

Stillwater Bands

State Standards/ Essential Learner Outcomes/ Learning Targets



**STILLWATER
AREA SCHOOLS**

Grade 7

Revised 3/22/2011

State Standard	Benchmark	MN Code	Essential Learner Outcome	Learning Target: 85% of the students will be able to accomplish 85% of the time
1. Demonstrate knowledge of the foundations of the arts area.	1. Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meaning in the creation of, or performance of, or response to music.	6.1.1.3.1 6.1.1.3.2	Students will analyze, create, and perform music that uses the major/minor tonal system of Western European/American Music.	<ul style="list-style-type: none"> - Students will be introduced to the elements of music, Tone, Time, Melody, Harmony, Tonality, Dynamics - Students will complete Instrument specific theory worksheets that include music manuscript exercises.
			Form Students will analyze musical forms, and how music is constructed	<ul style="list-style-type: none"> - Musical forms that are utilized in band literature will be discussed
			Rhythm Students will display an understanding of expanded rhythm content.	<ul style="list-style-type: none"> - Students will be able to write the counting for all basic rhythms and dotted quarter dotted eighth sixteenths, sixteenth note combinations - Exercises and worksheets will be utilized to ensure that students are able to count rhythms and use reading skills rather than play solely "by ear".
			Dynamics Students will display an understanding of expanded dynamic contrast.	<ul style="list-style-type: none"> - Markings such as: pp, p, mf, f, ff - Markings such as: crescendo, decrescendo, fp

			<p>Tone Color</p> <p>Students will display an understanding of expanded tonal color.</p> <p>Vocabulary/Terms</p> <p>Students will demonstrate knowledge of basic terms as seen in literature</p> <p>Balance</p> <p>Students will refine awareness skills in relation to balance within the band.</p>	<ul style="list-style-type: none"> - Ensembles will expand tone color by encouraging students to play instruments such as Bassoon, Oboe, Bass Clarinet. - Techniques will be implemented in class such as a “word wall”, terms lists and definitions, and the use of terms and music vocabulary will be used during rehearsal. - Students will be able to continue to develop skills in Identification of, and presentation of melody and it’s presence in the ensemble
2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.	1. Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software.	6.1.2.3.1	<p>Read</p>	<ul style="list-style-type: none"> - Students will perform literature in a large group band setting, which will include a full/ standard compliment of woodwind, brass and percussion instruments. Music selections will range from 1.5 to 2.5 on a scale of 1-6. Music will be selected from diverse genres, cultures and time periods and will be chosen from a variety of styles. A minimum of one march each semester will be selected. <p>Suggested Literature:</p> <ul style="list-style-type: none"> - Susato’s Tune - Nightengale Canon - 1812 Overture - America - Nutcracker March - Royal Fireworks Music - Pirates of the Caribbean Conflict - Frosty - A Baroque Celebration - Boundary Road March - Fanfare and Fugue

				<ul style="list-style-type: none"> - Wyrndham March - The March King
			<p>Notate</p> <p>Students will be able to notate the fundamental musical symbols and shapes utilized in band literature such as various notes, rests, articulation markings, dynamic markings, and other effects.</p>	<ul style="list-style-type: none"> - Worksheets that require students to write proper note shapes will be utilized. - Notation software such as "Finale" will be encouraged when applicable.
	2. Play an instrument alone and in small and large groups, a variety of music using characteristic tone, technique and expression.	6.1.2.3.2	<p>Tone Quality</p> <p>Students will achieve a "characteristic" tone on their instrument. Teachers will either demonstrate or play recordings of a characteristic tone on each instrument.</p>	<ul style="list-style-type: none"> - Breath size and technique will be discussed in detail. Proper breath size and muscle support will be a point of emphasis. - Jaw/Throat Position will be discussed, such as: <ul style="list-style-type: none"> - Brass: Use "Ahhn" to increase space in mouth for a fuller sound, "Eeef" for notes in upper register - Flutes: "Low Air Pressure" will be encouraged, as well as extending the jaw out and up for high notes. "Rolling" will be discouraged. - Saxophone: Use of warm air, proper mouthpiece amount, teeth on the top of mouthpiece - Clarinet: Use of cool air, firm chin, strong air pressure <p>Suggested Practices:</p> <ul style="list-style-type: none"> - Reed players will try harder reed strengths from 1 to 2 in order to play in upper register - Percussion students will be required to possess drumsticks (5A), General Mallets, Yarn Mallets, med. Hard Mallets, Triangle Beater, stick bag
			Expression	Dynamics, articulations, and extended expressive markings will be utilized in band literature.

				<p>Students will be proficient with the “Four Big Articulations”:</p> <ul style="list-style-type: none"> - Accent > - Marcato ^ - Staccato . - Legato – - Students will perform technical exercises using “Slur two Tongue Two” and other slur and tongue combinations.
			<p>Innotation/Ear Training/Tuning</p>	<ul style="list-style-type: none"> - Students will demonstrate the ability to match another students pitch in Rehearsal - Students will practice describing their pitch in relation to sharp and flat
			<p>Scales/Fingerings</p>	<ul style="list-style-type: none"> - Students will be able to perform Major Scales and minor scales technical exercises and literature in Bb, Eb, Ab, Db, and F - Students will be able to perform the Chromatic Scale: One Octave - Technical Exercises in scales and chords will be used
<p>3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</p>	<p>1. Compare and contrast connections among works in music, their purposes and their personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>	<p>6.1.3.3.1</p>	<p>Analyze/History and Culture</p>	<ul style="list-style-type: none"> - Students will develop criteria for evaluating performance of groups and personal performance.
	<p>2. Analyze the meanings and functions of music.</p>	<p>6.1.3.2.2</p>		
<p>1. Create or make in a variety of contexts in</p>	<p>1. Improvise, compose or arrange new musical compositions in a variety</p>	<p>6.2.1.3.1</p>	<p>Improvise</p>	<p>Students will improvise short melodic content given in guided exercises using limited note choices.</p>

the arts area using the artistic foundations	of styles and contexts using available technology to preserve the creations.	6.1.3.3.2	Revise	Students will give input on the length, structure, and pace of a concert and/or literature selection as the director sees fit.
	2. Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent.			
	3. Develop an artistic statement, including how audience and occasion influence creative choices.	6.2.1.3.3	Artistic Statement	<ul style="list-style-type: none"> - Ensembles will discuss what it is to be a "Stillwater Band Student" and the expectations and rewards this entails.
1. Perform or present in a variety of contexts in the arts area using the artistic foundations.	1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.	6.3.1.3.1	Literature	<p>Students will perform literature in a large group band setting, which will include a full/ standard compliment of woodwind, brass and percussion instruments. Music selections will range from 1.5 to 2.5 on a scale of 1-6. Music will be selected from diverse genres, cultures and time periods and will be chosen from a variety of styles. A minimum of one march each semester will be selected.</p> <p>Suggested Literature:</p> <ul style="list-style-type: none"> - Susato's Tune - Nightengale Canon - 1812 Overture - America - Nutcracker March - Royal Fireworks Music - Pirates of the Caribbean - Conflict - Frosty - A Baroque Celebration - Boundary Road March - Fanfare and Fugue - Wyndham March - The March King

			Posture/Instrument Position Students will demonstrate an understanding of instrument position and posture.	Students will demonstrate "proper" playing position such as: <ul style="list-style-type: none"> - "Playing Position", "Ready Position", "Rest Position" - Straight back, off the back of the chair - Arms relaxed - Fingers curved and "high" - "Tripod" formation, with feet on the floor - Stand height - Percussion instrument height - Head angle straight - Neck-strap height - Snare Drum height/ Stick+Mallet height and placement
			Rehearsal Etiquette Students will demonstrate an understanding of rehearsal etiquette.	Students will demonstrate the "international rules of rehearsal" etiquette. This includes the following guidelines: <ul style="list-style-type: none"> - Ready for "Downbeat" - Pencil - No gum - Have Supplies ready - Music is prepared outside of rehearsal to allow for detailed work to be done in rehearsal
	2. Revise performance based on the feedback of others, self-reflection and artistic intent.	6.3.1.3.2	Critique	<ul style="list-style-type: none"> - Recordings of ensemble performances will be utilized, discussed, and analyzed
	3. Develop an artistic intent, including how audience and occasion impact performance choices.	6.3.1.3.3	Artistic Intent	<ul style="list-style-type: none"> - Students will have input and perform various selections to fit a theme for various concerts throughout the year. - Appropriate literature for competition/band festival will be contrasted to appropriate pieces for a "Holiday" or "Pops" concert.
1. Respond to or critique a variety of creations or performances using the artistic	1. Analyze and Interpret a variety of musical works and performances using established criteria.	6.4.1.3.1	Interpret/Evaluate with Criteria Students will develop criteria for evaluating	<ul style="list-style-type: none"> - Concert "Critique" worksheets will be utilized. - A concert critique exercise or discussion will take place following a performance - The elements of music will be encouraged when critiquing a performance (Tone, Time, Melody,

foundations.			performance of groups and personal performance	<ul style="list-style-type: none">- Harmony, Tonality, Dynamics). Criteria may include various "Non-musical" topics including presentation, dress, posture, and professionalism.
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