

# Cliffside Park Public Schools

## New Jersey Student Learning Standards

### PERFORMING ARTS: BAND GRADES 7 & 8

	September	October	November	December	January	February	March	April	May	June
<b>GRADES 7 &amp; 8 TOPICS</b>	<p><b>Introduction to Middle School Band</b></p> <p>Set routines and goals for Middle school band</p>	<p><b>Exploring Music Forms</b></p> <p>To distinguish between various types of music from different time periods</p> <p>To identify different styles of music</p>	<p><b>Winter Concert</b></p> <p>To prepare for winter concert by: Selecting music Creating a schedule of rehearsals and timeline to performance</p>		<p><b>Continuing Exploration of Music Forms</b></p> <p>To distinguish between various types of music from different time periods</p> <p>To identify different styles of music</p>	<p><b>Marching Band Basics</b></p> <p>To learn the basics of marching while playing instruments</p>	<p><b>Final Performances: Parade &amp; Spring Concert</b></p> <p>To listen to and choose songs for incorporation in production</p> <p>To read music for new songs; practice concert performance</p> <p>To decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions</p> <p>To perform in a group with expressive qualities appropriately aligned with the stylistic characteristics of genre.</p>			<p><b>Curtain Call</b></p> <p>To prepare and perform for graduation</p> <p>To critique and evaluate performance</p>
<b>ACTIVITIES</b>	Practice building strength using technique building exercises	Listen to music from different time periods and create charts highlighting musical contributions	Identify music used for utilitarian purposes		Read and practice to play songs from different eras and countries	Watch videos of other schools marching; note general practices	Practice reading music and identify rhythm patterns to be able to play from memory			Participate in rehearsals
	Identify and chart different styles of music		Participate in band rehearsals		Improvise music using the elements of music consistent with basic playing techniques in that genre/style	Continue counting and note-reading exercises	Construct a list of proper rehearsal procedures as a class as well as a timeline for rehearsals to concert performance			Watch videos of performances; evaluate performances
<b>RESOURCES</b>	Band Music <i>Accent on Achievement Book 2</i>	Band Music <i>Accent on Achievement Book 2</i>	Band Music Musical Scales <i>Accent on Achievement Book 2</i>		Band Music Scales <i>Accent on Achievement Book 2</i>	Band Music Video clips <i>Accent on Achievement Book 2</i>	Band Music <i>Accent on Achievement Book 2</i>			<i>Accent on Achievement Book 2</i>
<b>NJSLS</b>	1.1.8.B.1 1.1.8.B.2	1.1.8.B.1 1.1.8.B.2 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.4.8.A.1 1.4.8.A.3	1.3.8.B.1 1.3.8.B.3 1.4.8.A.2		1.2.8.A.2 1.3.8.B.4	1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.3.8.B.4	1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.3.8.B.4			1.4.8.B.1

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## **Differentiation/Accommodations/Modifications**

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of Failure
<p>Students are encouraged to lead their section.</p> <p>Students are given the opportunity to be soloists in class.</p>	<p>ELL students are paired with students who are able to translate.</p> <p>Connections are made to music terminology for Italian and Spanish speaking students.</p>	<p>Repetition issued for students who need support to allow them to understand and absorb more challenging material.</p> <p>Smart board technology for song lyrics to help students focus on a central location and follow the conductor.</p>	