

# Curriculum Map: Band

# Grade: 7

Unit/Student Outcomes	Resources/ materials	Assessments	Illinois Learning Standards	Length of unit
<p>Students will be able to perform:</p> <ul style="list-style-type: none"> <li>• Concert Bb Tonguing Study (#3) from Page 2 of Step-by-Step Book _ = 96</li> <li>• Concert Bb Major Scale Study (#4) from Page 2 of Step-by-Step Book _ = 96</li> <li>• Concert Bb Major Scale Major Chord Study (#6) from Page 3 of Step-by-Step Book _ = 60</li> <li>• Concert Bb Major Scale Interval Study (#7) from Page 3 of Step-by-Step Book _ = 72</li> <li>• Concert Bb Major Scale Thirds Study (#9) from Page 3 of Step-by-Step Book _ = 96</li> <li>• Private Lesson Study (#11) from Page 3 of Step-by-Step Book</li> </ul>	<ul style="list-style-type: none"> <li>◆ Band Technique Step by Step Book</li> <li>◆ Rhythm Vocabulary Charts by Ed Sueta</li> <li>◆ Various Band Arrangements</li> <li>◆ Band Director Handouts</li> </ul>	<ul style="list-style-type: none"> <li>◆ SmartMusic exercises or playing exams</li> </ul> <p>Performances:</p> <ul style="list-style-type: none"> <li>◆ High School Marching Performance</li> <li>◆ Laps for Literature</li> <li>◆ Palos Park Autumn Parade</li> <li>◆ Harvestfest</li> <li>◆ Winter Concert</li> <li>◆ Written Semester</li> </ul>	<p><b><u>STATE GOAL 25</u></b></p> <p><b>25.A.1c</b> Identify differences in elements and expressive qualities (i.e., between fast and slow tempos; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).</p> <p><b>25.A.2c</b> Identify elements and expressive qualities such as tone color, harmony, melody, form, rhythm/meter and dynamics in a variety of musical styles.</p> <p><b>25.A.3c</b> Identify and describe changes in elements and expressive qualities (e.g., crescendos, Ritardando, fermata, meter, sforzando).</p> <p><b><u>STATE GOAL 26</u></b></p> <p><b>26.A.1c</b> Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).</p> <p><b>26.A.1d</b> Relate symbol systems (e.g., icons, numbers and letters) to</p>	<p>First Semester</p>

<ul style="list-style-type: none"> <li>• Concert G Minor Tonguing Study (#14) from Page 4 of Step-by-Step Book</li> <li>• Concert G Minor Scale Study (#15) from Page 4 of Step-by-Step Book</li> <li>• Concert G Minor Chord Study (#17) from Page 5 of Step-by-Step Book</li> <li>• Concert G Minor Scale Thirds Study (#20) from Page 5 of Step-by-Step Book</li> <li>• Private Lesson Study (#22) from Page 5 of Step-by-Step Book</li>   <li>• Concert Eb Major Tonguing Study (#25) from Page 6 of Step-by-Step Book</li> <li>• Concert Eb Major Scale Study (#26) from Page 6 of Step-by-Step Book</li> <li>• Concert Eb Major Chord Study (#28) from Page 7 of Step-by-Step Book</li> <li>• Concert Eb Major Scale Interval Study (#29) from Page 7 of Step-by-Step Book</li> <li>• Concert Eb Major Scale Thirds Study (#31) from Page 7 of Step-by-</li> </ul>		<p><b>Exam</b></p>	<p>musical sounds.</p> <p><b>26.A.2c</b> Classify musical sound sources into groups (e.g., instrumental families, instrumental ranges, soli/tutti)</p> <p><b>26.A.2d</b> Read and interpret traditional notation of note values and letter names.</p> <p><b>26.A.3c</b> Identify and describe changes in elements and expressive qualities (e.g., crescendo, Ritardando, fermata, meter, sforzando).</p> <p><b>26.A.3d</b> Read and interpret traditional notation in a varied repertoire.</p> <p><b>26.B.3c</b> Play on band instruments a variety of music representing diverse cultures and styles.</p> <p><b><u>STATE GOAL 27</u></b></p> <p><b>27.A.1b</b> Identify how the arts contribute to communication, celebrations, occupations and recreation.</p>	
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# Curriculum Map: Band

# Grade: 6

## Step Book

- Private Lesson Study (#33) from Page 7 of Step-by-Step Book

## Band Literature

- ◆ Star Spangled Banner (by memory)
- ◆ Service Sets (all four songs)
- ◆ Crazy Train
- ◆ The Hey Song
- ◆ The Stagg Fight Song
- ◆ Iron Man
- ◆ 25 or 6 to 4
- ◆ 3 Winter Concert Pieces

\*Percussionists must perform on both xylophone and snare drum.

Unit/Student Outcomes	Resources/ materials	Assessments	Illinois Learning Standards	Length of unit
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>◆ Play all 12 major scales around the circle of fifths at the tempo marking of <math>\underline{\quad}</math> = 120 on the metronome</li> <li>◆ Write out the counting and perform Chart 26 in the Rhythm Vocabulary book at the tempo of <math>\underline{\quad}</math> = 120 on the metronome</li> <li>◆ Continue to recognize, by ear, all ascending and descending intervals of the concert Bb major scale (unison, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, octave)</li> <li>◆ Solo/Ensemble Contest <ul style="list-style-type: none"> <li>• Solo Literature grade 2.0+</li> <li>• Optional small ensemble literature-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ Circle of Fifths Sheet</li> <li>◆ Rhythm Vocabulary Charts by Ed Sueta</li> <li>◆ Various Band Arrangements</li> <li>◆ Band Director Handouts</li> </ul>	<ul style="list-style-type: none"> <li>◆ Rehearsal critiques</li> <li>◆ SmartMusic exercises or playing exams</li> </ul> <p>Performances:</p> <ul style="list-style-type: none"> <li>◆ Solo/Ensemble Contest</li> <li>◆ Band Contest</li> <li>◆ SWIC All-Star Band (selected students)</li> <li>◆ Finale Concert</li> <li>◆ Graduation</li> <li>◆ Written Semester Exam</li> </ul>	<p><b><u>STATE GOAL 25</u></b>  <b>25.A.1c</b>  Identify differences in elements and expressive qualities (i.e., between fast and slow tempos; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone color or timbre, and beat).  <b>25.A.2c</b>  Identify elements and expressive qualities such as tone color, harmony, melody, form, rhythm/meter and dynamics in a variety of musical styles.  <b>25.A.3c</b>  Identify and describe changes in elements and expressive qualities (e.g., crescendos, Ritardando, fermata, meter, sforzando).</p> <p><b><u>STATE GOAL 26</u></b>  <b>26.A.1c</b>  Identify a variety of sounds and sound sources (e.g., instruments, voices and environmental sounds).  <b>26.A.1d</b>  Relate symbol systems (e.g., icons, numbers and letters) to musical sounds.  <b>26.A.2c</b></p>	<p>Second Semester</p>

<ul style="list-style-type: none"> <li>◆ Band Contest <ul style="list-style-type: none"> <li>• Various band literature grade 2.0 – 2.5</li> </ul> </li> <li>◆ Finale Concert <ul style="list-style-type: none"> <li>• Star Spangled Banner (by memory)</li> <li>• Various Movie and Popular Music arrangements grade 2.0+</li> </ul> </li> <li>◆ Pomp &amp; Circumstance for graduation ceremony</li> </ul>			<p>Classify musical sound sources into groups (e.g., instrumental families, instrumental ranges, soli/tutti)</p> <p><b>26.A.2d</b> Read and interpret traditional notation of note values and letter names.</p> <p><b>26.A.3c</b> Identify and describe changes in elements and expressive qualities (e.g., crescendo, Ritardando, fermata, meter, sforzando).</p> <p><b>26.A.3d</b> Read and interpret traditional notation in a varied repertoire.</p> <p><b>26.B.3c</b> Play on band instruments a variety of music representing diverse cultures and styles.</p> <p><b><u>STATE GOAL 27</u></b></p> <p><b>27.A.1b</b> Identify how the arts contribute to communication, celebrations, occupations and recreation.</p>	
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