

Hingham Middle School
Curriculum Summary

Grade 6 Band

Descriptive Overview

This elective course is open to all students in grade six that have completed one previous year of band instruction, or can demonstrate an equivalency at the discretion of the director. The course continues to develop the students' understanding of and familiarity with the fundamental elements of music performance, with an emphasis on counting, breath support, dynamic contrast, blend, tone quality, and appropriate rehearsal and concert behavior. The course meets in small sections for two periods per six-day cycle, and students will perform in three concerts during the school year.

Objectives

Students will be able to:

1. recognize and interpret the various musical symbols associated with dynamics, phrasing and articulation
2. understand the relationship between melody and accompaniment figures in a given composition
3. demonstrate an understanding of appropriate rehearsal and concert behavior
4. perform music containing meters of 4/4, 3/4 and 2/4, and notated rhythms using whole, half, quarter, eighth and dotted notes and rests
5. sight-read simple notated melodies and rhythms
6. maintain an independence of part in a large ensemble setting
7. respond to basic musical cues of the conductor dealing with tempo and dynamic contrast
8. produce a sound with correct embouchure or technique, proper breath support and posture
9. understand and interpret the effect of a key signature on a given passage of music
10. perform in a large ensemble setting in three major concerts

Instructional Model

Course content in Grade Six Band is delivered in an ensemble setting, with class sizes ranging from 15 to 35 students in mixed instrumentation. Classes traditionally begin with warm-up exercises of both a melodic and rhythmic nature. Sight-reading examples are performed both on instruments and by clapping, and the students are familiarized with the Concert Bb Major Scale. The musical material presented to the students during the rehearsal proper will either be performed in concert, or comes from a method book with the intention of teaching a specific musical concept or technique. When appropriate, students will be given brief lessons in fundamental music theory and music history.

Expectations and Assessment

Students enrolled in Grade Six Band are expected to bring their instruments to class on a regular basis and bring them home in the interim to ensure proper practice habits. They are also expected to follow classroom rules with regards to behavior and musicianship. Students will be assessed in the form of behavioral monitoring, frequent in-class playing quizzes, recorded playing tests and occasional written assessments. Concert attendance also factors into a student's classroom grade.

Hingham Middle School
Curriculum Summary

Grade 6 Strings

Descriptive Overview

The focus of grade 6 strings is to build on the grade 5 experience of playing melody with a simple accompaniment provided by the teacher at the piano and playing repertoire that has two or three part harmony. Other specialty instruments or singers may be included as an additional project for a specific piece to be performed in concert. There are two school related concerts a year (winter and spring) with an added All-Town performance in early February. This concert features all string players from grades 3-6 with an added attraction of the HHS Chamber Players. Inspiration is the key element in this grade level to support the goal of having as many children continue as possible. Continued participation will ensure a well balanced music program that includes equal representation of students in band, strings and chorus.

Objectives

Students will be able to:

1. properly use the bow to make staccato and legato sounds
2. start up bow or down bow when necessary
3. read music without a fingering over each note
4. write in letter names in a song that uses all 4 strings
5. demonstrate regular practice habits by turning in signed practice notes with specific skills to accomplish
6. tune instruments with a quartz tuner
7. make intonation adjustments by ear while performing
8. demonstrate the basic motions of vibrato technique
9. perform in a concert successfully and with confidence music that is grade level 1 or 1.5 on a scale of 1-5
10. successfully perform in a full group ensemble (as opposed to small group class), making necessary performance corrections in pitch and tempo.

Instructional Model

The methodology used for this course is taken from D.C. Dounis which focuses on the "independence of fingers". This approach develops specific techniques for improving muscle control of the right hand, such as proper pressing and releasing for staccato and legato.

Expectations and Assessment

Students are expected to bring their instruments to school for each class and take them home to practice required music. There are specific classroom rules for behavior, and student's grade is based on attendance, positive participation, practice notes, and concert participation. Two rehearsals as a full ensemble are expected before each concert.

Hingham Middle School
Curriculum Summary

Grade 6 Chorus

Descriptive Overview

The focus of the grade 6 chorus is to continue to develop singing techniques established in grade 5. Students will sing in two parts (SA) with some descant singing in selected literature. Students will continue concentrating on the elements of melody, harmony, rhythm, and dynamics. The grade 6 chorus performs in three concerts during the school year: winter, spring, and a grade 5 & 6 All-Town Concert in February. Proper concert etiquette and ensemble singing are major goals.

Objectives

Students will be able to:

1. stand or sit with proper choral posture
2. read and sing notes on a staff
3. identify key signatures, time signatures, dynamic markings, and tempo markings
4. sing parts independently
5. sing in a full group setting (concerts)

Instructional Model

Class time is spent on warm ups and rehearsing for choral concerts.

Expectations and Assessment

1. Participation in the classroom setting (parts and group)
2. Attendance at all concerts
3. Written assessments given after winter and spring concerts
4. Behavior and focus in class

Hingham Middle School
Curriculum Summary

Grade 7 Band

Descriptive Overview

This elective course is open to all students in grade seven who have completed two or more previous years of band instruction, or can demonstrate an equivalency at the discretion of the director. The course develops the students' understanding of and familiarity with the fundamental elements of music performance, with an emphasis on style, rhythmic accuracy, breath support, dynamic contrast, blend, tone quality, and appropriate rehearsal and concert behavior. The course meets in two large sections every other day, and students perform in three concerts during the school year. Students may also elect to audition for area festivals sponsored by SEMSBA and MMEA.

Objectives

Students will be able to:

1. recognize and interpret the various musical symbols associated with dynamics, key signatures, phrasing and articulation
2. demonstrate developed understanding of the nuances of ensemble playing with regard to melody, accompaniment, bass lines and solos
3. demonstrate an understanding of appropriate rehearsal and concert behavior
4. perform music containing meters of 4/4, 3/4, 2/4, 6/8 and alla breve, and notated rhythms using whole, half, quarter, eighth, sixteenth, and dotted notes and rests
5. sight-read short melodies and rhythms with appropriate dynamics and articulation
6. respond to musical cues of the conductor dealing with changes in tempo, dynamic contrast and style
7. produce a sound with correct embouchure or technique, proper breath support and posture
8. perform in a large ensemble setting in three major concerts

Instructional Model

Course content in Grade Seven and Eight Band is delivered in an ensemble setting, with class sizes ranging from 15 to 35 students in mixed instrumentation. Classes traditionally begin with warm-up exercises of both a melodic and rhythmic nature. Sight-reading examples are performed both on instruments and by clapping, and the students are familiarized with the Concert Bb, Eb, F and Ab Major Scales. The musical material presented to the students during the rehearsal proper will either be performed in concert, or comes from a method book with the intention of teaching a specific musical concept or technique. When appropriate, students will be given brief lessons in fundamental music theory and music history.

Expectations and Assessment

Students enrolled in Grade Seven and Eight Band are expected to bring their instruments to class on a regular basis and bring them home in the interim to ensure proper practice habits. They are also expected to follow classroom rules with regards to behavior and musicianship. Students will be assessed in the form of behavioral monitoring, frequent in-class playing quizzes, recorded playing tests and occasional written assessments. Concert attendance and the condition of music folders also factor into a student's classroom grade.

Hingham Middle School
Curriculum Summary

Grade 8 Band

Descriptive Overview

This elective course is open to all students in grade eight who have completed three or more previous years of band instruction, or can demonstrate an equivalency at the discretion of the director. The course continues to develop the students' understanding of and familiarity with the elements of music performance, with an emphasis on style, rhythmic accuracy, breath support, dynamic contrast, blend, tone quality, and appropriate rehearsal and concert behavior. The course meets in two large sections every other day, and students perform in three concerts and an optional festival during the school year. Students may also elect to audition for area festivals sponsored by SEMSBA and MMEA.

Objectives

Students will be able to:

1. recognize and interpret the various musical symbols associated with dynamics, key signatures, phrasing and articulation
2. demonstrate developed understanding of the nuances of ensemble playing with regard to melody, accompaniment, bass lines and solos
3. demonstrate an understanding of appropriate rehearsal and concert behavior
4. perform music containing meters of 4/4, 3/4, 2/4, 6/8 and alla breve, and notated rhythms using whole, half, quarter, eighth, sixteenth, and dotted notes and rests
5. sight-read short melodies and rhythms with appropriate dynamics and articulation
6. respond to musical cues of the conductor dealing with changes in tempo, dynamic contrast and style
7. produce a sound with correct embouchure or technique, proper breath support and posture
8. perform in a large ensemble setting in three major concerts

Instructional Model

Course content in Grade Seven and Eight Band is delivered in an ensemble setting, with class sizes ranging from 15 to 35 students in mixed instrumentation. Classes traditionally begin with warm-up exercises of both a melodic and rhythmic nature. Sight-reading examples are performed both on instruments and by clapping, and the students are familiarized with the Concert Bb, Eb, F and Ab Major Scales. The musical material presented to the students during the rehearsal proper will either be performed in concert, or comes from a method book with the intention of teaching a specific musical concept or technique. When appropriate, students will be given brief lessons in fundamental music theory and music history.

Expectations and Assessment

Students enrolled in Grade Seven and Eight Band are expected to bring their instruments to class on a regular basis and bring them home in the interim to ensure proper practice habits. They are also expected to follow classroom rules with regards to behavior and musicianship. Students will be assessed in the form of behavioral monitoring, frequent in-class playing quizzes, recorded playing tests and occasional written assessments. Concert attendance and the condition of music folders also factor into a student's classroom grade.

Hingham Middle School
Curriculum Summary

Grade 7 & 8 Strings

Descriptive Overview

This class is a performance-based program for string players in grades 7 & 8. Students must have previous experience playing their instrument. Students build upon previously learned string playing skills and continue to develop their knowledge of the theoretical and historical content necessary to perform accurately and artistically on their instruments. Students may also elect to audition for area festivals sponsored by SEMSBA and MMEA.

Objectives

Students will be able to:

1. demonstrate confidence in performing skills
2. demonstrate understanding of theoretical, technical, and historical concepts necessary for accurate performance of a piece of music and how these make the music compelling to a listener
3. demonstrate increasingly more advanced technical ability as they progress
4. demonstrate listening skills through ear training exercises

Instructional Model

Students learn concepts through daily playing of scales and exercises. Students also learn how to apply these concepts to concert repertoire. Mini music theory and history lessons are added to classes as appropriate. Students rehearse concert repertoire as a whole group, in sections, in partners, quartets, and as individuals.

Expectations and Assessment

Students are expected to practice their instruments on a consistent basis. Students are assessed through a variety of methods including playing tests, practice logs, reflective writing and written tests.

Hingham Middle School
Curriculum Summary

Grade 7 & 8 Chorus

Descriptive Overview

The focus of the grade 7 & 8 chorus is to continue to develop singing techniques established in grade 6. Students will sing in three parts (SAB) with some literature having a fourth part (descant or additional voice part). Students will continue concentrating on the elements of melody, harmony, rhythm, and dynamics. The grade 7 & 8 chorus performs in two concerts during the school year: winter and spring. Students may also elect to audition for area festivals sponsored by SEMSBA and MMEA.

Objectives

Students will be able to:

1. Stand or sit with proper choral posture
2. Read and sing notes on a staff
3. Identify key signatures, time signatures, dynamic markings, and tempo markings
4. Sing parts independently
5. Establish a good vowel sound
6. Incorporate the skills learned in a small group setting into the full chorus ensemble.

Instructional Model

Class time is spent on warm ups, sight singing exercises, and rehearsing for performances.

Expectations and Assessment

1. Participation in the classroom setting (parts and group)
2. Attendance at all concerts
3. Individual and group testing
4. Written assessments given after each concert (winter and spring)
5. Behavior and focus/attention in class (moving from one activity to another quickly and quietly)