

## Curriculum Map: Junior High Band

Course: JR HI BAND Sub-topic: Band

Grade(s): 7 to 8

**Course Description:** Junior High Band is open to all students with an appropriate level of playing experience on a band instrument. The students will learn about instrumental playing techniques, scales, rhythms, music history and composer profiles. Students will learn basic ensemble skills and perform music of various historical periods and styles.

Students will prepare four major concerts, local community performances, festivals and band performance trips. Performances are an integral part of the band program. Students are expected to make a commitment of personal practice at home and attendance at performances outside of the school day. Band members may be required to attend sectional rehearsals held during the school day for evaluation purposes. Students are encouraged, but not required to take private lessons and participate in solo and small ensemble performances.

### Course

**Textbooks,  
Workbooks,  
Materials  
Citations:**

Essential Techniques for Band Book 1 and 2 (For the student's appropriate instrument)

Instrument

### Unit: Instrumental Music - Skills, Techniques and Processes

Timeline: Week 1 to 36

**Unit Description:** This unit will cover all essential skills and techniques necessary to perform instrumental music.

**Unit Essential Questions:** How do people use music?

**Unit Big Ideas:** [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

**Topic: Play melodies by ear**

**Topic: Perform music from memory**

**Topic: Transfer performance techniques from familiar to unfamiliar pieces**

**Topic: Play age-appropriate repertoire expressively**

**Topic: Demonstrate proper instrumental techniques**

**Topic: Sight-read standard exercises and simple repertoire**

**Topic: Compare written notation to aural examples and analyze for accuracy of rhythm and pitch**

**Topic: Notate rhythmic phrases and/or melodies in various meters,**

**Topic: Demonstrate efficient rehearsal strategies to apply skills and techniques**

### Unit: Critical Thinking, Reflection, and Organizational Structure

Timeline: Week 1 to 36

**Unit Description:** This unit will cover Critical Thinking, Reflection, and Organizational Structure in instrumental music.

**Unit Essential Questions:**

How are aesthetic and critical processes sometimes used for the same purposes?
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**Unit Big Ideas:** [People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](#)

**Topic: Strategies for listening to unfamiliar music**

**Topic: Compare the aesthetic impact of a performance**

**Topic: Identify, aurally, instrumental styles and a variety of musical ensembles**

**Topic: Critique changes in musical performance resulting from practice or rehearsal**

**Topic: Critique personal performances**

**Topic: Compare performances of a musical work to identify artistic choices made by performers**

**Topic: Describe combination of instrumentation and expressive elements**

**Topic: Perform the expressive elements of a musical work**

**Unit: Historical and Global Connections, Innovation, Technology, and the Future**

Timeline: Week 1 to 36

**Unit Description:** In this unit we will cover Historical and Global Connections, Innovation, Technology, and the Future of Instrumental music.

**Unit Essential Questions:**

Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period?
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**Unit Big Ideas:** [People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

**Topic: Describe the functions of music from various cultures and time periods**

**Topic: Identify the works of representative composers within a specific style or time period**

**Topic: Classify authentic features in music originating from various cultures**

**Topic: Understand how technology has changed the way music is created, performed, acquired, and experienced**

**Topic: Classify the literature being studied by genre, style, and/or time period**

**Topic: Describe how careers in and related to the arts significantly impact local and global economies**

**Topic: Identify connections among music and other content areas and/or contexts**

**Topic: Discuss how the absence of music would affect other content areas or contexts**

**Topic: Describe how 21st Century skills necessary for success as citizens, workers, and leaders are embedded in the study of the arts and music**