



# Southmoreland School District Band 6,7,8 Curriculum Overview

## **Band 6,7,8 Overview:**

The focus of Band at the Middle School level will be to continue to pursue mastery of fundamentals introduced in 5th grade Band, while incrementally adding advanced concepts as feasible throughout the school year. Solo/Small Ensemble work will allow students to employ advanced skills with other students at a similar level of musicianship. Individual as well as ensemble creativity will be emphasized as students progress along the continuum of musical maturity/mastery.

## **Module Titles:**

**Module 1:** Scale Studies

**Module 2:** Rhythmic Development

**Module 3:** Tonal/Range Development

**Module 4:** Ensemble Development

## **Module Overviews:**

### **Module 1: Scale Studies**

Musicians will learn the key signature of each new scale, starting note of each scale, and the range/fingering considerations for their individual instrument, followed by performance of said scale until relative mastery is attained. Students will expand their vocabulary of scales as well as the minor forms of said scales. As new scales are mastered, range will develop as a by-product. Scales learned throughout the year will include Major and Minor Scales, their arpeggios, and, if applicable, their form in 3rds.

### **Module 2: Rhythmic Development**

Musicians will increase their rhythmic vocabulary by learning new base rhythms and combining them with previously mastered rhythms. New rhythmic styles and their performance considerations will be explored both individually and as an ensemble. Interpretation of rhythms in varying settings will be explored more thoroughly as the year progresses. Students will have opportunities to express personal rhythmic creativity throughout the year via composition and/or improvisation.



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## **Module 3: Tonal/Range Development**

This module explores the development of the tonal maturity and range of both the individual and the ensemble. Musicians will be able to play not only a wider range of notes (low-high), but also in regards to the style in which notes should be played to be expressive. Maturity of individual sound will continue to develop from a novice sound to that of a young professional, resulting in a mature ensemble sound. Students will have opportunities to express personal tonal creativity throughout the year via composition and/or improvisation.

## **Module 4: Ensemble Development**

Modules 1-3, while focused on both individual and ensemble learning, lead to Module 4, which focuses on how individual learning is expressed in an ensemble setting. Performing in a group requires individually mastered skills to be used while considering the needs of the whole. Each musician's part in the whole will be developed.

\* It should be stated that each module is employed intermittently, yet fluidly throughout the year, and at times in combination with some/all other modules at the same time. We will not cover the modules specifically in sequence.