

Bemidji Schools Course Map: Music Grade 7 Introductory Band

Time frame	Brief Description	Standard Benchmark	Assessment Activity	Evaluation Criteria
<p><i>2nd Quarter</i></p>	<p>Harmony</p> <ul style="list-style-type: none"> • Major or minor chord identified • Balance in harmony <p>Tone Color Ensemble effects -- blending</p> <p>Stylistic literacy – Musical forms including march, waltz, or overture. Styles like swing, funk, or Baroque.</p>	<p>Foundations 2.2 (play an instrument in a group)</p> <p>II. Create/Make:</p> <p>III. Perform/Present:</p> <p>IV. Respond/Critique:</p>	<p>Learning Goal: Students demonstrate their understanding of harmony, balance and blend by playing excerpts of music being rehearsed in a group.</p> <p>Assessment Activity: You will perform at least eight measures of teacher-selected music being rehearsed for concert in a group. The music may have multiple parts. Your performance will demonstrate your ability to be independent with your part and to show the importance of your part within the whole of the music.</p> <p>Learning Activities:</p>	<p>Rating Scale:</p> <ul style="list-style-type: none"> - Independence of part is maintained - Balance of part is appropriate - Blend is achieved

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<p><i>3rd Quarter</i></p>	<p>On-going:</p> <ul style="list-style-type: none"> • Singing and playing a variety of music • Using correct vocal and instrumental technique – [posture, breathing, care of instruments] • Understanding music terminology • Music history – exposure experiences • Review of 6th grade knowledge, reasoning and skills <p>Focus on:</p> <p>Elements (knowledge)</p> <p>Form</p> <ul style="list-style-type: none"> • D.S./D.C. • 1st or 2nd endings • Coda • Introductions 	<p>I. Foundations:</p> <p>1.1 (form)</p> <p>II. Create/Make:</p> <p>III. Perform/Present:</p> <p>IV. Respond/Critique:</p>	<p>Learning Goal: Students demonstrate their knowledge of form by completing a paper and pencil test.</p> <p>Assessment Activity: You will complete a paper and pencil test that asks you to identify and explain; D.S./D.C, 1st and 2nd endings, coda, and introductions used in a variety of music used for rehearsal.</p> <p>Learning Activities:</p>	<p>Test scoring guide</p>

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<p>Summative assessment in 3rd Quarter (ongoing monthly assessments)</p>	<p>Reading music (knowledge, skill)</p> <ul style="list-style-type: none"> • Note reading and note values • More complex rhythms (sixteenth notes and rests, sixteenth and eighth combinations, dotted eighths, triplets, 6/8 meter, cut time) • Expansion of key signature skill • Expansion of pitch range • Tone production • Dynamic contrast • Phrasing 	<p>I. Foundations 2.1 (read only) 2.2 (play alone)</p> <p>II. Create/Make:</p> <p>III. Perform/Present:</p> <p>IV. Respond/Critique:</p>	<p>Learning Goal: Students perform excerpts of musical compositions by reading notation and analyzing the musical intent in teacher-selected portions from music being rehearsed or lesson books.</p> <p>Assessment Activity: You will individually play a portion of at least eight measures of a teacher-selected musical composition twice during the school year using the correct tone, technique, posture, articulation, and key signatures. Include embouchure, sticking skills. Key signatures may include: Concert Bb, Eb, F, Ab, C, Db, G and chromatic.</p> <p>Learning Activities:</p>	<p>Band:</p> <ul style="list-style-type: none"> - Posture is correct - Tone is centered, pure and clear - Pitches are accurate and in-tune - Breath is controlled and well supported - Articulation is accurate - Embouchure is correct (winds) - Sticking is correct (percussion only)