

# Bedford Middle School

88 North Avenue  
Westport, CT 06880  
(203) 341-1500

**Dr. Cary E. Bell**  
*Principal*

**Denise Emmerthal**  
*Vice Principal*  
**Anthony Formato**  
*Vice Principal*  
**Megan Tiley**  
*Vice Principal*

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Dear Parents of Current Sixth and Seventh Graders:

Believe it or not it is time to begin building our master schedule for the 2010-2011 school year. The purpose of this letter is to share our scheduling process and outline the options available for your child next year. Please review the attached course descriptions to help your child prepare for their course selection process that will be completed using the Home Access Center (HAC). All students should complete this process. Any special circumstances will be addressed at a later date.

### SCHEDULING PROCESS

1. Discuss with your child the available course choices described on the following pages. If you have any questions regarding what is appropriate for your child, contact your child's guidance counselor.
2. To complete course requests: Log on to the Home Access Center (HAC) <http://blackboard.westport.k12.ct.us>. Click on the Course Requests tab. Click on the icon in the "Add/Edit Course Selections" column. Click the check box for the courses you wish to request (see options below). You may only select the course combination options that are listed below, a total of .6 credits. A check mark will appear to confirm your selection. Click "Save." You should see two check marks on your screen before you save. **(Do not select alternates. Alternates are not used on the Middle School level.)**
3. Print the course request screen for your records.
4. All requests must be entered by **January 26, 2010**. After this date you will no longer have access to the course request tab.

### COURSE REQUEST COMBINATION OPTIONS

| Grade 7 |   | Grade 8 |   |
|---------|---|---------|---|
| Option  | Course Name/Number/Credits  | Option  | Course Name/Number  |
| 1       | Band 486040_M (.4) and<br>Presentation Skills 647289_M (.2)           | 1       | Band 486041_M (.4) and<br>Presentation Skills 647290_M (.2)           |
| 2       | Band 486040_M (.4) and<br>One Day Chorus 487051_M (.2)                | 2       | Band 486041_M (.4) and<br>One Day Chorus 487052_M (.2)                |
| 3       | Orchestra 486043_M (.4) and<br>Presentation Skills 647289_M (.2)      | 3       | Orchestra 486044_M (.4) and<br>Presentation Skills 647290_M (.2)      |
| 4       | Orchestra 486043_M (.4) and<br>One Day Chorus 487051_M (.2)           | 4       | Orchestra 486044_M (.4) and<br>One Day Chorus 487052_M (.2)           |
| 5       | Music & Tech 486055_M (.4) and<br>Presentation Skills 647289_M (.2)   | 5       | Music & Tech 486056_M (.4) and<br>Presentation Skills 647290_M (.2)   |
| 6       | Two Day Chorus 486051_M (.4) and<br>Presentation Skills 647289_M (.2) | 6       | Two Day Chorus 486052_M (.4) and<br>Presentation Skills 647290_M (.2) |

**Note:** The accuracy of this information is very important. Our master schedule for the 2010-2011 school year will be built around the choices that you and your child make. Thank you for your attention to detail.

Sincerely,  
*Dr. Cary E. Bell*, Principal Bedford Middle School

# COURSE OVERVIEW

## DRAMA/PRESENTATION SKILLS

Drama is both an intellectual discipline and an aesthetic pursuit. Experiences that help the student master this discipline will also serve to strengthen other academic areas. A broad experience with a variety of presentation styles is necessary to enable students to make informed dramatic and presentation decisions. The program teaches basic drama and presentation skills, while fostering greater comfort when standing before small and large groups.

As a result of presentation and drama education in grades 6-8, students will:

- Evaluate and analyze the contributions of self and others within the dramatic context.
- Trust themselves and others in order to express and reflect on thoughts, feelings, and beliefs.
- Take risks within a dramatic context.
- Express themselves through active engagement in drama.

Specific dramatic and presentation skills learned throughout the program include:

Vocal Skills:

- projection, articulation, breath control, inflection and expressiveness, clarity

Physical Skills:

- relaxed posture, body alignment, control of isolated body parts, eye contact, facial expressiveness, planted feet, strong gestures

Additional Skills:

- self-confidence, stage comfort, self-composure, character development, analysis of individual and group work

## MAJOR ACTIVITIES

### GRADE 7

1. Presentation of a personal introduction
2. Review of stage terms and introduction of additional vocabulary
3. Presentation of a pre-scripted commercial
4. Presentation of a self-created commercial
5. Introduction to directing (blocking and composition/spatial awareness )
6. Improvisation Skills
7. Podium Speech (rehearsed extemporaneous topic with notes)

### GRADE 8

1. Presentation of pre-scripted monologue
2. Presentation of self-created monologue or editorial piece
3. Directing Unit (includes script dissection, analysis, blocking, & term review)
4. Scene Study

Culminating Experience- (3-5) minute scene with 2-4 students including ground plan, costume plot, publicity design, script analysis, and final presentation of entire project.

## MUSIC AND TECHNOLOGY

With our culture becoming increasingly high tech, this course provides an opportunity for students to not only learn the skills to use various pieces of high tech equipment, but also to apply those skills to tasks in a project-oriented course. Please note that this course does not include an instrumental performance.

### DESCRIPTION

Units of study will include:

- High tech music using electronic keyboards and computers for composing and playback
- Video using digital equipment for taping, editing, and producing videos on various themes
- 2 ▪ Advertising using both music and video, emphasizing purpose, layout, and production

### LEARNING OUTCOMES

Students will:

- Know how to compose and perform music using an electronic keyboard and computer station
- Know how to use a digital video workstation and digital video camera
- Be able to use a video titler for superimposing text over video
- Know the process of video production beginning with pre-production planning
- Know the pre-production organization, planning, editing, scripting, selection of venue, props, etc. for an advertisement

## CHORUS

**Seventh** grade chorus students will:

1. Continue use of warm-up activities which emphasize good body and breath usage.
2. Sing accurately emphasizing good tone quality and diction.
3. Understand diphthongs and vowel placement to reinforce tonal quality.
4. Read and sing appropriate Octavo music (SA, SSA, SAB).
5. Respond musically to the conductor for interpretations which include - dynamics, tempo differentiations, first and second endings.
6. Understand and demonstrate phrase structure.

**Eighth** grade chorus students will:

1. Demonstrate appropriate performance behaviors.
2. Demonstrate awareness and sensitivity to interpretations of music and the intent of text.
3. Demonstrate awareness and concern for other performers.
4. Perform music with a focus on composers who represent a variety of styles and musical periods.
5. Perform a wide range of musical literature including folk songs, spirituals, songs in different languages, patriotic, seasonal and cumulative songs, canons and rounds.

## ORCHESTRA

**Seventh** grade students have an additional year of experience, therefore, will be able to perform expectations for grade 6. In addition, they will be able to:

1. Perform music in both major and minor keys as well as the ability to perform chromatic patterns.
2. Demonstrate the ability to perform in left hand positions (Violin/Viola/Bass 3<sup>rd</sup>, Cello 4<sup>th</sup>).
3. Demonstrate extended range of notes using lowered 4<sup>th</sup> finger.
4. Demonstrate an understanding of concert pitch as it relates to the other instruments of the ensemble.
5. Perform with appropriate blend as it relates to the full orchestra.
6. Perform music in various musical styles.

**Eighth** grade students have an additional year of experience and, therefore, will be able to perform expectations for grade 7. In addition they will be able to:

1. Perform music in both major and minor keys as well as the ability to perform chromatic patterns.
2. the ability to perform in left hand positions (Violin/Viola/Bass 3<sup>rd</sup>, Cello 4<sup>th</sup>).
3. Demonstrate extended range of notes using lowered 4<sup>th</sup> finger.
4. Demonstrate an understanding of concert pitch as it relates to the other instruments of the ensemble.
5. Perform with appropriate blend as it relates to the full orchestra.
6. Perform music in various musical styles.
7. Students will begin to develop an understanding of vibrato motions.
8. Students will begin to develop an understanding of tuning procedures.

## BAND

**Seventh** grade students will:

1. Play chromatic scale through practical range of their instrument.
2. Use alternate fingerings and positions appropriate to individual instruments.
3. Play meters and rhythms introduced in levels I and II in increased complexity of patterns.
4. Play music which includes articulations and markings for legato tonguing, staccato, and marcato.
5. Play music written in keys with three sharps and three flats.
6. Play music written with the following tempo markings: viva, largo, presto, viva, meno mosso, piu mosso, and a tempo.
7. Play pieces including the dynamic markings: pianissimo, fortissimo, sforzando, subito piano.
8. Play ruffs, four note ruffs, forte piano rolls, seven and thirteen stroke rolls. (Percussionists only)
9. Perform music in concert band using a variety of styles at a music grade level of 1-1/2 -2½.

**Eighth** grade students have an additional year of experience and, therefore, will be able to perform expectations for grade 7. In addition they will be able to:

1. Perform Level 3 music and will also be able to extend upper and lower ranges, play with increased technique, phrasing, breath/stick control with artistic expression.