

Effective Date: 2011-2012

## Hamburg Area School District

**Name of Course:** Middle School Bands (Concert 7&8; Intermediate 6; Jazz 6,7,8) | **Grade Level:** 6-8

**Department:** Music

**Instructional Time:** 60 days  
**Length of Course:** Full Year  
**Period Per Cycle:** 2rehearsals/cycle  
**Jazz Band (rehearsal after school)**

**Length of Period:** 34 minutes  
**Jazz Band (1 hour; 1 day/week)**

### **Texts and Resources:**

“Bach and Before for Band”, Kjos Publishing 2002  
“Concert Warm-ups and Chorales”, Hal Leonard Publishing 1985  
“Developing Band Clinic”, Belwin Mills/Warner Bros. 2005  
“First band Clinic”, Belwin Mills/Warner Bros. 2005  
“Yamaha Warm-ups”, Alfred Publishing 1994  
“Standard of Excellence” for Jazz Ensemble, Kjos Publishing

Recordings of band literature which are available through the music publisher’s website for student reference, and “You Tube” videos which students can view for performances of songs currently being rehearsed for upcoming performance(s).

A variety of seasonal band compositions that are age and grade level appropriate for middle school students in the Concert, Intermediate and Jazz bands. Notable composers/arrangers include John Edmondson, Anne McGinty, John O’Reilly, James Swearingen, Andrew Balent, and James Ployhar to name just a few.

**Assessments:** periodic playing exams to ensure student knowledge of materials.

**Hamburg Area School District  
Course Plan  
(Concert Band)**

**Course Name: Concert Band**

**Unit: Instrumental Music techniques and Warm-ups for 7<sup>th</sup>/8<sup>th</sup> grades; Seasonal Music (School and community concerts)**

**Time Line: Full Year**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How does one perform with correct technique?	<ul style="list-style-type: none"> <li>A. Posture – Knowledge and use of proper technique.</li> <li>B. Breathing – Knowledge and use of proper breathing techniques.</li> <li>C. Be able to produce proper intonation and tone quality.</li> <li>D. Knowledge of proper articulation/phrasing.</li> <li>E. Knowledge of correct fingerings/stickings.</li> <li>F. Knowledge of proper assembly/care of instrument.</li> <li>G. Accurately perform pitches and rhythms.</li> <li>H. Display knowledge of key signatures, tonal centers.</li> </ul>	Grades 7 & 8 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music.
How does one perform with appropriate musical expression?	<ul style="list-style-type: none"> <li>A. Knowledge of proper musical phrasing.</li> <li>B. Be able to explain/discuss/perform dynamics.</li> <li>C. Be able to apply knowledge of style and interpretation in appropriate musical time period and genre.</li> </ul>	Grades 7 & 8 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.

**Hamburg Area School District  
Course Plan  
(Concert Band)**

**Course Name: Concert Band**

**Unit: Instrumental Music techniques and Warm-ups for 7<sup>th</sup>/8<sup>th</sup> grades; Seasonal Music (School and community concerts)**

**Time Line: Full Year**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>How does one perform an appropriate part in an ensemble with well-developed ensemble skills? Learning to play full length band compositions at a grade 2 to 2.5 level. Focus on Concert keys of Bb, Eb, F, C and Ab.</p>	<p>A. Knowledge and appropriate use of rehearsal etiquette. B. Be able to perform with balance and blend. C. Be able to create proper intonation and tone quality. D. Demonstrate knowledge and practice of the technical vocabulary of music.</p>	<p>Grades 7 &amp; 8 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing and describing music. 7. Evaluating music and music performances.</p>
<p>How does one become a discriminate listener/performer?</p>	<p>A. Be able to analyze individual parts and see how they fit into the overall musical style of the piece. B. Have students complete music theory sheets that enable their abilities to understand the music composition being performed on their instruments.</p>	<p>Grades 7 &amp; 8 4. Composing and arranging music within specified guidelines. 6. Listening to, analyzing and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts.</p>

**Hamburg Area School District  
Course Plan  
(Intermediate Band)**

**Course Name: Intermediate Band**

**Unit: Instrumental Music techniques for 6<sup>th</sup> grade; Seasonal Music (School and community concerts)**

**Time Line: Full Year**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How does one perform with correct technique?	<ul style="list-style-type: none"> <li>A. Posture – Knowledge and use of proper technique.</li> <li>B. Breathing – Knowledge and use of proper breathing techniques.</li> <li>C. Be able to produce proper intonation and tone quality.</li> <li>D. Knowledge of proper articulation/phrasing.</li> <li>E. Knowledge of correct fingerings/stickings.</li> <li>F. Knowledge of proper assembly/care of instrument.</li> <li>G. Accurately perform pitches and rhythms.</li> <li>H. Display knowledge of key signatures/tonal centers.</li> </ul>	Grade 6 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music.
How does one perform with appropriate musical expression?	<ul style="list-style-type: none"> <li>A. Knowledge of proper musical phrasing.</li> <li>B. Be able to explain/discuss/perform dynamics.</li> <li>C. Be able to apply knowledge of style and interpretation in appropriate musical time period and genre.</li> </ul>	Grade 6 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.
How does one perform an appropriate part in an ensemble with well-developed ensemble skills? Learning to play full length band compositions at a grade 1.5 to 2 level. Focus on Concert Keys of Bb, Eb and F.	<ul style="list-style-type: none"> <li>A. Knowledge and appropriate use of rehearsal etiquette.</li> <li>B. Be able to perform with balance and blend.</li> <li>C. Be able to create proper intonation and tone quality.</li> <li>D. Demonstrate knowledge and practice of the technical vocabulary of music.</li> </ul>	Grade 6 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing and describing music. 7. Evaluating music and music performances.

**Hamburg Area School District  
Course Plan  
(Intermediate Band)**

**Course Name: Intermediate Band**

**Unit: Instrumental Music techniques for 6<sup>th</sup> grade; Seasonal Music (School and community concerts)**

**Time Line: Full Year**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How does one become a discriminate listener/performer?	A. Be able to analyze individual parts and see how they fit into the overall musical style of the piece. B. Have students complete music theory sheets that enable their abilities to understand the music composition being performed on their instruments.	Grade 6 4. Composing and arranging music within specified guidelines. 6. Listening to, analyzing and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts.

**Hamburg Area School District  
Course Plan  
(Jazz Band)**

**Course Name: Jazz Band**

**Unit: Instrumental Techniques for 6-8 grades; Seasonal music (School and community concerts)**

**Time Line: October – June (after school 1 hour/week)**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How does one perform with correct technique?	A. Posture – Knowledge and use of proper technique. B. Breathing – Knowledge and use of proper breathing techniques. C. Be able to produce proper intonation and tone quality. D. Knowledge of proper articulation/phrasing. E. Knowledge of correct fingerings/stickings. F. Knowledge of proper assembly/care of instrument. G. Accurately perform pitches and rhythms. H. Display knowledge of key signatures/tonal centers.	Grades 6, 7 & 8 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music.
How does one perform with appropriate musical expression?	A. Knowledge of proper musical phrasing. B. Be able to explain/discuss/perform dynamics. C. Be able to apply knowledge of style and interpretation in appropriate musical time period and genre.	Grades 6, 7 & 8 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.

**Hamburg Area School District  
Course Plan  
(Jazz Band)**

**Course Name: Jazz Band**

**Unit: Instrumental Techniques for 6-8 grades; Seasonal music (School and community concerts)**

**Time Line: October – June (after school 1 hour/week)**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
<p>How does one perform an appropriate part in an ensemble with well-developed ensemble skills? Learning to play full length band compositions at a grade easy to medium easy. Focus on Concert keys of Bb, Eb, F, C and Ab.</p>	<p>A. Knowledge and appropriate use of rehearsal etiquette. B. Be able to perform with balance and blend. C. Be able to create proper intonation and tone quality. D. Demonstrate knowledge and practice of the technical vocabulary of music.</p>	<p>Grades 6, 7 &amp; 8 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing and describing music. 7. Evaluating music and music performances.</p>
<p>How does one become a discriminate listener/performer? How does one learn the art of improvisation?</p>	<p>A. Be able to analyze individual parts and see how they fit into the overall musical style of the piece. B. Have students complete music theory sheets that enable their abilities to understand the music composition being performed on their instruments.</p>	<p>Grades 6, 7 &amp; 8 3. Improvising melodies, variations and accompaniments. 4. Composing and arranging music within specified guidelines. 6. Listening to, analyzing and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts.</p>