



**INTERMEDIATE BAND 7  
GRADES 7**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

This course is a continuation of the technical training started in the beginning class. Emphasis is placed on the acquisition of skills necessary to meet high standards of music performance. The student is exposed to a wide variety of band and orchestral literature.

**PREREQUISITE**

Membership is open to all students who successfully complete Band 6, or with the director's approval.

**OPTIONS FOR NEXT COURSE**

Band 8

**REQUIRED STUDENT TEXTBOOK**

The Standard of Excellence Band Method

**THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE BEGINNING BAND 7 COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:**

**TOPICS OF STUDY**

**BAND**

**LEVEL C**

**FUNDAMENTALS**

- 3.1 Demonstrate a characteristic tone on all notes in the Level C range (SOL – IB.6, II.2, II.6)
  - E 3.1.1 Sustain a mid-range tone for 12 seconds (flutes, trombones, and tuba for 8 seconds)
  - E 3.1.2 Perform the Eb, Ab, and F concert scales one octave--slur up, tongue down in quarter notes, mm = 60
  - E 3.1.3 Produce a characteristic tone on the following auxiliary instruments: triangle, bass drum, and crash cymbals (percussion students)

**INDIVIDUAL PERFORMANCE SKILLS**

- 3.2 Perform rhythmic patterns maintaining a steady tempo in music appropriate to the C competency level (SOL – IB.11, II.4)
  - E 3.2.1 Count and perform sixteenth notes and rests
  - E 3.2.2 Define, count, and perform syncopated rhythms
  - E 3.2.3 Define and perform cut time meter
  - E 3.2.4 Perform tempo changes and a variety of rhythms and meters
- 3.3 Demonstrate instrumental technique appropriate to the C competency level (SOL – IB.8, II.5, II.7)
  - E 3.3.1 Perform the Bb chromatic scale, one octave, slur up, tongue down in eighth notes at quarter note = 84
  - E 3.3.2 Define and demonstrate legato articulation and melodic contour (SOL – IB.10)
  - E 3.3.3 Define and demonstrate staccato style articulation and natural accents
  - E 3.3.4 Demonstrate the following rudiments open-closed-open: 5-, 9-, and 17-stroke rolls, single and double paradiddle, flam, flam tap, flam accent, and Ruff (percussion students) (SOL – IB.7)
  - E 3.3.5 Demonstrate mallet double stops as encountered in the text (percussion students) (SOL – II.9)

- E 3.3.6 Demonstrate proficiency on the triangle, bass drum, and crash cymbals (percussion students)
- 3.4 Perform music in an ensemble at dynamic levels appropriate to the C competency level (SOL – IB.9, IB.11)

- E 3.4.1 Identify f, mf, p

**ENSEMBLE PERFORMANCE**

- 3.5 Participate in ensemble experiences (SOL – IB.13)
  - E 3.5.1 Participate in rehearsals by playing, counting, and singing selected lines
  - E 3.5.2 Participate in performances displaying proper concert etiquette as a performer and a listener
  - E 3.5.3 Respond to appropriate conducting gestures
  - E 3.5.4 Participate in activities that are cross-disciplinary or co-curricular

**LITERATURE**

- 3.6 Demonstrate knowledge of repertoire appropriate to the C competency level (SOL – II.14)
  - E 3.6.1 Perform a solo or ensemble part equivalent to a grade I or II on the Virginia Band and Orchestra Directors' Association selected music list
  - E 3.6.2 Student will perform music from a variety of cultures, styles, and historical periods (SOL – IAR.23, IAD.24)
- 3.7 Demonstrate knowledge of musical notation appropriate to the C competency level (SOL – IB.19, IB.21, IB.23)
  - E 3.7.1 Identify and define the following terms: *inharmonic, allegro, phrase, theme and variations, andante, AABA form, flat key names, mf, accents, moderato, simile*
  - E 3.7.2 Name new notes encountered in the text
  - E 3.7.3 Student will compose a two to four measure melody using available technology and teacher specified rhythms and pitches
  - E 3.7.4 Student will provide answers to instructor's questions regarding individual and group performance

## LEVEL D

### FUNDAMENTALS

- 4.1 Demonstrate a clear, steady, characteristic tone on all notes in the Level D range (SOL – II.3, II.6, IAD.3)
  - E 4.1.1 Demonstrate proper breathing and embouchure techniques
  - E 4.1.2 Perform the Db and C concert scales one octave, slur up, tongue down in quarter notes, mm = 60
  - E 4.1.3 Perform from memory the Eb and Ab concert scales in quarter notes, mm = 60
  - E 4.1.4 Demonstrate ability to adjust instrument to improve intonation
  - E 4.1.5 Demonstrate ability to tune timpani by matching a given pitch with the director's assistance (percussion students)

### INDIVIDUAL PERFORMANCE SKILLS

- 4.2 Perform rhythmic patterns as presented in music appropriate to the D competency level (SOL – II.4, II.10, IAD.4, IAR.4)
  - E 4.2.1 Count and perform dotted eighth\sixteenth note patterns and triplets
  - E 4.2.2 Count and perform rhythms in 6/8 and 3/8
  - E 4.2.3 Identify and define 6/8 and 3/8 meters
  - E 4.2.4 Perform tempo changes and a variety of rhythms and meters
  - E 4.2.5 Perform on two timpani (percussion students)
  - E 4.2.6 Perform 5- and 9-stroke rolls in 6/8 time (percussion students)
- 4.3 Demonstrate technique appropriate to the D competency level
  - E 4.3.1 Perform the F chromatic scale one octave in eight notes at quarter note = 84
  - E 4.3.2 Demonstrate the following rudiments: drag and drag tap, 7-stroke roll (percussion students)
  - E 4.3.3 Demonstrate the following rudiments: open-closed-open--long rolls (percussion students)
- 4.4 Demonstrate ability to identify and perform a musical phrase
  - E 4.4.1 Define/describe a musical phrase
  - E 4.4.2 Perform a selection chosen by the director, demonstrating awareness of musical phrasing
- 4.5 Demonstrate ability to sight-read music

appropriate to the D competency level (SOL – IB.12, II.11)

E 4.5.1 Sight-read with the class a piece of music equivalent to Grade I on the Virginia Band and Orchestra Directors' Association selected music list

4.6 Perform music in an ensemble at dynamic levels appropriate to the D competency level (SOL – II.9, II.10)

E 4.6.1 Define f, mf, mp, p

E 4.6.2 Perform in ensemble the dynamic level of f, mf, mp, p

### INDIVIDUAL PERFORMANCE

4.7 Participate in ensemble experiences (SOL – II.11, II.13)

E 4.7.1 Participate in rehearsals by playing, counting, and singing selected lines

E 4.7.2 Participate in performances displaying proper concert etiquette as a performer and a listener

E 4.7.3 Respond to appropriate conducting gestures

E 4.7.4 Participate in activities that are cross-disciplinary or co-curricular

### LITERATURE

4.8 Demonstrate knowledge of repertoire appropriate to the D competency level

E 4.8.1 Perform a solo or ensemble part equivalent to a grade II or III on the Virginia Band and Orchestra Directors' Association selected music list

E 4.8.2 Student will perform music from a variety of cultures, styles, and historical periods (SOL – II.24)

4.9 Demonstrate appropriate knowledge of musical notation (SOL – II.23)

E 4.9.1 Identify or define the following terms: *D.S. al coda*, *fortissimo*, *pianissimo*, *crescendo*, *decrescendo*, *ritardando*, *articulation*, *compound time*, sharp key names

E 4.9.2 Name new notes encountered in the literature performed

E 4.9.3 Student will compose a two to four measure melody using available technology and teacher specified rhythms and pitches

E 4.9.4 Student will embellish a song by creating rhythmic and melodic variations (SOL – II.15)

E 4.9.5 Student will describe concepts common to music and other disciplines (SOL – IAD.23)



# VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

## Mission Statement

*The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.*

Dr. James G. Merrill, Superintendent

### DEPARTMENT OF CURRICULUM AND INSTRUCTION

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