

CONCERT BAND

LENGTH OF TIME: one year, 90 minutes every other day

GRADE LEVEL: 9-12

COURSE STANDARDS:

Students will:

1. Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4 on a scale of 1 to 6. (NMCS 2, 5, 8, 9; PA Std 9.1 a, b, c, d; 9.2 a, b)
2. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills. (NMCS 1, 2, 5, 6; PA Std 9.1 a, b, c, d; 9.3; 9.4)
3. Perform in small ensembles with one student on a part. (NMCS 1, 2, 5, 6; PA Std 9.1 a, b, c, d)
4. Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality. (NMCS 3; PA Std 9.1 a, b, c, d)
5. Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used. (NMCS 5; PA Std 9.3 a)
6. Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6. (NMCS 3, 4, 5; PA Std 9.1 a, b, c, d)
7. Demonstrate extensive knowledge of the technical vocabulary of music. (NMCS 5, 6, 8, 9; PA Std 9.1 a, c; 9.2 k; 9.3 c)
8. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music. (NMCS 7; PA Std 9.3 e, f; 9.4 a, b, d)
9. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. (NMCS 2, 6, 7; PA Std 9.1; 9.3 e, f; 9.4 a, b, d)

NATIONAL MUSIC CONTENT/ACHIEVEMENT STANDARDS (9-12)

* - indicates advanced level of achievement of standard

1. Singing, alone and with others, a varied repertoire of music
Students
 - a. sing with correct expression and technical accuracy (Level 4 Literature)
 - b. sing music in 4 parts
 - c. demonstrate well-developed ensemble skills
 - *d. sing with correct expression and technical accuracy (Level 5 Literature)
 - *e. sing music in more than 4 parts with and without accompaniment
 - *f. sing in small ensembles with one on a part
2. Performing on instruments, alone and with others, a varied repertoire of music
Students
 - a. perform with correct expression and technical accuracy (Level 4 Literature)
 - b. demonstrate well-developed ensemble skills
 - c. perform in ensemble with one on a part
 - *d. perform with correct expression and technical accuracy (Level 5 Literature)
3. Improvising melodies, variations, and accompaniments

Students

- a. improvise stylistically appropriate harmonizing parts
 - b. improvise rhythmic/melodic variations on pentatonic melodies and melodies in major and minor keys
 - c. improvise original melodies over given chord progression
 - *d. improvise stylistically appropriate harmonizing parts in variety of styles
 - *e. improvise original melodies over given chord progression in variety of styles
4. Composing and arranging music within specified guidelines

Students

- a. compose music in several distinct styles demonstrating creativity in achieving expressive effects
 - b. arrange piece for different instrumentation or voice parts; preserve or enhance original expressive effect
 - c. compose/arrange for voices, acoustic and electronic instruments demonstrating knowledge of ranges and traditional usages of sound sources
 - *d. compose music demonstrating imagination and technical skill in applying principles of composition.
5. Reading and notating music

Students

- a. demonstrate ability to read instrumental or vocal score up to 4 staves
- b. sight-read in an instrumental ensemble with correct expression and technical accuracy (Level 3 Literature)
- *c. demonstrate ability to read full instrumental or vocal score; explain transpositions and clefs
- *d. interpret non-standard notation used in 20th century compositions
- *e. sight-read in an instrumental ensemble with correct expression and technical accuracy (Level 4 Literature)

6. Listening to, analyzing, and describing music

Students

- a. analyze the uses of elements of music and expressive devices in music of different genres and cultures (presented aurally)
- b. demonstrate extensive knowledge of technical vocabulary of music
- c. identify and explain compositional devices/techniques used to provide unity/variety and tension/release in a musical composition; give examples of other works that use similar devices/techniques
- *d. demonstrate ability to perceive and remember musical events in an aural example by describing significant events in detail
- *e. compare use of musical materials between given example and other work of same style/genre
- *f. analyze/describe elements of music that make a work unique, interesting, and expressive

7. Evaluating music and music performances

Students

- a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of musical events and then apply to personal participation in music
- b. evaluate musical event by comparing to similar or exemplary model
- *c. evaluate musical event in terms of aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Understanding relationships between music, the other arts, and disciplines outside the arts
Students
 - a. explain similar and distinct use of artistic process, organizational principles, and characteristic elements in various arts (cite examples)
 - b. compare characteristics of 2 or more arts within historical period or style (cite examples from various cultures)
 - c. explain the ways in which principles and subject matter of other disciplines are interrelated to those of music
 - *d. compare the use of artistic process, organizational principles, and characteristic elements in various arts in different historical periods and in different cultures
 - *e. compare/contrast role of creators/performers/those involved in production and presentation in various arts
9. Understanding music in relation to history and culture
Students
 - a. using unfamiliar, but representative aural musical examples - classify by genre, style, historical period or culture; explain reasoning behind classification
 - b. using American music - identify genre, trace evolution of genre, and cite well-known musicians associated with genre
 - c. identify variety of roles performed by musicians, cite examples of specific musicians, describe their activities and achievements
 - *d. identify/explain stylistic features of work that define aesthetic tradition and historical/cultural context
 - *e. identify/describe music genres/styles that show influence of 2 or more cultural traditions; identify cultural source of each influence and trace historical condition that produced synthesis of influences

RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
 - A. Elements and principles in each Art Form
 - B. Demonstration of Dance, Music, Theatre and Visual Arts
 - C. Vocabulary Within each Art Form
 - D. Styles in Production, Performance and Exhibition
- 9.2 Historical and Cultural Contexts
 - A. Context of Works in the Arts
 - B. Chronology of Works in the Arts
 - K. Traditions within works in the arts
- 9.3 Critical Response
 - A. Critical Processes
 - C. Classifications
 - E. Types of Analysis
 - F. Comparisons
- 9.4 Aesthetic Response
 - A. Philosophical Studies
 - B. Aesthetic Interpretation
 - D. Artistic Choices

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Performance at concerts and class study selections. (Course Standard 1, 2, 3, 7)
2. The ensemble will be asked to perform 3 diverse works. The works vary in level of difficulty from 3 to 5. Each work has been rehearsed previously. (Course Standard 1, 2)
3. Assessing individual performance in small ensembles or lessons of three to eight players with one player. (Course Standard 3)
4. Demonstrating in performance or test format, terminology commonly used in music. (Course Standard 5, 7, 9)
5. Sight reading in large class settings or individually at a basic level. (Course Standard 1, 2, 3, 6, 7)

DESCRIPTION OF COURSE:

This course is an elective for students who play band instruments (woodwind, percussion, brass). A primary emphasis of the class is the development of music and technical skills on an individual as well as group basis.

Music is chosen from various periods in music history, with special attention given to the artistic and educational value of the compositions. Special attention is given to music composed specifically for the concert band.

Performances include the Winter and Spring concerts. Opportunities are offered for all students to participate in other ensembles including small ensembles, pit orchestra, marching band, jazz combo and after school jazz band. Students are not required to participate in these groups and may elect to only participate in concert band.

TITLES OF UNITS – these units are all on-going

1. Concert band literature
2. Breath support/intonation
3. Sight-reading
4. Terminology
5. Small ensemble literature
6. Individual instrument skill development
7. Large group performance

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Study and perform a variety of concert band compositions
2. Develop individual student practice plan based upon student/teacher developed goals
3. Sight-read in class on a regular basis
4. Development of proper breathing skills through a well developed warm up process
5. Listening to a variety of recordings to develop the modeling of essential sound qualities

MATERIALS:

1. Alternative Rehearsal Techniques, Ed Lisk, Meredith Music Publications, Ft. Lauderdale, FL, 1991
2. Hilliard ensemble materials
3. Recordings of the ensemble
4. Professional recordings of music being performed

5. Individual practice plan books

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Class instruction
2. Festival adjudication
3. Guest conductors/clinicians
4. Specific instrument clinics for skill development
5. Individual/small group lessons

PORTFOLIO DEVELOPMENT:

1. Rehearsal assessment sheet
2. Tapes
3. Student reflection sheets

METHODS OF EVALUATION:

Students will demonstrate mastery of assigned standards through a combination of individual and group performance and written work.

INTEGRATED ACTIVITIES:

1. Problem Solving
 - a. Identifying performance errors and recommending appropriate solutions
 - b. Independently maintaining and caring for instrument, music and portfolio
2. Communication Tools and Techniques
 - a. Rehearsal assessment sheets and other assigned written work
 - b. Personal and group expression in music performance and rehearsal
3. Tools and Techniques for Working with Others
 - a. Ensemble practice
 - b. Demonstration of blend, balance, breathing through performance