Quiz Page 15</p> <p>First Quarter Assessment</p> <ol style="list-style-type: none"> 1. Written tests on note names and values. 2. Pulse and counting test on rhythms. 3. Playing assessment on an instrument. 4. Singing assessment on notation. 	<p><u>Music Teaching, pages 14-18</u> New Key Signature Rallentando Daily Warm-Ups & Work-Outs History – Bizet and <i>Carmen</i></p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

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<p style="text-align: center;">Week 9-17</p> <p style="text-align: center;">VOCABULARY</p> <p>duet improvise structured creativity imitate long tone isolate</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces: Rehearse Concert Pieces</p> <p>Teacher selects performance pieces based on the class performance level.</p> <p><u>Songs</u> Pages 19-20</p> <p>Essential Elements Quiz Page 19</p>	<p><u>Music Teaching, pages 19-20</u> New Notes History – John Phillip Sousa</p> <p><u>Review pages 2-20</u></p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

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<p style="text-align: center;">Weeks 9-17</p> <p style="text-align: center;">VOCABULARY</p> <p>warm-up technique ensemble skills air stream smooth, steady tone model altered pitches</p>	<p>Preparation for the Winter Concert Performance.</p> <p>Concert Pieces: Rehearse Concert Pieces.</p> <p>Finalize song choices for concert.</p> <p><u>Songs</u> pages 21-23</p> <p>Essential Elements Quiz Page 21</p>	<p><u>Review pages 2-20</u></p> <p><u>Music Teaching, pages 21-23</u></p> <p>6/8 Time Signature More Enharmonics More Chromatics History - Habanera</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

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<p style="text-align: center;">Weeks 9-17</p> <p>VOCABULARY</p> <p>variations dynamic markings flam repeat sign rim shot stick clicks</p>	<p>Preparation for the Winter Concert Performance</p> <p>Rehearse Concert Pieces.</p> <p><u>Songs</u> Pages 23-24</p> <p>Essential Elements Quiz Page 24</p>	<p><u>Music Teaching, pages 23-24</u> Triplets</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

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<p style="text-align: center;">Weeks 9-17</p> <p>VOCABULARY</p> <p>register tone holes embouchure lip slur sticking pattern</p>	<p style="text-align: center;">Perform Winter Concert Performance</p> <p><u>Songs</u> Page 25</p> <p style="text-align: center;">First Semester Assessment</p> <ol style="list-style-type: none"> 1. Written tests on note names and values. 2. Pulse and counting tests on rhythms. 3. Performance/Winter Concert Test 4. Written on all music notation covered during first semester (comprehensive). 6. Playing on scales and assigned material. 	<p><u>Music Teaching, pages 25</u> Scale Study – New Notes</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <ol style="list-style-type: none"> 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters 1.4 Sight-read simple melodies in the treble clef or bass clef. <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <ol style="list-style-type: none"> 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6). <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <ol style="list-style-type: none"> 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p style="text-align: center;">Weeks 18-27</p> <p style="text-align: center;">VOCABULARY</p> <p>circled measures intervals accidentals closed roll alternate sticking pattern</p>	<p>Begin planning and organizing Spring Concert Performance for June, 2010.</p> <p><u>Songs</u> Page 26</p> <p>Preparation for the Spring Concert Performance will take place at the VAPA Collaboration Meetings.</p>	<p><u>Music Teaching, pages 2-26</u> Review music skills and selected skills in ensembles and individually,</p> <p>History – The Marines’ Hymn D.S. al Fine Accelerando</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>

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<p>Weeks 18-27</p> <p>VOCABULARY</p> <p>common time variations on rhythms two-measure repeat 1st and 2nd ending extended roll arpeggio concept of chord</p>	<p>Continue planning Spring Concert Performance.</p> <p>Differentiate depending on skill level.</p> <p><u>Songs</u> Pages 27-28</p> <p>Essential Elements Quiz Page 27</p>	<p><u>Music Teaching, Pages 27-28</u> History – Strauss and The Waltz Legato Style Measure Repeat</p> <p>Rehearse selected songs for concert and from beginning of the book.</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>

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<p>Weeks 18-27</p> <p>VOCABULARY</p> <p>daily warm-up triple paradiddle flexibility</p>	<p>Continue planning Spring Concert Performance.</p> <p>Differentiate depending on skill level.</p> <p><u>Songs</u> Page 30</p> <p>Third Quarter Assessment</p> <ol style="list-style-type: none"> 1. Written tests on note names and values. 2. Pulse and counting tests on rhythms. 3. Playing/sing test on assigned material. 4. Sight-Reading Challenge, page 38 	<p><u>Music Teaching, page 30</u> Major and Minor</p> <p>Review music elements as needed.</p> <p>Rehearse selected songs for concert and from beginning of the book.</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>

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<p>Weeks 28-36</p> <p>VOCABULARY</p> <p>Meter Eighth note rhythms National anthems</p>	<p>Continue planning Spring Concert Performance.</p> <p><u>Songs</u> Performance Spotlight Page 32</p>	<p><u>Music Teaching, Page 32</u> Review music elements as needed.</p> <p>Rehearse selected songs for concert and from beginning of the book.</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>

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<p>Weeks 28-36</p> <p>VOCABULARY</p> <p>Enharmonic notes Chromatic notes</p> <p>Review Vocabulary Weeks 1-35</p>	<p>Final rehearsals for Spring Concert Performance</p> <p>Rehearse Spring Concert Performance.</p> <p><u>Songs, Fingering, Individual Studies, Charts, and Creating Music</u> Pages 33-44</p>	<p><u>Preparation for Performance.</u></p> <p>Discuss and practice behavior, clothing and poise rehearsals.</p> <p>Finalize invitation list, create draft copy of invitation, schedule an appointment to plan with principal, print and disseminate invitations.</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p>Weeks 28-36</p>	<p>Spring Concert Performance</p> <p>Second Semester Assessment</p> <ol style="list-style-type: none"> 1. Written tests on note names and values. 2. Pulse and counting tests on rhythms. 3. Spring Concert (June 2011) 4. Writing on music notation covered during year. 5. Playing on scales and songs. 	<p>Students perform individually or in small groups using performance lists from their repertoire.</p> <p>Content After Performance</p> <ul style="list-style-type: none"> • Performance Spotlight Songs, pages 31-33 • Revisit Performing Music of Favorite Songs (Individual Repertoire) • Revisit Concert Pieces • Improvisation and Composition pieces, page 46 • Individual Studies, pages 34-43 	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <ol style="list-style-type: none"> 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters 1.4 Sight-read simple melodies in the treble clef or bass clef. <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <ol style="list-style-type: none"> 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).