## Band

**Grade 7**

**Strand 1: Artistic Foundations**

**Standard 1:** Demonstrate knowledge of the foundations of the art area.

### Benchmarks:
The student will:

1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Analyze how the elements and related concepts, such as articulation, major/minor and fugue are used in the performance, creation and response to music.
3. Describe the characteristics of a variety of genres and musical styles, such as electronic, jazz, opera, and gamelan.

### Staff:
- Melody
- Rhythm
- Harmony
- Dynamics
- Tone Color
- Texture
- Form

### Key Concepts:
- **Melody and accompaniment**
- **Monophony**
- **Polyphony**
- **Chord intervals** (root, 3rd, 5th)
- **Interval**
- **Chord**
- **Duet**
- **Trio**
- **Unison**
- **Octave**
- **Accent**
- **Accent**
- **Main theme**
- **Scales:**
  - B♭ – 1st quarter
  - F – 1st quarter
  - E♭ – 2nd quarter
  - A♭ – 3rd quarter
  - B♭ chromatic – 4th quarter
  - C
  - G
  - Enharmonics
  - Minor Scale
- **Beat**
- **Pulse**
- **Measure**
- **Meter/time signature**
- **Whole note/rest**
- **Dotted half note**
- **Half note/rest**
- **Dotted quarter**
- **Quarter note/rest**
- **Dotted eighth note**
- **Eighth note/rest**
- **Sixteenth note/rest**
- **Tempo**
- **Adagio**
- **Andante**
- **Moderato**
- **Allegretto**
- **Allegro**
- **Poco a Poco**
- **Ritardando**
- **Simile**
- **Fermata**
- **Pick up notes**
- **Time signatures (meter)**
- **4/4 or C**
- **2/4, ¾, C**
- **6/8 (slow and fast)**
- **Tie**
- **Multiple measure rest**
- **Syncopation**
- **Accelerando**
- **Fortissimo**
- **Forte**
- **Mezzo Forte**
- **Mezzo Piano**
- **Piano**
- **Pianissimo**
- **Crescendo**
- **Decrescendo**
- **Diminuendo**
- **sfz**
- **fp**
- **Tenuto**
- **Accent**
- **Identify instruments**
- **Blend**
- **Intonation**
- **Phrase**
- **Breath support**
- **Stroked (percussion)**
- **Monophonic**
- **Homophonic**
- **Full Band**
- **Balance**
- **Solo, Soli, Tutti**

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Indicates new concept (typed as **bold** print). All other material is review/reinforce learning.

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**Benchmarks:**
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- **Subdivision**
- **Syncopation**
- **Triplet (eighths)**
- **Time Signatures**: 3/8
- **Fermata**
- **Rallentando**
- **A Tempo**
- **Accelerando**
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Strand 1: Artistic Foundations
Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Benchmarks:
The student will:
1. Read and notate music using the standard notation system such as dotted rhythms, clefs, mixed meters and multipart scores with or without the use of notation software.
2. Sing alone and in a group (two- or three-part harmony) using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation OR play an instrument alone and in a group using music expression such as phrasing, dynamic contrast, technique, balance, and accurate articulation.

8 Read and Notate
- Note names
- Rhythmic Notation
- Melodic Phrase Construction

9 Pedagogy
(Tone Production, Articulation, And Intonation)
- Use of tuner
- Posture
- Breathing
- Characteristic tone/rolls
- Embouchure
- Hand position
- Foot tap beat
- Count out loud
- Write out counting
- Instrument care -
  Woodwind:
  - Monthly care
  - Reed case/2 reeds
  - Cork crease/swabs
  - Sax end plugs
  Brass:
  - Valve oil/slide cream
  - Snake
  - Mouthpiece brush
  Percussion:
  - Snare drum sticks
  - Mallets
  Strongly encouraged:
  - Music stand for home practice
  - Instrument case tag
  - Names on mallets/sticks
  - Pitch Pipe for percussion

10 Technology Resources
- Smart Music
- Use of tuner
- Smart Music to accompany solo

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**Strand 1:** Artistic Foundations  
**Standard 3:** Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

### Benchmarks:
The student will:

1. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.
2. Analyze the meanings and functions of music.

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**11 Cultural and Historical Contexts**

- **Folk Song:**
  - American folk song
  - Irish
  - English
  - Ukrainian
  - Danish
  - French
  - Chinese
  - Canadian

- **March**
  - Middle Ages (400-1400)
  - Renaissance (1400-1600)
  - Baroque (1600-1750)
  - Classical (1750-1820)
  - Romantic (1820-1900)
  - 20th Century Art Music
  - 20th Century Pop Music
  - Swing

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**12 Arts Connections**

- **Historical:**
  - Historical/period music will be connected to social and political events corresponding to the music

- **Science:**
  - The science of sound production and resulting timbre and pitch

- **Mathematics:**
  - The meter, rhythmic construction and form
Strand II: Create/Make
Standard 1: Create/make in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:
1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation.
2. Revise a musical composition, improvisation or arrangement based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

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Strand III: Perform/Present
Standard 1: Perform/Present in a variety of contexts in the art area using the artistic foundations.

Benchmarks:
The student will:
1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.
2. Revise performance based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

Record of past repertoire

Individual Evaluation:
- Rhythm
- Notes
- Tone
- Pitch
- Articulation
- Musicality
- Technique
- Posture

Group Performance:
- Dynamic changes
- Correct: Notes, rhythms, balance
- Phrasing
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Strand IV: Respond/Critique
Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Benchmarks:
The student will:
1. Analyze and interpret a variety of musical works and performances using established criteria.

20
Listening
(List)
-Analyze/Interpret-

21
Aesthetics
(Critiques)

Performances:
• Dynamics
• Musicality
  Phrasing
  Notes
  Rhythms
  Balance
• Style

Analyze performance music:
• Style
• Historical perspective

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