



Beginning Band  
Curriculum Guide  
Grades 7-8  
2017-18

Paramount Unified School District  
**Educational Services**

Beginning Band – Grades 7-8  
Course Outline and Pacing Guide

**Course Description**

This instrumental music course is designed as an introduction to the basics of performing on a wind or percussion instrument. Students prepare for and participate in concerts, developing skills specific to the instrument they play. The course includes note reading, basic music vocabulary, and beginning music theory. In addition to listening to, describing, and performing music from a variety of cultures, students demonstrate a knowledge of performance etiquette and work together in an ensemble.

**Course Goals**

- Demonstrate care and maintenance of an instrument
- Develop the ability to play simple melodies within a limited range
- Perform concert pieces, exhibiting concert etiquette
- Learn to read and interpret rhythmic notation
- Listen to, describe, and perform music of various styles from a variety of cultures

**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*, published by Hal Leonard

Paramount Unified School District  
Educational Services

Beginning Band-Grades 7-8

	Content Textbook: <i>Essential Elements Book 1</i>	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 1-8</b></p> <p>VOCABULARY</p> <p>instrument posture breathing hand position</p>	<p><i>Performance Spotlight</i>, pages 12-13</p> <p>#38 Jingle Bells #39 My Dreydl #53 Aura Lee #54 Frere Jacques (Round) #55 When the Saints Go Marching In #56 Old MacDonald Had a Band #57 Ode to Joy</p> <p>Rehearse and follow music elements (e.g., “Key Signature) from Essential Elements 1 and other songs in addition to the songs in the Winter Concert Performance.</p>	<p>Teacher selects based on the student’s performance level:</p> <ul style="list-style-type: none"> <li>• Sharp, Flat, Natural, page 5</li> <li>• Reading the Notes, page 5</li> <li>• First Flight, page 5</li> </ul> <p>Essential Elements Quiz, page 5</p> <ul style="list-style-type: none"> <li>• Notes in Review: G, F, E, D, C. page 6</li> <li>• Rolling Along, page 6</li> <li>• Half Note, page 6</li> <li>• Half Rest, page 6</li> <li>• Rhythm Rap, page 6</li> <li>• The Half Counts, page 6</li> <li>• Hot Cross Buns, page 6</li> <li>• Breath Mark, page 6</li> <li>• Go Tell Aunt Rhodie, page 6</li> </ul> <p>Essential Elements Quiz, page 6</p>	<p><b><u>Artistic Perception</u></b> <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><b><u>Creative Expression</u></b> <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>

	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 1-8</b></p> <p>VOCABULARY</p> <p>stick position staff ledger line measure bar line</p>	<p>Preparation for the Winter Concert Performance</p> <p>Preparation for the Winter Concert Performance will take place at the VAPA Collaboration Meetings.</p> <p>Concert Pieces: <i>Performance Spotlight</i>, pages 12-13</p> <p>#38 Jingle Bells #39 My Dreydl #53 Aura Lee #54 Frere Jacques (Round) #55 When the Saints Go Marching In #56 Old MacDonald Had a Band #57 Ode to Joy</p>	<p>Teacher selects based on the student's performance level:</p> <ul style="list-style-type: none"> <li>• Whole Note, page 7</li> <li>• Whole Rest, page 7</li> <li>• Rhythm Rap, page 7</li> <li>• The Whole Thing, page 7</li> <li>• Duet, page 7</li> <li>• Split Decision – Duet, page 7</li> <li>• Key Signature, page 7</li> <li>• March Steps, page 7</li> <li>• Listen to Our Sections, page 7</li> <li>• Lightly Row, page 7</li> </ul> <p>Essential Elements Quiz, page 7</p> <ul style="list-style-type: none"> <li>• Fermata, page 8</li> <li>• Reaching Higher, page 8</li> <li>• Au Claire De La Lune, page 8</li> <li>• Remix, page 8</li> <li>• Harmony, page 8</li> </ul>	<p><b><u>Artistic Perception</u></b> <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><b><u>Creative Expression</u></b> <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><b><u>Historical and Cultural Context</u></b> <i>Diversity of Music</i></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 9-17</b></p> <p>VOCABULARY</p> <p>double bar repeat sign random order correct fingering treble bar clef time signature line notes space notes sharp flat natural</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces: <i>Performance Spotlight</i>, pages 12-13</p> <p>#38 Jingle Bells #39 My Dreydl #53 Aura Lee #54 Frere Jacques #55 When the Saints Go Marching In #56 Old MacDonald Had a Band #57 Ode to Joy</p> <p>First Quarter Assessment</p> <ol style="list-style-type: none"> <li>1. Written assessments on note names and values.</li> <li>2. Pulse and counting tests on rhythms.</li> </ol>	<p>Teacher selects based on the student's performance level:</p> <ul style="list-style-type: none"> <li>• London Bridge – Duet, page 8</li> <li>• History – Mozart, page 8</li> <li>• A Mozart Melody, page 8</li> </ul> <p>Essential Elements Quiz, page 8</p> <ul style="list-style-type: none"> <li>• Deep Pockets, page 9</li> <li>• Doodle All Day, page 9</li> <li>• Jump Rope, page 9</li> <li>• Pick-Up Notes, page 9</li> <li>• A-Tisket, A-Tasket, page 9</li> <li>• Dynamics, page 9</li> <li>• Loud and Soft, page 9</li> <li>• Jingle Bells, page 9</li> <li>• My Dreydl, page 9</li> <li>• Eighth Notes, page 10</li> </ul>	<p><b><u>Artistic Perception</u></b> <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><b><u>Creative Expression</u></b> <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><b><u>Historical and Cultural Context</u></b> <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><b>Weeks 9-17</b></p> <p>VOCABULARY</p> <p>half notes half rests breath mark memorize rhythm steady beat consecutive half notes key signature duet pitches</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces: <i>Performance Spotlight</i>, pages 12-13</p> <p>#38 Jingle Bells #39 My Dreydl #53 Aura Lee #54 Frere Jacques (Round) #55 When the Saints Go Marching In #56 Old MacDonald Had a Band #57 Ode to Joy</p> <p>Rehearse and follow music elements (e.g., “Key Signature) from Essential Elements Book 1.</p>	<p>Preparation for the Winter Concert Performance</p> <p>Teacher selects based on the student’s performance level:</p> <ul style="list-style-type: none"> <li>• Rhythm Rap, page 10</li> <li>• Eighth Note Jam, page 10</li> <li>• Skip To My Lou, page 10</li> <li>• Long, Long Ago, page 10</li> <li>• Oh, Susanna, page 10</li> <li>• History – Rossini, page 10</li> </ul> <p>Essential Elements Quiz – William Tell, page 10</p> <ul style="list-style-type: none"> <li>• Time Signature, page 11</li> <li>• Conducting, page 11</li> <li>• Rhythm Rap, page 11</li> <li>• Two by Two, page 11</li> <li>• Tempo Markings, page 11</li> <li>• High School Cadets’ March, page 11</li> </ul>	<p><b><u>Artistic Perception</u></b> <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><b><u>Creative Expression</u></b> <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><b><u>Historical and Cultural Context</u></b> <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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<b>Weeks 9-17</b>  <b>VOCABULARY</b>  fermata harmony long note rudiment duple meters triple meters	Preparation for the Winter Concert Performance  Concert Pieces: <i>Performance Spotlight</i> , pages 12-13  #38 Jingle Bells #39 My Dreydl #53 Aura Lee #54 Frere Jacques (Round) #55 When the Saints Go Marching In #56 Old MacDonald Had a Band #57 Ode to Joy  Rehearse and follow music elements (e.g., “Key Signature) from Essential Elements Book 1.	Teacher selects based on the student’s performance level:  <ul style="list-style-type: none"> <li>Hey, Ho! Nobody’s Home, page 11</li> <li>Dynamics, page 11</li> <li>Clap the Dynamics, page 11</li> <li>Play the Dynamics, page 11</li> </ul> Performance Spotlight, pages 12 and 13  Performance Warm-Ups, page 12 <ul style="list-style-type: none"> <li>Tone Builder</li> <li>Rhythm Etude</li> <li>Rhythm Rap</li> <li>Chorale</li> </ul> <ul style="list-style-type: none"> <li>Aura Lee, page 12</li> <li>Frere Jacques, page 12</li> </ul>	<b><u>Artistic Perception</u></b> <i>Read and Notate Music</i> 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.  <b><u>Creative Expression</u></b> <i>Apply Vocal and Instrumental Skills</i> 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).  <b><u>Historical and Cultural Context</u></b> <i>Diversity of Music</i> 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.

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<p><b>Weeks 9-17</b></p> <p>VOCABULARY</p> <p>forte mezzo forte pick-up notes quarter rests dynamic levels steady beat dynamic markings percussion</p>	<p><b>Winter Concert Performance</b></p> <p>Assessment</p> <ol style="list-style-type: none"> <li>1. Written tests on note names and values.</li> <li>2. Pulse and counting tests on rhythms.</li> <li>3. Winter Concert Performance</li> <li>4. Written test on all music notation covered during first semester</li> <li>5. Playing scales and assigned material.</li> <li>6. Singing assigned material.</li> </ol>	<p>Encore Rehearsals: Teacher selects based on the student's performance level:</p> <ul style="list-style-type: none"> <li>• When the Saints Go Marching In, page 13</li> <li>• Old MacDonald Had a Farm, page 13</li> <li>• Ode to Joy (from Symphony No. 9), page 13</li> <li>• Hard Rock Blues (Encore), page 13</li> </ul>	<p><b><u>Artistic Perception</u></b> <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><b><u>Creative Expression</u></b> <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><b><u>Historical and Cultural Context</u></b> <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><b>Weeks 18-27</b></p> <p>VOCABULARY</p> <p>allegro moderato andante two-beat pattern 2/4 time signature 2/4 meter flam tap rudiment</p>	<p>Discuss and plan organization for classroom/site concerts</p> <p><u>Songs</u> Pages 14-20</p> <p><u>Essential Elements Assessments</u> Pages 14, 17, 19</p> <p>Preparation for the Spring Concert Performance will take place at the VAPA Collaboration Meetings.</p>	<p>Teach all lessons on notes, music theory, history;</p> <p>Administer Essential Element's quizzes:</p> <p><u>Music Teaching, Pages 14-20</u> Tie, Slur Dotted Half Note History – Stephen Collins <math>\frac{3}{4}</math> Time Signature Conducting History – Latin American Music Flat, Sharp, Natural, Key Signature 1<sup>st</sup> &amp; 2<sup>nd</sup> Endings History – Japanese Folk Music Theme and Variations D.C. al Fine History – African-American Spirituals History - Ragtime Multiple Measure Rest History – Johann Sebastian Bach</p>	<p><b><u>Artistic Perception</u></b> <i>Read and Notate Music</i> 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> <p><b><u>Creative Expression</u></b> <i>Apply Vocal and Instrumental Skills</i> 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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<b>Weeks 18-27</b>  VOCABULARY  crescendo decrescendo diminuendo flam dynamics The Blues	Continue planning and rehearsing classroom/site concerts.  Differentiate depending on skill level:  <u>Songs</u> Pages 21-27  <u>Essential Elements</u> <u>Assessments</u> Pages 22, 24, 26	<u>Music Teaching, Pages 21-27</u>  History – Franz Schubert Blues – Boogie-Woogie Dotted Quarter & Eighth Notes Special Trumpet Exercise: Lip Slurs Interval Trio Repeat Signs 4/4 Time Signature Conducting	<b><u>Artistic Perception</u></b> <i>Read and Notate Music</i> 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.  <b><u>Creative Expression</u></b> <i>Apply Vocal and Instrumental Skills</i> 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).

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<b>Weeks 28-36</b>  VOCABULARY  tie dotted half-ties bar line	Begin planning Spring Concert  Differentiate depending on skill level:  <u>Songs</u> Pages 28-32  <u>Essential Elements Assessments</u> Pages 32, 31, 32  Third Quarter Assessment  1. Written tests on performance lists. 2. Pulse and counting tests on rhythms. 3. Singing assigned material. 4. Playing assigned material.	Begin selecting songs for Spring Performance in June. Rehearse these songs often.  Add student favorites and cultural favorites from the book to your performance list.  <u>Music Teaching, Pages 28-32</u> Scale Chord & Arpeggio History – Franz Haydn Soli History – <i>Hatikvah</i> Eighth Note & Eighth Rest History – John Phillip Sousa History – <i>O Canada</i>	<b><u>Artistic Perception</u></b> <i>Read and Notate Music</i> 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.  <b><u>Creative Expression</u></b> <i>Apply Vocal and Instrumental Skills</i> 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).

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<p><b>Weeks 28-36</b></p> <p>VOCABULARY</p> <p><math>\frac{3}{4}</math> time signature 3 beat pattern double paradiddle flam accent rudiments</p>	<p>Continue planning and rehearsing Spring Concert Performance.</p> <p><u>Songs</u> Pages 33-39</p> <p><u>Essential Elements</u> <u>Assessment</u> Pages 35</p>	<p>Rehearse songs for performance.</p> <p>Add student and cultural favorites from the book to performance list.</p> <p><u>Music Teaching, Pages 33-39</u> Enharmonics Chromatic Notes History – Camille Saint-Saens History – Ludwig van Beethoven History – Peter Illyich Tchaikovsky Duets Scales</p>	<p><b><u>Artistic Perception</u></b> <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><b><u>Creative Expression</u></b> <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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<b>Weeks 28-36</b>  VOCABULARY  Review and rehearse	Final rehearsals for Spring Concert Performance in June	Preparation for Spring Concert Performance.  Conduct ongoing rehearsals of the concert pieces.  Discuss and practice behavior, dress and poise.	<p><b><u>Artistic Perception</u></b>  <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><b><u>Creative Expression</u></b>  <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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<b>Weeks 28-36</b>  VOCABULARY  Review and rehearse	<b>Spring Concert Performance In June</b>  Second Semester Assessment  Essential Elements Quiz Star Achiever, page 45	Students perform individually or in small groups using performance lists from their repertoire in class. <ul style="list-style-type: none"> <li>Revisit Performing Music of Favorite Songs (Individual Repertoire)</li> <li>Performance Spotlight Songs, pages 35-44</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i>  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> <p><b><u>Creative Expression</u></b>  <i>Apply Vocal and Instrumental Skills</i>  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>