

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Band	Course Number: A 5613
Department: Music	Grade(s): 9-12
Level(s): Academic	Credit: 1
Course Description: The band is a multi-faceted performance ensemble that includes wind and percussion instruments. Emphasis is placed on the study of band literature. In the fall, students learn to combine skills of performance and movement using marching band repertoire. In addition, students gain a deeper appreciation of music through a variety of performances, including football games, school assemblies, pep rallies, concerts, parades, music festivals, and exchange concerts. Students will be required to attend after school rehearsals and scheduled performances.	
Required Instructional Materials Instruments and accessories not supplied by students Performance selections Drill designs for marching performances	Completion/Revision Date Approved by Board of Education on January 23, 2006.

Mission Statement of the Curriculum Management Team

The mission of the Art and Music Curriculum Management Team is to ensure that the K-12 curriculum provide educational experiences that foster creative expression, develop the full range of students' abilities in music and the visual arts, and develop in students the ability to make informed aesthetic choices. The Wallingford graduate will possess an appreciation of the importance of the arts in relation to history, cultures, and our society.

Enduring Understandings for the Course

- Music is organized sound.
- Music is a universal language that expresses human experiences and values.
- History and culture influence music.
- Music is embedded in all aspects of life.
- Music is a personal experience.
- Tone and timbre adds color and variety to sound.
- Good tone quality is created by correct technique.
- Tone can be modified to reflect style, mood and culture.
- Producing a series of sounds of repeated or varied duration creates rhythm.
- Distinct rhythmic patterns are one indicator of musical style.
- Rhythmic patterns exist in ordered sets.
- The main idea of many musical compositions is expressed through the melody.
- Melodies are organized into tonalities.
- Everyone can perform, create and respond to music in meaningful ways.
- Each music performance is unique.
- Creating and performing music are forms of self-expression.
- The blending of music elements creates aesthetics.
- Music facilitates the communication of emotions and ideas.
- Different styles of music are all art forms.
- All music is significant even if it differs from an individual's music preference.

LEARNING STRAND

1.0 Tone Quality and Intonation

ENDURING UNDERSTANDING(S)

- Tone and timbre adds color and variety of sound.
- Good tone quality and intonation is created by correct technique.
- Tone can be modified to reflect style, mood and culture.

ESSENTIAL QUESTIONS

- Why does each instrument have its own timbre?
- How does the level of tone quality affect the timbre of an instrument?
- How does tone affect intonation?
- How does proper technique impact tone?

LEARNING OBJECTIVES *The students will:*

- 1.1 Demonstrate proper embouchure.
- 1.2 Demonstrate proper posture and breathing.
- 1.3 Demonstrate the characteristic sound of his/her instrument.
- 1.4 Demonstrate a variety of timbres.
- 1.5 Evaluate tone quality and intonation (self and others).
- 1.6 Tune instruments individually and in an ensemble setting.

SUGGESTED INSTRUCTIONAL SUPPORT MATERIALS

- Assorted CDs and other musical recordings
- Instructional video tapes or DVDs
- Selection of appropriate band literature from various historical periods, genres, and cultures
- *16 Chorales* by *J.S. Bach*
- *Treasury of Scales* by *Leonard Smith*
- *Symphonic Warm-ups for Band* by *Claude T. Smith*
- *Essential Technique 2000 (Book 3)* published by *Hal Leonard*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Modeling/demonstration of techniques
- Guided practice
- Imitation of high quality performers live and recorded
- Warm-ups and appropriate practice repertoire

SUGGESTED ASSESSMENT METHODS

- Quizzes and tests
- Self-evaluation
- Peer evaluations
- Observational Based Assessment (OBA)
- Performance rubric
- Musical performances

LEARNING STRAND

2.0 Rhythm

ENDURING UNDERSTANDING(S)

- Producing a series of sounds of repeated or varied duration creates rhythm.
- Distinct rhythmic patterns are one indicator of musical style.
- Rhythmic patterns exist in ordered sets.

ESSENTIAL QUESTIONS

- Can you have rhythm without beat?
- Why is it important for musicians to share a common beat?
- How are rhythmic values related to tempo?

LEARNING OBJECTIVES *The students will:*

- 2.1 Demonstrate rhythms up to and including 16th notes and triplets.
- 2.2 Compare and contrast rhythms in differing meters.
- 2.3 Demonstrate rhythmic patterns representative of the style of a performance piece.
- 2.4 Improvise rhythmic patterns and variations.

SUGGESTED INSTRUCTIONAL SUPPORT MATERIALS

- Assorted CDs and other musical recordings
- CD-ROMs
- Rhythm sheets/study books
- Instructional video tapes or DVDs
- Selection of appropriate band literature from various historical periods, genres, and cultures
- *Symphonic Warm -ups for Band* by Claude Smith
- *Essential Technique 2000 (Book 3)* published by Hal Leonard

SUGGESTED INSTRUCTIONAL STRATEGIES

- Modeling/demonstration of techniques
- Guided practice
- Individual practice
- Perform rhythms via clapping or percussion instruments
- Count rhythms using rhythm syllables or numbers prior to performing

SUGGESTED ASSESSMENT METHODS

- Quizzes and tests
- Self-evaluation
- Peer evaluations
- Performance rubrics
- Musical performances
- Observation based assessment

LEARNING STRAND

3.0 Scales and Scale Studies

ENDURING UNDERSTANDING(S)

- The main idea of many musical compositions is expressed through melody.
- Melodies are organized into tonalities.

ESSENTIAL QUESTIONS

- How do scales and scale studies contribute to the performance of melodies?
- How are scales and keys related to the melody?

LEARNING OBJECTIVES *The students will :*

- 3.1 Demonstrate major scales up to four flat and four sharps and the chromatic scale.
- 3.2 Demonstrate major scales in a variety of sequences or patterns.
- 3.3 Compare and contrast scales as they apply to key signatures.
- 3.4 Perform music in varied key signatures in major and minor tonalities.
- 3.5 Identify aurally major and minor tonalities.

SUGGESTED INSTRUCTIONAL SUPPORT MATERIALS

- CD accompaniment recordings (i.e. Essential Technique 2000)
- CD-ROMs
- Scale/fingering charts
- Instructional video tapes
- Selection of appropriate band literature from various historical periods, genres, and cultures
- *Treasury of Scales* by Leonard Smith
- *Symphonic Warm-ups for Band* by Claude Smith
- *Essential Technique 2000 (Book 3)* published by Hal Leonard

SUGGESTED INSTRUCTIONAL STRATEGIES

- Modeling/demonstration of techniques
- Guided practice
- Critiques – formal/informal, self/peer/group

SUGGESTED ASSESSMENTS

- Quizzes/tests
- Self-evaluation
- Peer evaluations
- Performance rubrics
- Observational Based Assessment (OBA)

LEARNING STRAND

4.0 Music Reading and Terminology

ENDURING UNDERSTANDING(S)

- Music is a universal language that expresses human experiences and values.
- Everyone can perform, create and respond to music in meaningful ways.
- Music is organized sound.

ESSENTIAL QUESTIONS

- How does music communicate?
- How is melody created?
- What makes a significant and meaningful performance?
- Why do I need to be able to read music?

LEARNING OBJECTIVES *The students will :*

- 4.1 Sight read examples in a variety of meters.
- 4.2 Use terminology appropriately as it applies to music, the ensemble, individual instruments and notations.
- 4.3 Identify conducting beat patterns for duple and triple meters.

SUGGESTED INSTRUCTIONAL SUPPORT MATERIALS

- Sight reading materials and excerpts
- Sheet music and scores
- Music dictionary
- Music notation software (Sibelius, Finale)
- Selection of appropriate band literature from various historical periods, genres, and cultures
- *16 Chorales* by J.S. Bach
- *Treasury of Scales* by Leonard Smith
- *Symphonic Warm -ups for Band* by Claude Smith
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SUGGESTED INSTRUCTIONAL STRATEGIES

- Music vocabulary flashcards
- Music notation flashcards
- Label a diagram of instrument
- Peer evaluation of sight-reading
- Small group work
- Guided practice
- Observe or analyze scores.

SUGGESTED ASSESSMENTS

- Self-evaluation
- Peer evaluations
- Teacher observation of group activity
- Performance rubrics
- Musical performances
- Observation based assessment

LEARNING STRAND

5.0 Music Theory and Music History

ENDURING UNDERSTANDING(S)

- Music is organized sound.
- Music is a universal language that expresses human experiences and values.
- History and culture influence music.
- Music is embedded in all aspects of life.

ESSENTIAL QUESTIONS

- How does the structure of a musical piece create its order and clarity?
- What determines a style of music?
- How do music and history influence each other?

LEARNING OBJECTIVES *The students will :*

- 5.1 Recognize key signatures of music being learned.
- 5.2 Identify styles and forms of music being played.
- 5.3 Use knowledge of music terminology when describing, evaluating and performing musical pieces.
- 5.4 Analyze aural examples of music by describing the uses of elements of music and expressive devices.
- 5.5 Compose or improvise a simple melody.
- 5.6 Identify composers and arrangers of performance pieces.
- 5.7 Evaluate music from various musical periods and styles.

SUGGESTED INSTRUCTIONAL SUPPORT MATERIALS

- CD recordings related to various time periods
- Rhythm sheets/study books
- Instructional video tapes or DVDs
- Selection of appropriate band literature from various historical periods, genres, and cultures
- *16 Chorales* by J.S. Bach
- *Treasury of Scales* by Leonard Smith
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SUGGESTED INSTRUCTIONAL STRATEGIES

- Flash cards
- Field trips
- Perform music from various historical periods and genres
- Perform music from various cultures
- Diagram musical forms

SUGGESTED ASSESSMENTS

- Self-evaluation
- Peer evaluations
- Teacher observation of group activity
- Performance rubrics
- Musical performances

LEARNING STRAND

6.0 Ensemble Skills and Musicianship

ENDURING UNDERSTANDING(S)

- Everyone can perform, create, and respond to music in meaningful ways.
- Each music performance is unique.
- Creating and performing music are forms of self-expression.

ESSENTIAL QUESTIONS

- Does a performance have to be public to be meaningful?
- What criteria do we use to evaluate a performance?
- What makes a significant and meaningful performance?
- How does interpretation of the music affect the performance?

LEARNING OBJECTIVES *The students will :*

- 6.1 Integrate and apply performance skills within an ensemble setting.
- 6.2 Demonstrate how to blend with other instruments in the ensemble (balance and blend).
- 6.3 Respond appropriately to the director's conducting patterns.
- 6.4 Demonstrate stage comportment during performances.
- 6.5 Develop criteria for making critical evaluations of the quality and effectiveness of performances.
- 6.6 Evaluate and respond to ensemble performances.
- 6.7 Perform music from various historical periods, genres, and cultures.

SUGGESTED INSTRUCTIONAL SUPPORT MATERIALS

- Selection of appropriate band literature from various historical periods, genres, and cultures
- *16 Chorales* by *J.S. Bach*
- *Treasury of Scales* by *Leonard Smith*
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- *Essential Technique 2000 (Book 3)* published by *Hal Leonard*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Modeling/demonstration of techniques
- Guided practice
- Critiques – formal/informal, self/peer/group
- Evaluate a performance, composition, or arrangement by comparing it to similar or exemplary models

SUGGESTED ASSESSMENTS

- Self-evaluation
- Peer evaluations
- Teacher observation of group activity
- Performance rubrics

LEARNING STRAND

7.0 Aesthetics / Responding

ENDURING UNDERSTANDING(S)

- The blending of musical elements creates aesthetics.
- Music facilitates the communication of emotions and ideas.
- Music is a personal experience.
- Different styles of music are all art forms.
- All music is significant even if it differs from an individual's music preference.

ESSENTIAL QUESTIONS

- How does music affect the emotional state of the listener?
- How can music be used to communicate emotions and ideas?
- Why do people respond/react differently to the same piece of music?
- What effects do our emotions and experiences have on our opinion of personal performance and the performance of others?

LEARNING OBJECTIVES *The students will :*

- 7.1 Explain how non-musical elements impact the performance.
- 7.2 Apply various musical and non-musical strategies to maintain focus during a performance.
- 7.3 Use communication skills to express individual responses to music.
- 7.4 Develop personal / emotional connections to musical pieces.

SUGGESTED INSTRUCTIONAL SUPPORT MATERIALS

- Selection of appropriate band literature from various historical periods, genres, and cultures
- *16 Chorales* by *J.S. Bach*
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SUGGESTED INSTRUCTIONAL STRATEGIES

- Modeling/demonstration of techniques
- Guided practice
- Critiques – formal/informal, self/peer/group
- Evaluate a performance, composition, or arrangement by comparing it to similar or exemplary models
- Use physical, emotional and visual associations to enhance performance.

SUGGESTED ASSESSMENTS

- Self-evaluation
- Peer evaluations
- Teacher observation of group activity
- Written and verbal responses