

MIDDLE SCHOOL MUSIC

Middle school students are invited to join band or chorus. At this level, students are able to make a choice that best fits their interests and schedule of activities. Band instruction begins in fifth grade. Students new to the Middle School who have never played an instrument are encouraged to select chorus in order to enjoy a successful experience as an ensemble member. A student who wishes to be in band might consider taking private lessons until s/he is able to play at the level of the Middle School band.

All students in band or chorus continue to improve their understanding of the place of music in relation to history and culture, while analyzing different musical forms through listening and reading music. Weekly homework assignments are given in each class to improve music reading skills along with good practice skills. Band members are expected to practice twenty minutes five days a week. Rehearsal and performance skills continue to be emphasized in each class, culminating with performances in December and May. Students commit to band or chorus for a semester.

MIDDLE SCHOOL BAND

Quarter	UNITS OR THEMES	INSTRUCTIONAL STRATEGIES	FORMS OF ASSESSMENT	STANDARDS
QUARTER ONE	<p><u>Activities and techniques</u> Reviewing :</p> <ul style="list-style-type: none"> • Page 1-6 in Book 2 • ,Playing the B flat concert major scales from memory • Key signatures • Time Signatures • Note and Rest Values <p>Learning to play the E flat concert major scale and the F concert major scale</p> <p><u>Themes :</u> Playing with good posture Reviewing good rehearsal skills Reviewing how to Practice at home Reviewing how to read a fingering chart Learning to read eighth notes and eighth rests Learning to read and play rhythms that are syncopated Tonguing Notes or slurring notes for correct articulation and phrasing</p> <p><u>Techniques and organization :</u> Introducing routines and procedures in the music classroom. Learning where books, instruments and materials are kept Practice Charts are placed in the basket on each due date when they are graded and returned with the following week's practice assignment.</p>	<ol style="list-style-type: none"> 1. Warm-up by playing scales from memory and Daily Warm-up in Lesson Book 2. Warm-up by playing songs that the band already plays well together 3. Playing by sections to rehearse parts and to encourage attentive listening 4. Sight Reading new songs together looking at the time signature and for new notes or rhythms 5. Clapping rhythm patterns or playing them on one note. 	<p>Note progress and understanding during class activities</p> <p>Practice chart where at home practice times are recorded with parent initials.</p> <p>Written Assessments from the <u>Ready to Read Music</u> by Jay Althouse, <u>Ready-to-Use Music Activities Kit</u> by Audrey J. Adair and from the <u>Essential Elements for Band, Book 2</u> by Hal Leonard Corporation</p> <p>Playing tests or quizzes on specific assigned songs</p> <p>Performances for the class</p>	<p>MUS1 Performs a varied repertoire of music on instrument, alone and with others.</p> <p>MUS2 Reads and notates music.</p> <p>MUS3 Listens to, analyzes, and describes music.</p> <p>MUS4 Evaluates music and music performances</p> <p>QUARTER TOPIC Practices on a weekly basis and performance at the school concert.</p>

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